

SANTA ANA  
COLLEGE

# **Santa Ana College**

**Institutional Self Study in Support  
of Reaffirmation of Accreditation**

**Fall 2008**

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**Submitted by:**

**Santa Ana College  
1530 West 17th Street  
Santa Ana, CA 92706-3398  
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**To:**

**The Accrediting Commission  
for Community Colleges of the  
Western Association of Schools  
and Colleges**

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# **SAC COMPREHENSIVE 2008 ACCREDITATION SELF STUDY REPORT**

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## **CERTIFICATION OF THE 2008 INSTITUTIONAL SELF STUDY**

To: Accrediting Commission for Community and Junior Colleges  
Western Association of Schools and Colleges

From: Santa Ana College  
1530 West 17th Street  
Santa Ana, CA 92706-3398

This Institutional Self Study Report is submitted to the Accrediting Commission for Community and Junior Colleges for the purpose of assisting in the determination of the accreditation status of Santa Ana College.

We certify that there was broad participation by the campus community, and we believe the Self Study Report accurately reflects the nature and substance of the institution.

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# ACCREDITATION SELF STUDY INTRODUCTION

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## HISTORY OF SANTA ANA COLLEGE SINCE THE LAST ACCREDITATION VISIT IN 2001

### **Background**

Santa Ana College celebrated ninety years of service to students and the community in 2005 and launched a “Decade of Renewal.” As SAC progresses toward its hundred-year anniversary, the college continues to be known for its tradition of educational excellence and community partnerships.

In 1915, Santa Ana College opened its doors as a “Department Junior College” to twenty-four students and eleven teaching faculty at Santa Ana High School. It was the second junior college founded in Orange County and the fourth oldest in all of California. The earthquake of 1933 forced the college to relocate to a site on North Main Street, where it served 803 students with thirty-four teaching faculty. In 1947, it moved to a permanent campus at 17th and Bristol. In 1971, Santa Ana College formally separated from the Santa Ana Unified School District to form the Rancho Santiago Community College District. Currently the fourth largest district in the State of California, RSCCD serves 35,789 students in credit programs and 18,960 in non-credit programs, representing the communities of Anaheim Hills, Garden Grove, Irvine, Orange, Santa Ana, Tustin and Villa Park. In 1997, the RSCCD became a two-college district composed of Santa Ana College and Santiago Canyon College. Today 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 39,891 students in both the credit and non-credit programs at all campuses and sites.

Santa Ana College has always endorsed the state of California’s open door policy to higher education for high school graduates and others over the age of eighteen by offering both credit and non-credit instruction (adult education classes). A full complement of general education, transfer-level, pre-collegiate level, and career and technical education classes provides an opportunity for quality education to the 276,782 residents who compose the diverse service area of Santa Ana, Garden Grove, and parts of Anaheim, Fountain Valley, Tustin and Irvine.

### **Accreditation History**

In 2001 Santa Ana College applied for and was awarded *Reaffirmation of Accreditation* by ACCJC. A successful *Interim Report* addressing

## HISTORY OF THE INSTITUTION

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Recommendation 5 of the evaluation team of October 2001 was completed in February 2003. A *Focused Midterm Report* was then issued in October 2004 demonstrating clear progress toward Recommendation 5 and all other recommendations of the October 2001 evaluation team, as well as a summary of progress on college-identified concerns as expressed in the *Self Study*. 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.

### **Improvements Since 2001**

The information below represents some of the *highlights* in the areas of support services for students; concern for maintaining currency in academic and career education curriculum; grantsmanship; collaborative partnerships; cutting edge delivery of instruction to the working poor and to immigrants; offering a gathering place to the community in the service area; responsiveness to labor shortages in disciplines such as nursing and teaching; scholarship; institutional research; social consciousness with regard to service learning, civic leadership training programs and service in civic and governmental associations.

### **In 2001-2002 Santa Ana College demonstrated the following improvements:**

- ◆ The *Department Planning Portfolio* instituted throughout the college
- ◆ *Partnership for Excellence* funds amplified the work of academic affairs and student services
- ◆ An online registration and information program debuted
- ◆ 606 international students enrolled from 55 countries—an all-time high
- ◆ Twenty-six percent increase in financial aid distribution serving a total of 7,326 students
- ◆ Record high for EOPS serving 1,507 students
- ◆ \$400,000 in book grant assistance provided to EOPS students
- ◆ Cross-Cultural Center featured 26 events, serving 3,310 participants
- ◆ *KinderCaminata* brought 2,500 local kindergarten students to college for a day
- ◆ Maintained year-round college information services at twelve local and regional high schools

## HISTORY OF THE INSTITUTION

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- ◆ Free tutorial assistance program offered at the Learning Center used by 2,299 students
- ◆ Acquired Brain Injury program implemented *Family Support Group*
- ◆ FSS Grant, *District-wide Expansion of Assistive Technologies and Training* successfully completed
- ◆ Speech/Language Pathology Internship program successfully completed
- ◆ 1,085 individuals assisted with job referral, search and development services by the Job & Career Placement Center
- ◆ 543 CalWORKs students served
- ◆ “Vocational Voice” produced by *New Horizons* and sent to 10,000 VTEA-eligible students
- ◆ 356 SAC students received \$273,745 in scholarships through the Scholarship Program
- ◆ *AmeriCorp Foster Youth Mentoring Program* developed and taught through Human Development department
- ◆ Several health-related fairs held: Great American Smoke-Out, Health Fair; three-year grant awarded to provide tobacco cessation activities for young adults
- ◆ Two *Funds for Instructional Improvement* (FII) grants successfully completed by Business Division
- ◆ Two *FII* grants awarded to expand bilingual online offerings in Business Applications and Engineering
- ◆ *Articulation* website developed
- ◆ First-time articulation agreements developed with UC San Diego and CSU, Northridge
- ◆ 772 students attend *Summer Scholars Transfer Institute* (SSTI)
- ◆ *Title V* grant awarded; Math Study Center moved; Art Department added new vocational certificate in Digital Media Web Design and 3D Animation
- ◆ *el Don* Newspaper won 10th consecutive Associated Collegiate Press National Pacemaker Award
- ◆ New certificate program in *Digital Audio Production* added by Music department
- ◆ Distance Education program serves 1,100 online and 1,800 in telecourse instruction

## HISTORY OF THE INSTITUTION

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- ◆ Expansion completed at CEC Child Development Center
- ◆ Electronic Whiteboard installed in four classrooms
- ◆ Wireless networking installed in the library
- ◆ Twenty-one classrooms mediated
- ◆ New faculty orientation program instituted
- ◆ Began realignment of Faculty Development Coordinator position for full support of Department Planning Portfolio (DPP)
- ◆ “Technology Common Day” the theme of flexible calendar common day activities
- ◆ Tessmann Planetarium had record attendance of 12,637 and generated \$37,147
- ◆ Physical Science Study Center developed with PFE funds
- ◆ ConCEPT grant courses implemented by Chemistry and Biology departments to enhance science preparation of prospective elementary school teachers
- ◆ Extended campus program developed at St. Joseph Hospital by Health Sciences/Nursing program
- ◆ Two-year Helene Fuld grant awarded to Nursing program for LVN educational mobility
- ◆ *Bridge to the Universe Campaign* for the renovation of Tessmann Planetarium completed Phase I of three-phase campaign
- ◆ *Please Take Your Seat* campaign raised \$85,000 to renovate Phillips Hall
- ◆ Santa Ana College named Hispanic-Serving Institution by US Department of Education.
- ◆ *Title V* grant awarded to increase transfer rate of Hispanic students to four-year institutions; Math Study Center moved
- ◆ School of Continuing Education (SCE) selected #1 Adult Education/ Career program in *Orange County’s Register’s* “Best of Orange County”
- ◆ Four grants completed by School of Continuing Education
- ◆ Opening of the Community Learning Center at Marketplace Education Center
- ◆ Successful Health and Safety Fair and publication of the *Student Resource Guide* in three languages at SCE

## HISTORY OF THE INSTITUTION

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### ***In 2002-2003 Santa Ana College demonstrated the following improvements:***

- ◆ Federal *Title VI-B* Business and International Education Program grant awarded to improve international program and establish internship component
- ◆ Academic Computing Center offered five courses, including Multimedia Resumé
- ◆ Pilot program established in the Business Division using laptop computers with wireless capabilities
- ◆ Implemented an online student satisfaction survey and developed computer literacy exam
- ◆ Microsoft Developer Network Academic Alliance membership used to expand software capabilities in the classroom and provide students and staff with software
- ◆ Interim Report completed to American Bar Association and ABA approval granted to Paralegal program
- ◆ Implemented Tech Prep grant that provided articulation agreements between SAC, universities, regional occupational programs and high schools
- ◆ Developed instructional services contract for AA degree completion between the Orange County Transportation Authority, the Fine & Performing Arts and Humanities & Social Sciences divisions
- ◆ Developed and participated on RSCCD Business & Industry Response Team, which provided outreach and/or training to eight businesses
- ◆ Business Division represented SAC on six workforce committees, including the Los Angeles/Orange Counties Workforce Leaders Regional Consortium
- ◆ Business Division collaborated with occupational and research departments to develop four grants, including the City of Santa Ana Empowerment Corp Service Navigator Project, Santa Ana WORK Center and School of Continuing Education, VTEA Instructional Equipment grants for Diesel Technology and Manufacturing Technology
- ◆ Career Education and Workforce Development web pages developed with links to occupational departments
- ◆ FAAst TrAAck schedule reduced time spent in program

## HISTORY OF THE INSTITUTION

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- ◆ Career Center hosted workshop in “Careers in Allied Health” and “Careers in Art”
- ◆ Center for Teacher Education enrolled sixty new students in “Orientation to College”
- ◆ Three new courses added to the Teacher Education Program: Math for Future Teachers; Introduction to Language and Its Use; History of California
- ◆ Through a federally funded project, SAC Teacher Education students offered scholarships to Chapman University for BA and teaching credential in exchange for a commitment to work with limited English proficient (LEP) students
- ◆ MESA Program increased from 503 students in 1999-2000, to 2,362 in 2002-2003
- ◆ MESA Book Loan program expanded to more than 240 textbooks in the areas of mathematics, biology, chemistry and physics
- ◆ Puente Program enjoyed 88 percent retention rate
- ◆ Puente Program events included Student Conference at UC Santa Barbara and Chicano Community College Day at UC Riverside
- ◆ Three new women’s sports added to Exercise Science Division Athletics: tennis, golf and badminton
- ◆ Athletics department completed a comprehensive Orange Empire Conference Program Review
- ◆ Three students awarded internships in 2003 Media Arts Award competition
- ◆ SAC Arts Gallery at Santora Building mounts “Over the Couch” featuring work from the private collections of SAC faculty
- ◆ Student Art Show installed and opened at SAC Main Art Gallery and SAC Arts Gallery at Santora Building with 250 pieces juried; two \$500 scholarships awarded by Orange County Fine Arts Association
- ◆ Chemistry and dance professors collaborate to develop project entitled “Understanding Molecular Motion Through Dance”
- ◆ SAC Speech Language Pathology Assistant AA degree program graduated its first student

## HISTORY OF THE INSTITUTION

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- ◆ Journalism department won six prestigious awards: 9th consecutive Associated Collegiate Press National College Newspaper of the Year Award, Associated Collegiate Press First Place Best in Show, Columbia Graduate School of Journalism Silver Crown Award, 17th consecutive Journalism Association of Community College General Education Award, *Los Angeles Times* Community College Newspaper of the Year, 15th consecutive Journalism Association of Community College Magazine General Excellence Award
- ◆ New television news set designed
- ◆ Theater department awarded the *OC Weekly* Best College Production Award for MARAT/SADE
- ◆ Children's Theater Ensemble production of *Winnie-the-Pooh* played to over 4000 elementary school children
- ◆ Completion of K-Building canopy lab space for Automotive Technology program
- ◆ Criminal Justice Academy created website
- ◆ 149 courses on Blackboard
- ◆ 890 students took online courses
- ◆ Faculty and SAC Fashion Advisory Committee hosted California College Fashion Professional Development Forum
- ◆ Fire Technology department provided Wellness assessments to over 1,000 firefighters and police officers in Orange County
- ◆ Human Development department offered the first bilingual classes in Spanish in Southern California
- ◆ Occupational Therapy Assistant program received seven-year accreditation from ACOTE
- ◆ Twenty-five occupational therapists from the community attended two-day seminar on Neuro Developmental Treatment at SAC
- ◆ Using VTEA funds, the Pharmacy Technology department began offering Saturday morning skills lab in Pharmacy Operations and Sterile Products
- ◆ Nealley Library purchased and catalogued over 2,600 electronic books
- ◆ Nealley Library received \$4,000 donation from Boeing Corporation; purchased six Dell personal computers
- ◆ Nealley Library circulating laptop program grew to 15,282 laptop checkouts

## HISTORY OF THE INSTITUTION

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- ◆ Anthropology professor Sandra Wood named *Orange County Teacher of the Year*
- ◆ *Title V* activities of the English department included use of in-class graduate tutors who have assisted in offering workshops for students
- ◆ Center for Learning and Instruction (CLI) restructured to focus on department needs; training sessions also available
- ◆ Videos produced for Fire Technology, Engineering, 3D animation and CEC by Media Services
- ◆ PA system installed in the swimming pool area
- ◆ Video conferences coordinated for the district
- ◆ Completed installation/replacement of four mediated classrooms
- ◆ 10,115 students enrolled in online and hybrid classes in 52 online classes and 205 hybrid classes
- ◆ Faculty development program successfully decentralized
- ◆ Focus of faculty development was *Department Planning Portfolio*; first demonstration of new strategy was the “Assessment Common Day” in January
- ◆ Two top choices for staff development for classified employees was technology training and wellness at the workplace
- ◆ SAC Web Development Committee and ITS improved college web page, e.g., saccollege.org changed to sac.edu
- ◆ Liberal Arts Mathematics Resource Manual developed
- ◆ St. Joseph Extended Campus Program implemented: 44 nursing students added
- ◆ Nursing department participated in Orange County-Long Beach Nurse Training Collaborative and was funded \$185,000 for enrollment growth
- ◆ EMT coordinator was integral member of a California State Task force to review and revise *Title 22* regulations
- ◆ Renovation begun on Tessmann Planetarium supported by a NASA grant and Bond *Measure E* funds
- ◆ Online application and online submission of grades initiated for Admissions and Records
- ◆ Recertification achieved with Immigration and Naturalization Service to enroll international students



## HISTORY OF THE INSTITUTION

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- ◆ English Language Academy merged with International Student Program
- ◆ Ninety international students graduated
- ◆ 1,585 AA/AS degrees, 338 certificates of completion, 1,268 CSU/IGETC certifications posted, reflecting a twenty percent increase from the prior year
- ◆ 795 veterans and 380 nursing/occupational therapy students served by the Veterans and Nursing Administration Office
- ◆ 14 percent increase in FAFSA application, equivalent to an additional 8,344 students
- ◆ 2,135 students benefited from free tutoring at the Learning Center
- ◆ 12 percent increase in *College for Kids Program* through Community Services
- ◆ Free Water Conservation workshops offered through Community Services
- ◆ SAC scholarship fund received a \$61,440 donation from the estate of Kathleen Heffley for scholarships for students with disabilities
- ◆ Alternate media services provided accommodations for blind, hearing impaired and learning disabled students, including textbook scanned into electronic text and transcribed into Braille
- ◆ Ten interns from the Speech-Language Pathology Master's Program at CSU Fullerton provided 1,200 hours of supervised instruction to students with communication disabilities
- ◆ 334 students attended 70 Employment Preparation workshops offered by the Job/Career Placement Center
- ◆ Scholarship program administered \$438,837 to 531 student scholarship accounts
- ◆ Twelve new scholarships were established totaling \$145,000
- ◆ Health and Wellness Center provided medical/nursing services to 8,416 students, documented 1,281 contacts by psychological services, sponsored two health fairs and three blood drives
- ◆ EOPS recruited 455 new students
- ◆ 1,400 high school students enrolled through *Early Decision*
- ◆ Twenty-five additional parent *promotores* trained through ENLACE
- ◆ Higher Education Centers established at four comprehensive high schools served over 4,000 students through ENLACE

## HISTORY OF THE INSTITUTION

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- ◆ Cross Cultural Center sponsored nineteen cross cultural events serving 1,571 participants
- ◆ Thirty-four faculty incorporated service learning into the curriculum; 511 students participated in the program
- ◆ Microenterprise Center's Home-based Childcare Provider's program had 340 graduates, each qualified to open a certified childcare business
- ◆ A new partnership was forged with the United Way of Orange County to provide an annual leadership program for mid-managers within our diverse community through the MultiEthnic Leadership Institute
- ◆ In the School of Continuing Education, The Community Learning Centers expanded by opening a site at Delhi Center
- ◆ School of Continuing Education adopted the credit *Department Planning Portfolio* model
- ◆ Twenty-four instructors brought educational opportunities to 400 incarcerated inmates through SCE
- ◆ Regional Resource Center housed at Centennial Education Center (CEC) provided professional development and technical assistance to adult literacy providers in the Southern California area
- ◆ Santa Ana College Foundation distributed \$14,814 in program funding projects and awarded 313 student scholarships
- ◆ Santa Ana College Foundation sponsored the first *Pageant of the Trees* as a fundraiser

### ***In 2003-2004 Santa Ana College demonstrated the following improvements:***

- ◆ Accounting department partnered with the IRS and Santa Ana Credit Union to participate in Volunteer Income Tax Assistance program for low income families
- ◆ Engineering Club was reactivated
- ◆ Center for Teacher Education was awarded a five-year \$3.2 million Cooperative Arrangement Grant, "Milestones Along the Path," under the Hispanic Serving Institutions Program
- ◆ MESA program received the HP Technology for Teaching Grant for \$100,000
- ◆ A student art exhibit was coordinated at the RSCCD District Office

## HISTORY OF THE INSTITUTION

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- ◆ Journalism department won all five national collegiate journalism titles
- ◆ TV/Video department created a special twenty-year anniversary newscast to celebrate “Around and About Orange County” on local cable TV
- ◆ 2,600 elementary school children attended the 8th Annual Children’s Theater production of *The Legend of Sleepy Hollow*
- ◆ Criminal Justice department offered a “Terrorism” class, the only class of this type at the community college level in Orange County
- ◆ Criminal Justice Academies instructed all Orange County Chiefs, the Orange County DA, the Chief Orange County Probation Officer and the head FBI Supervisor in “Racial Profiling” training
- ◆ Distance Education courses added to FAAst TrAAck
- ◆ Closed captioning for all videos available for circulation at Nealley Library completed
- ◆ Continued participation in *Title V/Freshman Experience Reading Across the Curriculum*
- ◆ Anthropology department’s charette became background for a \$2,000,000 grant to Orange County for refurbishing the Old Irvine Ranch buildings
- ◆ Psychology Honor Society *Psi Beta* sponsored *Diversity Project 2000 and Beyond* program
- ◆ Tessmann Planetarium completed first phase of NASA grant
- ◆ Health and Wellness Center co-sponsored St. Joseph Hospital blood drive
- ◆ Psychological Services department offered workshops for faculty on conflict resolution
- ◆ Three Trio programs: Student Support Services program, *Talent Search* and *Upward Bound* operated to provide services to low-income, prospective first-generation college students in SAUSD
- ◆ Financial Aid Office experienced a 14 percent increase in number of FAFSA records received
- ◆ 600 classes offered through Community Services
- ◆ Over 1,000 youth served by eleven Reading Corners established in apartment buildings throughout the City of Santa Ana through the ENLACE program

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- ◆ Childcare provided to 85 students in SCE through the CalWORKs program
- ◆ 151 SCE students enrolled in the credit program at SAC spring 2004
- ◆ An Emergency Preparation fair was held at CEC
- ◆ 138 students received high school diplomas through the program at SCE
- ◆ A new course in Spanish Literacy offered at the Marketplace Education Center
- ◆ 360 students received \$218,650 in scholarships through the SAC Scholarship Program
- ◆ SAC Foundation distributed \$51,787 in program funding projects, including instructional enhancement for Nealley Library

### ***In 2004-2005 Santa Ana College demonstrated the following improvements:***

- ◆ Academic Computing Center replaced obsolete computers and software with more sophisticated updated technology
- ◆ Fifty-four Business Division outlines completed SLOs
- ◆ New certificate program in Business Applications and Technology: Spanish/English Interpretation and Translation developed
- ◆ Business Applications and Technology Microsoft Office Professional Option Certificate and International Business Certificates received state approval
- ◆ Tech Prep Program and Vital Link of Orange County co-hosted a Public Safety Forum for 250 Orange County high school students
- ◆ Workforce Council awarded \$756,550 VTEA funds for articulation activities, improving technology, integrating academic and technical skills, professional development, and modernizing occupational programs to the Business Division
- ◆ Online form developed for employer job postings on SAC website
- ◆ Center for Teacher Education successfully launched the Streamlined Teacher Education Program, leading to a baccalaureate degree and multiple-subject teaching credential, in conjunction with CSU Fullerton
- ◆ AMISTAD program successfully launched by Center for Teacher Education and the Human Development department
- ◆ MESA program served 2,997 students

## HISTORY OF THE INSTITUTION

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- ◆ Faculty trained to teach online courses in Exercise Science Division
- ◆ Exercise Science Division complied with *Title IX* by competing in all but one women's sports sanctioned by the Commission on Athletics
- ◆ SLOs completed on all quadrennially-reviewed course outlines in Exercise Science and Fine & Performing Arts divisions
- ◆ New student club, *The SAC Artists Guild*, established by the Art department
- ◆ Dance department hosted the *Alvin Ailey School Outreach* program in partnership with Orange County Performing Arts Center
- ◆ Digital Music Production program awarded its first certificates to program completers
- ◆ TV/Video department received two new VTEA grants
- ◆ Theater department Entertainment Lighting program awarded VTEA grant
- ◆ Criminal Justice Academies received *New Advanced Officer Training* contract
- ◆ 3,971 students took online and telecourse courses
- ◆ Fire Academy graduated 150 students
- ◆ Occupational Therapy program named 2004 Program Partner by *Rebuilding Together of Orange County*
- ◆ Marine Container Refrigeration program developed by the Diesel Technology department using VTEA funds
- ◆ Paraprofessional/Instructional Assistant in the Special Needs Classroom Certificate developed in conjunction with CSU Fullerton Special Education department
- ◆ CNC Milling Center Programming and Operation and CNC Lathe Programming and Operation approved by the State Chancellor's Office
- ◆ AMISTAD grant operational with 190 participants
- ◆ Two new courses developed in the English and Reading departments to expand efforts in composition and reading skills
- ◆ *Learning Community* course offerings expanded in the Humanities and Social Science Division
- ◆ Online courses added in English, geography and philosophy departments

## HISTORY OF THE INSTITUTION

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- ◆ English department *Title V* activities included proposing holistically-graded writing sample for more accurate placement of composition students
- ◆ Course developed to expand composition instruction in the Writing Center
- ◆ Internal database created for CLI resources
- ◆ Medical Assistant program initiated process for national accreditation
- ◆ Biology department participated in Biotechnology grant with City College of San Francisco
- ◆ Over 18,000 people from 70 cities visited Tessmann Planetarium
- ◆ Nursing/Health Sciences department awarded \$3 million HRSA Nursing Workforce Diversity Grant
- ◆ Career/Job Resource Center entered into new partnership with Disneyland and OCTA to provide internship opportunities and on-campus interviewing
- ◆ Health and Wellness Center co-sponsored DUI Alcohol Simulator Trailer with Santa Ana Police Department
- ◆ ASG presented over \$9,000 in grants to nine departments and divisions through the *Leaving a Legacy Program*
- ◆ SCE hosted 150 parents, teacher and students who attended the Second Family Literacy Conference on the SAC campus
- ◆ New relationship with the Orangewood Children's Foundation and SACs Americorps FYMP program established through Guardian Scholars Program
- ◆ Over 200 students who completed continuing education citizenship preparation classes received US citizenship
- ◆ Ten official student clubs available at SCE
- ◆ The third week in September designated Citizenship Week at SCE
- ◆ Over 550 completion certificates issued in Computer Skills, Office Employment Training and Microcomputer Repair at SCE
- ◆ New college-credit Inmate program offered for the first time
- ◆ New Resource Library for Older Adult program added to CEC Resource Center
- ◆ SAC Scholarship office directly affiliated with the SAC Foundation

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## HISTORY OF THE INSTITUTION

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### ***In 2005-2006 Santa Ana College demonstrated the following improvements:***

- ◆ Santa Ana College celebrated 90 years in a “Decade of Renewal”
- ◆ Number of admission applications submitted by the web nearly doubled: 10,191 received
- ◆ Number of employers recruiting SAC students increased by 46.5 percent
- ◆ \$365,794 in funds awarded in scholarships, a 26 percent increase
- ◆ Bond *Measure E* at work: 1. Campus-wide facilities improvement— Campus mall beautification; Administration building (S) & District Safety renovation; C Building renovation of lobby, restrooms and first floor hallways; Dunlap Hall renovations; Nealley Library renovations; Russell Hall renovations; Physical Education Fields and Pool renovation; Circuit Training Lab equipment updated; Johnson Center Cafeteria and Financial Aid renovations; completion of renovation and mediation of Journalism Lab; P Building ramp rebuilt; installation of air purifiers to classrooms; 2. *Digital Media Center* film studio upgraded; 3. College Avenue apartments/church demolition
- ◆ Strategies to improve *Rideshare* participation, aimed at a college-wide effort to reduce carbon emissions, yield 100 percent faculty response to survey
- ◆ Two grants totaling \$30,000 received from the Boeing Company to support the *Workstation Plus* project and the first-year *Tomorrow’s Teachers-Today Academic Success Math/Science* initiative
- ◆ *Padres Promotores de la Educación* project of Santa Ana Partnership (SAC, SAUSD, UC Irvine, CSU Fullerton and variety of local businesses and agencies) conducted 902 home visits and 45 *pláticas* (educational dialogues)
- ◆ Bilingual guide to train families about process of preparing children early for college produced by *Padres Promotores* and ENLACE initiative
- ◆ VTEA grant of \$55,000 awarded to pilot vocational project for students registered with Deaf and Hard of Hearing program
- ◆ National Council of Community and Educational partnerships granted SAC mini grant to serve as pilot site for *Telenovelas* to disseminate information about pre-collegiate preparation to Latino communities
- ◆ Online course developed to assist high school special education students with transition to college

## HISTORY OF THE INSTITUTION

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- ◆ Faculty co-chair positions established for the Facilities Committee and the Budget Committee
- ◆ Nine International Business students sat for North American Small Business International Trade Educators (NASBITE) credential exam to become certified Global Business Professionals, making SAC the only community college in the US to do so
- ◆ VTEA funding allocated to develop new skill set for Geospatial training and Bilingual Interpreter program
- ◆ Implementation of SLOs in 150 course outlines in the Business Division; all quadrennial review courses completed SLOs in the Exercise Science Division
- ◆ New US Department of Education BIE Grant, “Expanding the Franchise” awarded
- ◆ Federal *Title VI-B* Business and International Education Program grant completed; internship program implemented with ten students successfully placed with local business and service providers
- ◆ Online counseling program utilized to answer a total of 1525 student questions, an increase of 16 percent over prior year
- ◆ \$239,000 Student Support Partnership Resources & Education (SSPIRE) grant for Freshman Experience and Learning Communities programs to improve and expand the integration of academic instruction and student services for low income and minority students
- ◆ NOVA Academy Early College High School, focusing on foster youth, completed second year
- ◆ Job listings available to students increased 46.5 percent
- ◆ Career Exploration Program, *Nursing Bootcamp*, provided career outlook for twenty-three future nurses
- ◆ Center For Teacher Education (CFTE) successfully implemented online registration system
- ◆ Book loan program for high demand textbooks served 109 students in inaugural year of CFTE
- ◆ In conjunction with Human Development department, CFTE Project AMISTAD, a collaboration with CSU Fullerton, Head Start, and community agencies to provide accessible education for AA and BS degree in Child/Human Development
- ◆ University Link Program assisted forty-two students to transfer, representing a 50 percent increase over the prior year



## HISTORY OF THE INSTITUTION

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- ◆ Puente Project students demonstrated 92 percent retention rate and 74 percent passing rate in English 101
- ◆ 225 students participated in Academic Excellence Workshops through MESA (Mathematics, Engineering, Science Achievement)
- ◆ Curriculum developed in Exercise Science in Hatha Yoga, Core and Stability Training, Speed and Agility Training, Theory of Track and Sports management to meet student interest
- ◆ On-site CPR and Automated Defibrillator training for Exercise Science faculty and staff
- ◆ Men's soccer team won conference and state championship
- ◆ Wrestling team won conference and state championship
- ◆ 100th SAC baseball player signed major league contract
- ◆ Faculty member Don Sneddon broke the *All-time Wins Record* for California Community Colleges
- ◆ Compliance with *Title IX* met in Exercise Science Division
- ◆ TV/Video department's dual newscasts "Around and About Orange County" and "Noticiero Latino del Condado de Orange" went on SAC-TV's new college website
- ◆ TV/Video department moved to *Digital Media Center*
- ◆ Dance department expanded curriculum, including Introduction to Pilates, Salsa, Caribbean and Latin Dance Styles
- ◆ SAC TV/Video graduate hired as sports producer of *Fox Sports*
- ◆ Music, TV/Video and Theater Arts departments received renewed VTEA funding for new and updated equipment, software, professional development and curriculum development
- ◆ Speech department awarded Sertoma International Grant for augmentative communication devices for non-verbal students in class and the community
- ◆ In Distance Education, 3,858 students enrolled in online courses and 1,631 students enrolled in telecourses
- ◆ Blackboard *ASP* successfully implemented
- ◆ Pharmacy Technology department participated in Poison Prevention Week with a display at *KinderCaminata*
- ◆ Human Development department successful in getting support materials for Human Development core courses in Spanish and English

## HISTORY OF THE INSTITUTION

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- ◆ New certificate developed in Special Education Paraprofessional/ Instructional Assistant by the Human Development department
- ◆ Automotive Technology department partnered with Cypress College in development of Quick Start Grant, funded by Chancellor's Office, for supplies and equipment to develop alternative fuels/hybrid program
- ◆ English Placement Writing Sample validated by the state
- ◆ *Title V* grant completed by English/Reading departments
- ◆ Renewed program with UC Irvine for Community College Intern Program; nine SAC faculty served as mentors
- ◆ WebCMS, online curriculum database, successfully launched
- ◆ Nursing department awarded Center for Nursing/Expansion and Innovation grant to permanently expand number of nursing students into program each year
- ◆ Math Study Center serviced 45,768 student hours
- ◆ Emergency Medical Technician program reaccredited by Orange County Emergency Medical Services
- ◆ Service Learning implemented into Math 165 curriculum
- ◆ Biology department participated in a Biotechnology grant with City College of San Francisco; new program, *Bridges to Biotechnology*, developed
- ◆ Nursing/Health Sciences department received its largest grant of \$6.5 million
- ◆ Over 250 students who completed continuing education citizenship preparation classes received United States citizenship through SCE
- ◆ SCE *Community-based English Tutoring* increased number of sites, levels and students: 112 sections at 61 sites
- ◆ UCI TESOL students worked with SCE ESL instructors to acquire practical teaching experience
- ◆ ESL technology mentoring began at MEC and offsite technology mentoring continues at Santa Ana High School
- ◆ New procedure for CASAS testing implemented in SCE
- ◆ High School Subjects courses offered for first time at Phoenix House and at Taller San Jose to at-risk adults

## HISTORY OF THE INSTITUTION

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- ◆ New community partnerships established with SCE and Community Partnership of Orange County, the 5-a-Day Latino Campaign, Department of Health Services and Office of Citizenship Department of Homeland Security
- ◆ First year of partnership between SCE and Orange County High School of the Arts completed
- ◆ MEC established partnerships with Orange County Children's Therapeutic Arts Center, Lincoln-Juarez Center, Kiwanis Club, Santa Ana College Art department and Pacific Clinics
- ◆ New High School Subjects program in SCE with applied technology focus
- ◆ Inmate Education program has initiated MOS Certification program for students in vocational areas
- ◆ Lending Library created by Student Outreach at SCE to lend books to SCE students who transfer to SAC

### ***In 2006-2007 Santa Ana College demonstrated the following improvements:***

- ◆ Vice president of academic affairs position filled January 2007
- ◆ Bilingual Interpreting Guide completed
- ◆ Record high attendance in Academic Computing Center
- ◆ Business Seminars and Public Service Institute (PSI) moved to Digital Media Center (DMC)
- ◆ Articulation agreement with Cal Poly Pomona for the International Business program established
- ◆ Disney College program implemented US Department of Education BIE Grant, Expanding the Franchise, awarded for second year
- ◆ Nursing and Fire Technology orientation attendance doubled
- ◆ Online counseling appointments increased by 8 percent: 1,651 served
- ◆ USDA grant for \$275,000 procured for University Transfer Center
- ◆ Number of students served by Center For Teacher Education up 13 percent from prior year
- ◆ Four new teacher preparation courses developed
- ◆ New Transfer Preparation course developed
- ◆ Budgetary units established for three special programs in counseling to offer enhanced services to students: University Transfer Center, University Link and Puente

## HISTORY OF THE INSTITUTION

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- ◆ Counseling department developing online new student orientation
- ◆ Financial Aid Initiative (FAI) created to address most common barrier to transfer
- ◆ Thirty students participated in Transfer Mentor Success Program, funded by SAC Student Success Innovation Award
- ◆ CFTE created a CFTE My Space as a way to better communicate with current SAC students
- ◆ UC Breakfast Club created to foster ongoing information about transfer through the year
- ◆ Career/Job Resource Center developed a DVD presentation to disseminate information about University Transfer Center
- ◆ MESA website established
- ◆ Counseling Division directed or co-directed five ongoing grants, obtained two new grants and participated in another new grant
- ◆ Grand opening of the new Exercise Science Locker Room complex, strength room, weight room and athletic training room
- ◆ Fifty-four courses completed SLOs and assessment in Exercise Science division
- ◆ Men's soccer and men's baseball Orange Empire conference champions
- ◆ Six former *el Don* editors hired full-time by *Orange County Register*
- ◆ *el Don* won its 13th ACP National Pacemaker Award, its 21st State General Excellence Award, and its 5th consecutive California Newspaper Publishers 2-Year College First Place General Excellence Award
- ◆ Theater/Dance/Music programs convert all Phillips Hall programs to electronic marketing
- ◆ VTEA funds awarded to two programs: Digital Media Arts program for new instructional design approaches using digital media to teach virtual communication skills and Entertainment Lighting Technology program
- ◆ Automotive Technology program acquired its first hybrid Toyota Prius as the department expands its program to include hybrid vehicles
- ◆ Criminal Justice Academies move to new SAC-Orange County Sheriff's Regional Training Academy

## HISTORY OF THE INSTITUTION

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- ◆ An additional 500 fire students added to wellness classes through expansion of student numbers in existing programs and the addition of two new fire departments
- ◆ Fire Technology program awarded the second highest number of AA degrees (109) and fourth highest number of certificates (191) in the nation
- ◆ Sixteen graduates from the Occupational Therapy program took the national certification test to become Certified OTAs with 100 percent pass rate
- ◆ OTA department added online and evening programs with VTEA funds
- ◆ Twenty-two students passed the national Pharmacy Technician Certification Board exam
- ◆ Criminal Justice department entered into an agreement with Regional Occupational programs in Orange and Santa Ana
- ◆ New online courses were developed in Exercise Science, Speech Communication, Spanish, Theater, Political Science and Economics, leading to the availability of an online degree; instructors adding streaming video to enhance course materials
- ◆ Distance Education Taskforce of Santa Ana College and Santiago Canyon College developed guidelines for new faculty wishing to teach online
- ◆ Blackboard usage increased to 480 courses
- ◆ Fashion Design and Merchandising department classroom redesigned to improve student access
- ◆ Fire Technology department completed a third mobile fitness testing lab
- ◆ Human Development department instituted *Steps for Success* to provide students with advisement and on-the-path-to-degrees early in their educational life
- ◆ Center for Learning and Instruction (CLI) provided staff development in Blackboard, classroom presentation software, web page development, web2 functions, online curriculum management, online survey development, and online department planning portfolio development
- ◆ Department Planning Portfolio database, which stores planning efforts and documents link between planning and budget, implemented

## HISTORY OF THE INSTITUTION

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- ◆ Faculty Development Coordinator position re-established
- ◆ Basic Skills/Literacy Coordinator position established
- ◆ Eighteen new classrooms mediated
- ◆ Modern Languages department added new courses in Chinese
- ◆ Anthropology department adds courses in Forensic Anthropology and Religion, Magic and Witchcraft
- ◆ *Degrees of Reading Power* test piloted
- ◆ National League for Nursing Accrediting Commission site visit resulted in the maximum eight-year reaccreditation
- ◆ Students in Emergency Medical Technician program able to participate in the National Registry testing
- ◆ Health Sciences Skills Lab and St. Joseph Hospital Skills Lab remodeled
- ◆ Health Resources and Services Administration grant completed following three years of innovative strategies for recruitment and retention for nursing students
- ◆ A Simulation Lab and Computer Lab created with funding by the Center for Nursing/Expansion and Innovation Grant
- ◆ Nursing program awarded \$125,000 through Song-Brown Act for the office of Strategic Healthcare Planning and Occupational Development for 2007-09 for clinical teaching assistants and a laptop loan program
- ◆ Basic Skills Innovation grants awarded for study skills in mathematics, notebook computers in Math 140 and Podcasts in math
- ◆ Bridges to Biotechnology grant renewed with a rollover budget of \$49,000
- ◆ Social security numbers no longer used as student ID number
- ◆ *Datatel Colleague* selected as new Student Information System by Admissions and Records
- ◆ Server and software upgrade for Optical Imaging system, ECS Imaging, completed in Admissions and Records
- ◆ Criminal Justice, Nursing and Exercise Science Departments participate in curriculum infusion as a result of *High Risk Drinking Prevention* Grant
- ◆ Upward Bound Program renewed and funded through 2011

## HISTORY OF THE INSTITUTION

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- ◆ Recertification of SAC's Program Participation Agreement, which authorizes the college to participate in *Title IV* financial assistance programs
- ◆ EOPS served an unduplicated count of 1,492 students exceeding the mandate of the State Chancellor's Office
- ◆ *Summer Research Scholars Institute* launched with several departments in Student Services Division
- ◆ Individualized Track to Transfer Summer residential program initiated
- ◆ *Workability III* Program served 103 severely disabled students
- ◆ Tracking system for psychological services implemented
- ◆ Learning Skills program curricula for DSPS-CEC were revised to align with State Chancellor's Office
- ◆ IVEO Tactile Program purchased to assist blind students
- ◆ Deaf and Hard of Hearing Vocational Program awarded continuation grant
- ◆ Student Outreach Office established a lending library to assist students unable to purchase books
- ◆ ENLACE sponsored statewide Family/Community Leadership Institute
- ◆ GEAR UP brought in over \$2 million in federal funds to serve four middle schools and four high schools in SAUSD
- ◆ *Padres Promotores* had approximately thirty-two parents participating in the *Padres Promotores de la Educación* program, which conducted 1,925 home visits, a 47 percent increase from prior year
- ◆ 2,986 students registered for Community Services classes
- ◆ Partnership with Campaign for College Opportunity to aid students and parents in applying for financial aid
- ◆ Received one of two grants given by WK Kellogg Foundation to establish and lead statewide movement to increase Latino college access and successful degree attainment
- ◆ GEAR UP, Santa Ana Grant in partnership with UC Irvine, received sixth-year funding
- ◆ Twenty-nine students graduated from the Student Leadership Institute
- ◆ *KinderCaminata* event hosted 1,052 kindergarteners from 17 SAUSD schools

## HISTORY OF THE INSTITUTION

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- ◆ Twelve residents of Santa Ana completed Santa Ana Civic Leadership Initiative Program
- ◆ Inter-Club Council had over 20 active clubs/organizations on campus
- ◆ ASG *Leave-a-Legacy* program donated \$20,000 to various campus programs that enhance the student experience at SAC
- ◆ 7th and 8th Grade Career Exploration Development Grant awarded through State Chancellor's Office
- ◆ Service Learning Center completed a successful three-year grant through *Learn and Serve America*
- ◆ Workforce Education flourishes at Marketplace Education Center (MEC) and partnerships expanded to five new sites
- ◆ Graduate Success Program established in SCE to prepare students for requirements of California High School Exit Exam
- ◆ HUD Grant Project sponsored development of *Curriculum in Vietnamese* to support the 144 hours of instruction provided in English in Childcare Provider training in SCE
- ◆ Vocational/Workforce Education Department at MEC wrote seven career certificates as part of SB 361
- ◆ ESL course sequences developed in all disciplines to qualify for new Basic Skills Enhanced Funding in non-credit courses
- ◆ MEC represented Mexican Consulate in Santa Ana at Spanish Literacy Conference in Mexico City
- ◆ Bi-yearly graduation ceremony at Santa Ana Jail
- ◆ Fifty-four community groups/organizations utilized Santa Ana College facilities, resulting in 1,123 reservations; 15,000 persons brought to SAC campus
- ◆ New fiscal system, *Datatel*, training and implementation underway

### ***In 2007-2008 Santa Ana College demonstrated the following improvements:***

- ◆ OCSD, in partnership with Santa Ana College, moved the Basic Academy into the new facility on June 18, 2007
- ◆ Fire Technology department completed a successful accreditation review by the Fire Marshall's Office in January 2008



## HISTORY OF THE INSTITUTION

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- ◆ Pharmacy Technology department expanded both the compounding and outpatient pharmacy components of PHAR 056 (Pharmacy Operations); VTEA funding provided for additional faculty training, as well as the purchase of software, equipment and supplies to enhance the curriculum.
- ◆ Pharmacy Technology department in process of updating documents in preparation for ASHP accreditation in 2010
- ◆ Four Exercise Science Division facilities opened: the new fitness center, analysis lab, renovated track and the new softball complex
- ◆ Five new courses were developed and approved, twenty-four courses have been reviewed in the quadrennial process and currently 97 percent of all Exercise Science classes have SLO's
- ◆ Men's soccer team won their 13th consecutive Orange Empire Conference Championship and competed in the State Final Four
- ◆ Head men's Soccer Coach, Jose Vasquez, was selected OEC Coach of the Year.
- ◆ Eighty-five student-athletes were recognized as "Scholar Athletes" by the Athletics department for achieving a 3.0 or higher GPA
- ◆ Women's basketball team competed in the play-offs for the second consecutive year
- ◆ New *Title V* grant for *Academic Literacy across the Curriculum* received for the next five years
- ◆ Dr. Tom Osborne was invited to present at the Huntington Research Library in San Marino on "Teaching U.S. History as if the Pacific Mattered (a Lot)" on November 10, 2007
- ◆ Shelly Jaffray, Fernando Ortiz and Sharon Whelan held a workshop at UCI's Career Center entitled "Successful Strategies for Seeking Full-Time Positions in Community Colleges October 2007"
- ◆ Microbiology professor Dr. Kathy Takahashi hosted the Amgen-Bruce Wallace Biotechnology Laboratory Workshop, sponsored by the Amgen Foundation in Russell Hall
- ◆ Santa Ana College Chemistry department hosted the 2008 Middle School Science Olympiad Division Competition on February 29, 2008 with 15 events and 18 schools participating
- ◆ Nursing/Heath Sciences department received augmentation of \$139,030 for the *Enrollment Expansion* grant to be implemented in March 2008

## HISTORY OF THE INSTITUTION

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- ◆ Nursing department is also receiving \$227,000 for a Health Science project with Garden Grove Hospital— expected impact of these grants is continued expansion of nursing enrollments with new expansion of EMT and NCE student numbers
- ◆ Biology department partnering with CSU, Fullerton and Mount San Antonio College in a STEP proposal, *TEST UP: Talent Expansion in Science and Technology-An Urban Partnership* National Science Foundation five-year grant
- ◆ Caren McClure of the Mathematics department working with Carnegie-Mellon university's *Open Learning Initiative* to develop an enriched, high quality online statistics course
- ◆ *el Don* was elected to the College Journalism Hall of Fame— induction in October at the Associated Collegiate Press National Conference in Kansas City, Missouri
- ◆ *el Don* won its 14th Associated Collegiate Press National Pacemaker Award in November in Washington D.C. and 16th First Place Best of Show honors at the annual ACP conference of about 4,000 student journalists from North America and parts of Europe
- ◆ Vicente Serrano, SAC alumnus, visited SAC-TV from Chicago, where he is the top news anchor on the *Telemundo* station there at age 28; he is also producing a documentary that is being considered for entry in the Cannes Film Festival in France for next May's event there
- ◆ Art department produced *MESHED: Graffiti* art show attracted 400 guests to opening reception
- ◆ Five faculty members and ten dance students attended the regional *American College Dance Festival* at University of California, Irvine
- ◆ Twelfth Annual Children's Theatre Ensemble presented *The Emperor's New Clothes* for 3,346 elementary school children from public schools in Santa Ana, Orange, Fountain Valley, and Placentia/Yorba Linda as well as from private schools
- ◆ SAC Theatre department's fall 2007 production of *Playing for Time*, based on the personal memoir of a Holocaust survivor during World War II, met with great success; an interview with director Sheryl Donchey and lead actor Dr. Bonita Jaros, and information about the Theater Arts department included on the website of the *Auschwitz-Birkenau Holocaust Museum*
- ◆ Music department had an exceptionally strong season in 2006-2007, including eighteen concerts featuring students, faculty and guest artists

## HISTORY OF THE INSTITUTION

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- ◆ *KinderCaminata* brought 2,500 local kindergarten students to college for a day
- ◆ In response to *Vision Theme VI: New American Community*, a community garden has been established at the Childcare Center and throughout the campus
- ◆ A new student club, *The New American Community*, has been established to educate and incorporate the perspective of Vision Theme IV
- ◆ Environmental Workgroup was established as a sub-committee of the Institutional Effectiveness and Assessment Committee
- ◆ “For the Love of Language and Literacy” was incorporated into the International Student Festival

### ***The Future of Santa Ana College—“2008–2015 and Beyond”***

As Santa Ana College progresses towards the milestone of its centennial in 2015, the **vision** of the college will be expressed in the *Strategic Plan* and the work of all constituencies in the following domains:

1. Student Achievement
  - a. Literacy across disciplines
  - b. Eliminating economic barriers
  - c. Transfer/Employment
  - d. Excellence in teaching and learning
2. Use of Technology
  - a. Student-focused
  - b. College environment
  - c. Classroom
3. Innovation
  - a. Classroom efforts
  - b. Scholarship, inquiry and love of learning
  - c. Access/Outreach
4. Community
  - a. Attitude/Motivation
  - b. Community/Family involvement
  - c. Lifelong learning
  - d. Healthful living
5. Workforce Development
  - a. Partnerships
  - b. Skills across the curriculum
  - c. Skilled employees for high demand occupations

## HISTORY OF THE INSTITUTION

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6. New American Community
  - a. Civic responsibility
  - b. “Green” efforts
  - c. Integrated education
  - d. Cross-disciplinary collaboration

Looking forward to regional changes in demography and environment, facility changes will also enhance the college through building and renovation projects, utilizing Bond *Measure E* Funds.

**SAC Service Area**

**SAC Service Area Population (2000, 2004, 2008)**

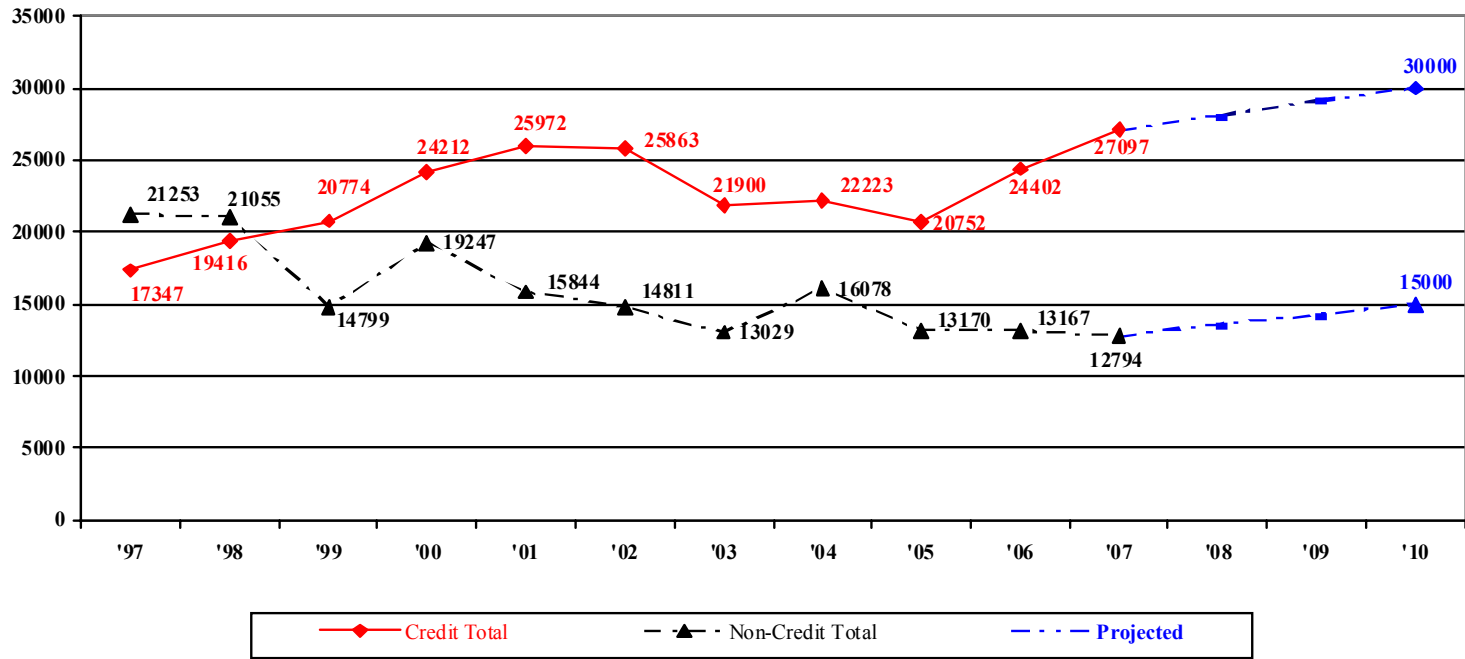
City	Zip Code	2000 Census		2004		2008	
		Total	≥18	Total	≥18	Total	≥18
Santa Ana	90% of 92701	52,336	32,643	54,182	33,795	54,936	34,265
	95% of 92703	66,503	43,801	68,849	45,346	69,807	45,977
	95% of 92704	86,617	57,870	89,673	59,912	90,921	60,746
	34% of 92705	14,997	10,923	15,526	11,308	15,743	11,465
	All of 92706	37,871	25,132	39,207	26,019	39,753	26,381
	99% of 92707	62,001	40,978	64,188	42,424	65,082	43,014
Garden Grove	60% of 92840	30,602	22,050	31,748	22,876	32,142	23,160
	60% of 92843	26,281	18,130	27,265	18,810	27,603	19,043
Fountain Valley	19% of 92708	10,443	7,994	10,758	8,235	11,013	8,430
Anaheim	7% of 92802	3,374	2,291	3,509	2,383	3,584	2,434
Irvine	3% of 92612	1,307	1,095	1,572	1,318	1,921	1,610
Other	<1% of Uninc.	484	363	330	248	343	257
<b>Total</b>		<b>392,815</b>	<b>263,270</b>	<b>406,809</b>	<b>272,672</b>	<b>412,847</b>	<b>276,782</b>

**Ethnic Distribution of SAC Service Area (Age 18+) Population, Census 2000**

City	African American		Asian		Latino		White		Other		Total
	#	%	#	%	#	%	#	%	#	%	#
Santa Ana	3,101	1%	20,823	10%	147,971	70%	33,185	16%	6,267	3%	211,347
Garden Grove	453	1%	12,737	32%	11,059	28%	14,384	36%	1,547	4%	40,181
Fountain Valley	83	1%	2,018	25%	758	9%	4,799	60%	336	4%	7,994
Anaheim	54	2%	291	13%	911	40%	919	40%	116	5%	2,291
Irvine	15	1%	328	30%	75	7%	623	57%	55	5%	1,095
Other	5	1%	36	10%	254	70%	57	16%	11	3%	363
<b>Total</b>	<b>3,712</b>	<b>1%</b>	<b>36,232</b>	<b>14%</b>	<b>161,027</b>	<b>61%</b>	<b>53,967</b>	<b>20%</b>	<b>8,332</b>	<b>3%</b>	<b>263,270</b>

## SAC Enrollment Trends and Student Characteristics

### College Credit and Non-Credit Fall Semesters, 1997-2010 (Census Week)

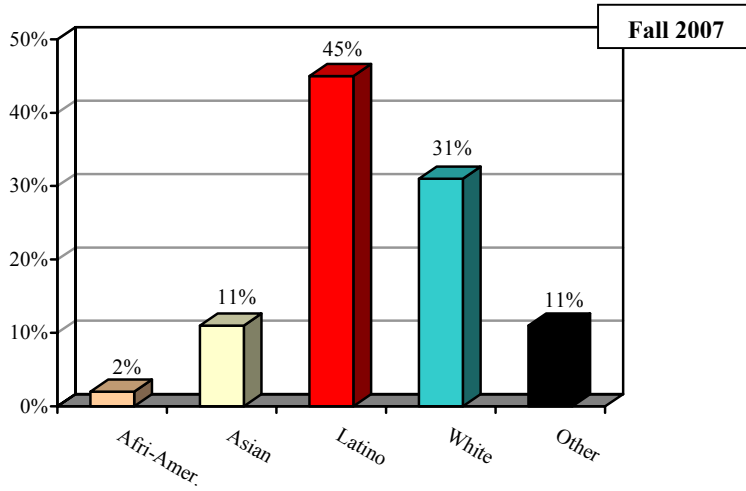


Note: In 1999, SCC non-credit program separated from SAC program.

## SAC Enrollment Trends and Student Characteristics

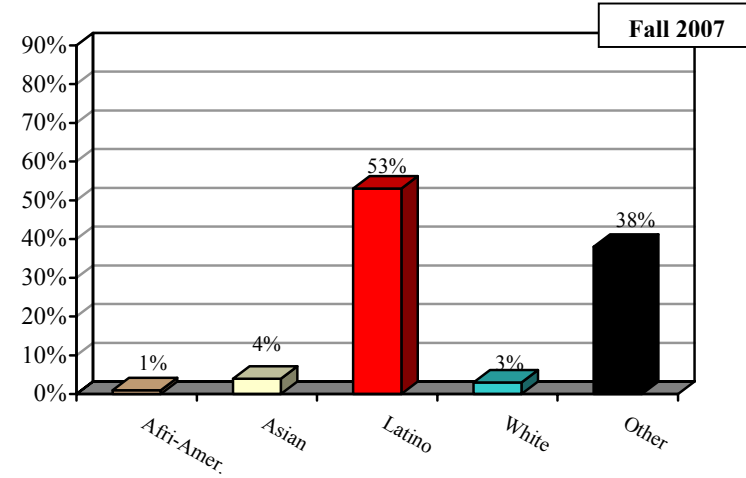
### College Credit - Ethnicity

	Fall 2005	Fall 2006	Fall 2007
<b>African-American</b>	2%	2%	2%
<b>Asian</b>	13%	12%	11%
<b>Latino</b>	50%	46%	45%
<b>White</b>	25%	29%	31%
<b>Other</b>	9%	11%	11%



### Non-Credit - Ethnicity

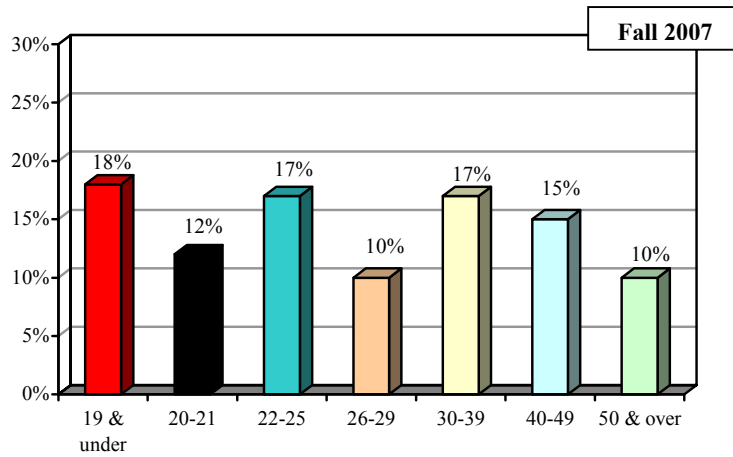
	Fall 2005	Fall 2006	Fall 2007
<b>African-American</b>	1%	2%	1%
<b>Asian</b>	4%	6%	4%
<b>Latino</b>	65%	58%	53%
<b>White</b>	4%	4%	3%
<b>Other</b>	26%	30%	38%



## SAC Enrollment Trends and Student Characteristics

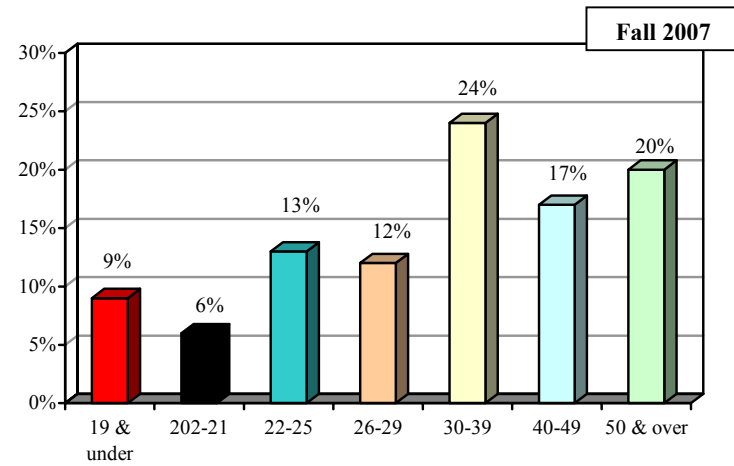
### College Credit - Age

	Fall 2005	Fall 2006	Fall 2007
<b>19 &amp; under</b>	21%	20%	18%
<b>20-21</b>	15%	13%	12%
<b>22-25</b>	19%	17%	17%
<b>26-29</b>	10%	10%	10%
<b>30-39</b>	17%	17%	17%
<b>40-49</b>	13%	14%	15%
<b>50 &amp; over</b>	6%	9%	10%



### Non-Credit - Age

	Fall 2005	Fall 2006	Fall 2007
<b>19 &amp; under</b>	14%	16%	9%
<b>20-21</b>	7%	7%	6%
<b>22-25</b>	13%	13%	13%
<b>26-29</b>	12%	11%	12%
<b>30-39</b>	23%	22%	24%
<b>40-49</b>	13%	14%	17%
<b>50 &amp; over</b>	17%	17%	20%

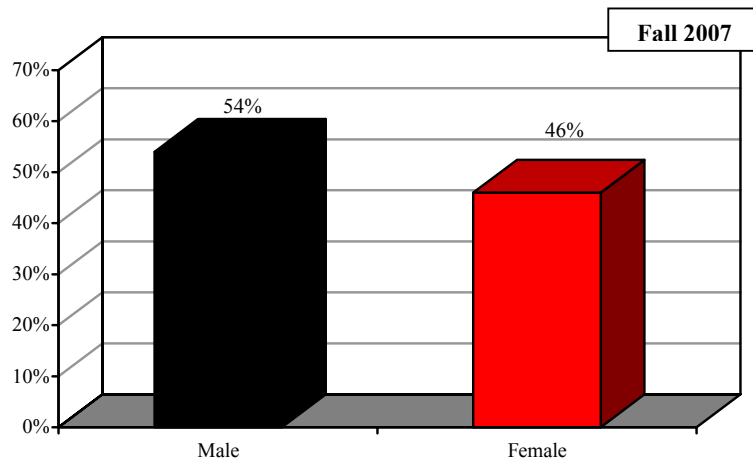




## SAC Enrollment Trends and Student Characteristics

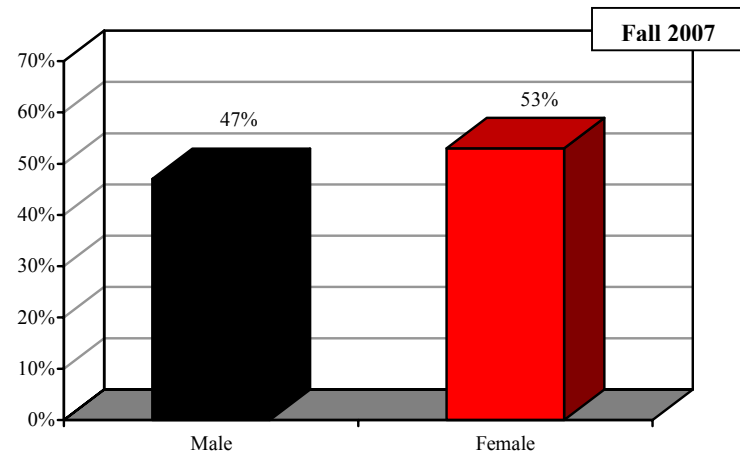
### College Credit - Gender

	Fall 2005	Fall 2006	Fall 2007
<b>Male</b>	54%	54%	54%
<b>Female</b>	46%	46%	46%



### Non-Credit - Gender

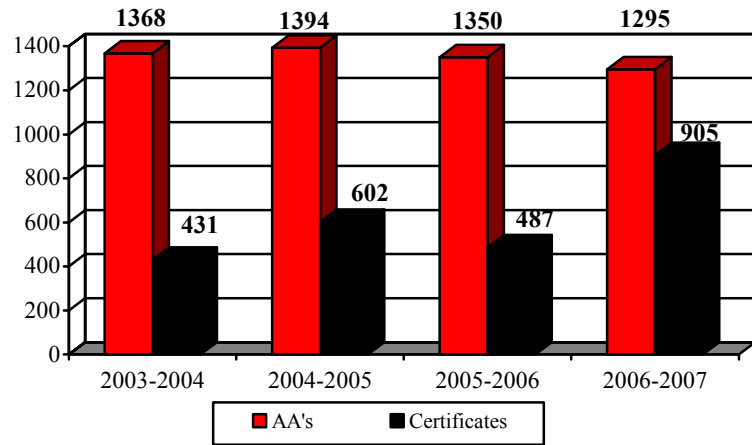
	Fall 2005	Fall 2006	Fall 2007
<b>Male</b>	45%	48%	47%
<b>Female</b>	55%	52%	53%



### SAC Student Outcomes

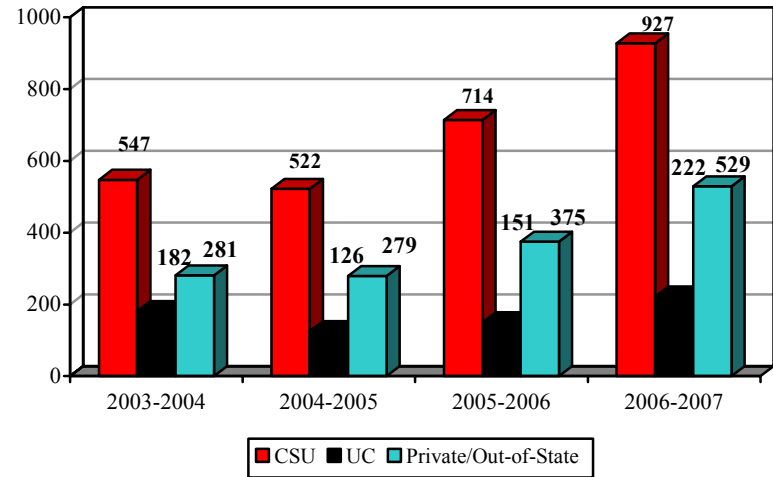
**Associate Degrees and Certificates Awarded  
2003-2004 to 2006-2007**

	Associate Degrees	Certificates	Total
<b>2003-2004</b>	1368	431	1799
<b>2004-2005</b>	1394	602	1996
<b>2005-2006</b>	1350	487	1837
<b>2006-2007</b>	1295	905	2200



**Transfers to CSU, UC, and  
Private and Out-of-State Universities**

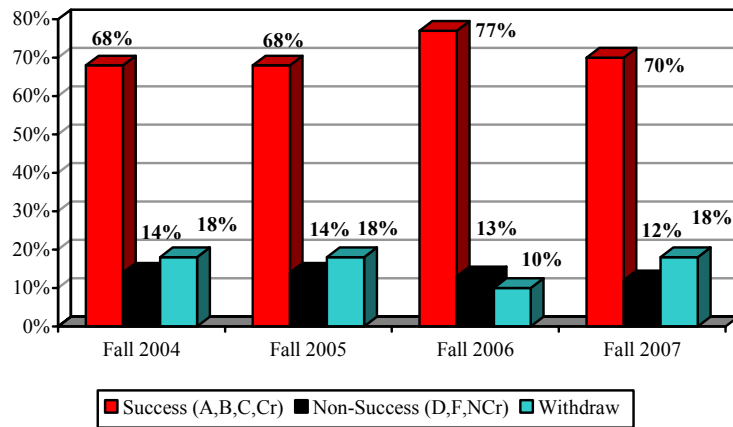
	CSU	UC	Private/ Out-of-State	Total
<b>2003-2004</b>	547	182	281	1010
<b>2004-2005</b>	522	126	279	927
<b>2005-2006</b>	714	151	375	1240
<b>2006-2007</b>	927	222	529	1678



## SAC Student Outcomes

### Course Completion Rates Fall 2004 – Fall 2006

	Success (A,B,C,Cr)	Non-Success (D,F,NCr)	Withdrawal
<b>Fall 2004</b>	68%	14%	18%
<b>Fall 2005</b>	68%	14%	18%
<b>Fall 2006</b>	77%	13%	10%
<b>Fall 2007</b>	70%	12%	18%



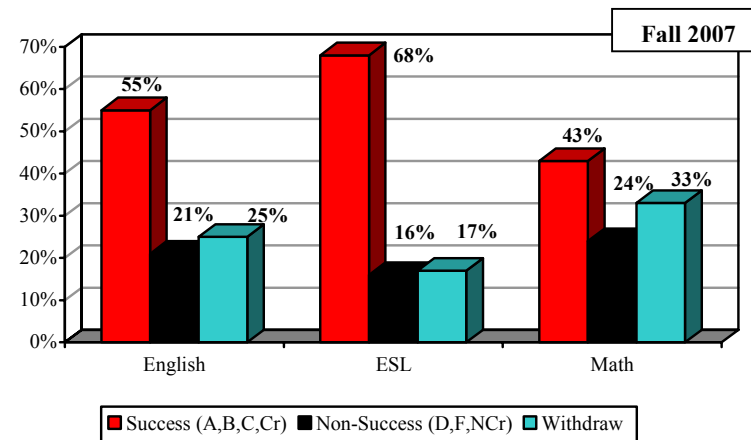
### Basic Skills Course Completion Rates Fall 2005 – Fall 2007

	Success (A,B,C,Cr)	Non-Success (D,F,NCr)	Withdrawal
<b>Fall 2005</b>			
English	52%	23%	25%
ESL	65%	18%	18%
Math	42%	26%	32%
<b>Fall 2006</b>			
English	53%	21%	26%
ESL	70%	16%	14%
Math	44%	24%	32%
<b>Fall 2007</b>			
English	55%	21%	25%
ESL	68%	16%	17%
Math	43%	24%	33%

\*All courses under English 101, College Freshmen English

\*\*All ESL courses offered

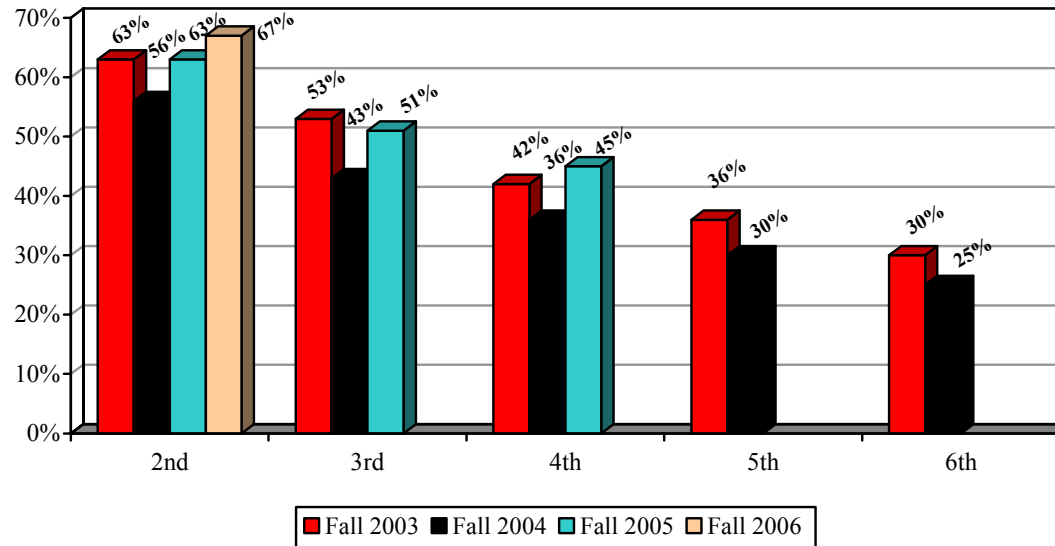
\*\*\*All math courses under 100 (transfer-level math)



## SAC Student Outcomes

### Persistence of New Freshmen Second to Sixth Semester Rates Fall 2003 – Fall 2006

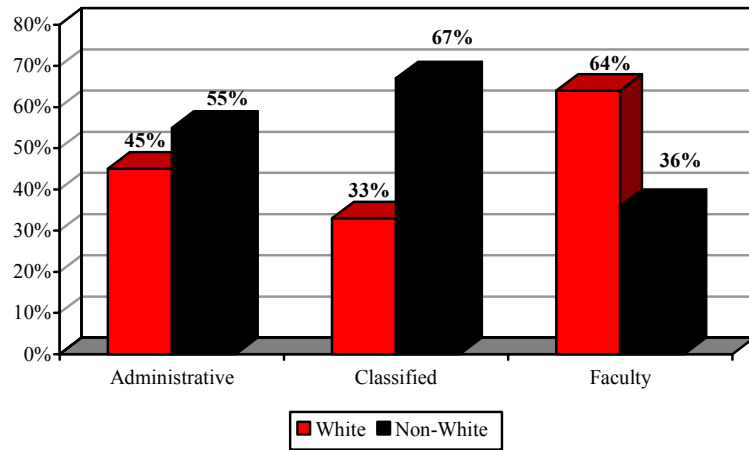
	Semesters After Initial Enrollment				
	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	6 <sup>th</sup>
<b>Fall 2003 Cohort</b> n=3,615	63%	53%	42%	36%	30%
<b>Fall 2004 Cohort</b> n=3,930	56%	43%	36%	30%	25%
<b>Fall 2005 Cohort</b> n=3,633	63%	51%	45%		
<b>Fall 2006 Cohort</b> n=4,452	67%				



**SAC Full-Time Staff**

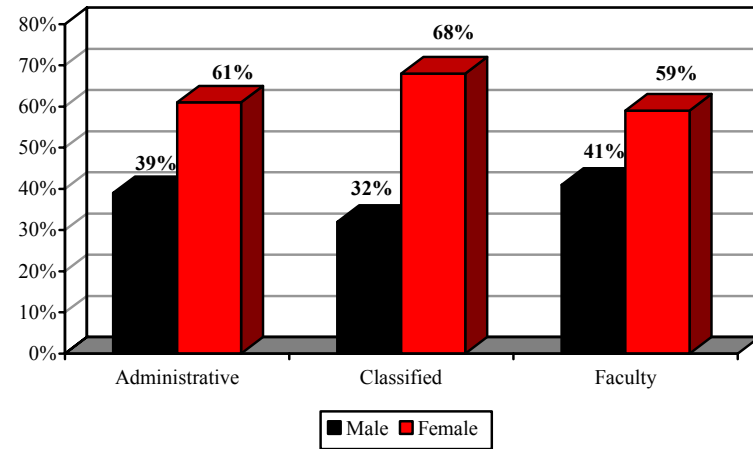
**Ethnicity – Fall 2007**

	Administrative n=38	Classified n=276	Faculty n=279	Total n=593
<b>African-American</b>	5%	4%	3%	<b>23</b>
<b>Asian</b>	13%	14%	8%	<b>68</b>
<b>Latino</b>	32%	46%	20%	<b>195</b>
<b>White</b>	45%	33%	64%	<b>286</b>
<b>Other/ Unknown</b>	5%	3%	5%	<b>21</b>



**Gender – Fall 2007**

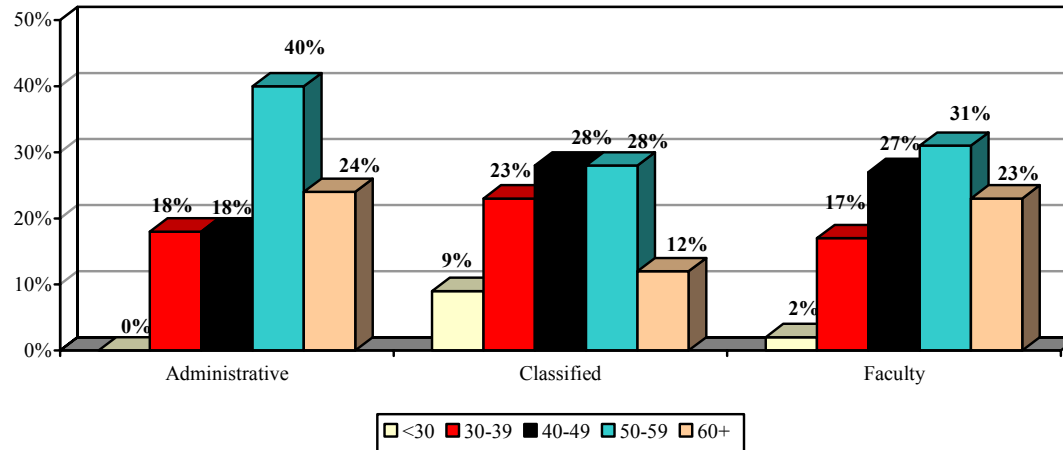
	Administrative n=38	Classified n=276	Faculty n=279	Total n=593
<b>Male</b>	39%	32%	41%	<b>215</b>
<b>Female</b>	61%	68%	59%	<b>378</b>



## SAC Full-Time Staff

Age – Fall 2007

	Administrative n=38	Classified n=276	Faculty n=279	Total n=593
<30	0%	9%	2%	30
30-39	18%	23%	17%	118
40-49	18%	28%	27%	160
50-59	40%	28%	31%	178
60+	24%	12%	23%	107





Fall 2003 - Fall 2007  
Rancho Santiago Community College District  
Credit Enrollment Trends and Student Characteristics

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**DEMOGRAPHIC INFORMATION**

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**TOTAL RSCCD CREDIT ENROLLMENT TRENDS**

<b>Source: SR0835</b>	<b>Fall 2003</b>	<b>Fall 2004</b>	<b>Fall 2005</b>	<b>Fall 2006</b>	<b>Fall 2007</b>	<b>% change '06 to '07</b>
<b>RSCCD (unduplicated)</b>						
credit (3 <sup>rd</sup> week)	29525	29914	27598	32271	35789	+11%
on-campus credit (3 <sup>rd</sup> week)*	23202	23461	23023	23962	25900	+8%
<b>Santa Ana College</b>						
all credit (3 <sup>rd</sup> week)	21900	22223	20752	24402	27097	+11%
on-campus credit (3 <sup>rd</sup> week)*	17243	16883	17034	17564	18709	+7%
<b>Santiago Canyon College</b>						
all credit (3 <sup>rd</sup> week)	9530	9910	8524	9628	10582	+10%
on-campus credit (3 <sup>rd</sup> week)*	8236	8838	7715	8249	9191	+11%
"On-campus" counts do not include "non-traditional" classes, including Apprenticeship, Fire Academy, Contract Management, Criminal Justice Academy, Quality Assurance, Business Seminar, and Distance Education (online and tv) classes.						



**DEMOGRAPHIC INFORMATION**

**HIGH SCHOOLS WITHIN RSCCD  
LAST ATTENDED BY NEW RSCCD FRESHMEN IN CREDIT  
COURSEWORK, FALL 2003-FALL 2007  
(17-19 YEARS OF AGE)**

Source: SR0320	SAC					SCC				
	2003	2004	2005	2006	2007	2003	2004	2005	2006	2007
<b>Anaheim Hills</b>										
Esperanza	24	20	9	22	26	98	99	94	105	133
<b>Garden Grove</b>										
Garden Grove	39	38	69	45	65	2	6	3	0	3
Hare	4	4	9	12	8	0	0	0	0	1
Santiago	113	111	109	103	122	8	4	4	4	10
<b>Orange</b>										
Canyon	20	25	11	16	18	127	107	82	100	126
El Modena	42	17	25	33	23	165	100	204	180	187
Lutheran	4	11	8	6	8	28	42	44	30	69
Orange	86	73	76	90	85	99	86	108	139	119
Richland	4	11	9	12	1	7	13	12	13	12
Villa Park	28	33	24	35	37	117	129	107	143	122
SCC CED	10	10	6	7	7	4	2	4	3	4
<b>Santa Ana</b>										
Century	126	195	178	175	120	1	5	6	7	2
Cesar Chavez	26	33	24	22	35	-	2	1	0	0
Mater Dei	15	18	20	17	10	8	21	13	21	22
Middle College	135	76	86	96	44	1	-	-	1	0
Mountain View	44	51	83	60	61	1	4	3	0	2
O.C.H.S. of the Arts	3	2	6	11	2	3	-	3	6	2
SAC CED	15	15	6	6	13	6	12	7	10	6
Saddleback	160	58	214	205	169	8	3	5	3	1
Santa Ana	259	241	232	312	314	4	12	3	5	13
Valley	150	171	162	70	166	2	8	3	1	5
<b>Tustin</b>										
Foothill	41	33	26	46	46	73	99	116	113	86
<b>TOTAL FEEDER HS</b>	<b>1348</b>	<b>1242</b>	<b>1383</b>	<b>1401</b>	<b>1380</b>	<b>762</b>	<b>754</b>	<b>822</b>	<b>884</b>	<b>925</b>
<b>Other high schools in RSCCD counties</b>	614	543	471	576	647	169	308	243	294	264

**DEMOGRAPHIC INFORMATION**

**NUMBER OF GRADUATES OF HIGH SCHOOLS  
WITHIN RSCCD BOUNDARIES**

<b>High School</b>	<b>2003</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>	<b>% change from 2006</b>
<b>Anaheim</b>						
<b>Esperanza</b>	662	856	629	685	709	4%
<b>Garden Grove</b>						
<b>Garden Grove</b>	404	372	397	397	475	20%
<b>Hare</b>	119	131	103	130	130	0%
<b>Santiago</b>	434	393	355	365	351	-4%
<b>Orange</b>						
<b>Canyon</b>	505	463	466	480	499	4%
<b>El Modena</b>	429	390	425	445	464	4%
<b>Lutheran</b>	213	253	248	275	295	7%
<b>Orange</b>	448	367	401	468	420	-10%
<b>Richland</b>	77	116	128	93	90	-3%
<b>Villa Park</b>	460	465	447	550	499	-9%
<b>Santa Ana</b>						
<b>Century</b>	425	472	428	346	303	-12%
<b>Cesar Chavez</b>	92	108	66	52	91	75%
<b>Lorin Grisct Academy (formerly Mountain View)</b>	128	168	159	65	125	92%
<b>Mater Dei</b>	488	465	487	539	525	-3%
<b>Middle College</b>	68	80	67	70	61	-13%
<b>O.C. High School of the Arts</b>	131	174	197	241	221	-8%
<b>Saddleback</b>	547	572	532	526	485	-8%
<b>Santa Ana</b>	668	615	576	569	566	-1%
<b>Valley</b>	454	480	474	375	363	-3%
<b>Tustin</b>						
<b>Foothill</b>	471	439	470	465	390	-16%
<b>TOTAL</b>	<b>7223</b>	<b>7379</b>	<b>7055</b>	<b>7136</b>	<b>7062</b>	<b>-1%</b>

**DEMOGRAPHIC INFORMATION**

<b>RANCHO SANTIAGO COMMUNITY COLLEGE DISTRICT (ALL CREDIT STUDENTS)</b>										
source: SR835 (census week)	Fall 2003		Fall 2004		Fall 2005		Fall 2006		Fall 2007	
	29525		29914		27598		32271		35789	
	n	%	n	%	n	%	n	%	n	%
Ethnicity										
Native American	268	1%	274	1%	211	1%	292	1%	294	1%
African-American	661	2%	662	2%	608	2%	724	2%	844	2%
Asian	3653	12%	3334	11%	3117	11%	3442	11%	3669	10%
Chinese	364	10%	317	10%	303	10%	364	11%	365	10%
Japanese	324	9%	297	9%	266	9%	278	8%	288	8%
Korean	210	6%	217	7%	213	7%	260	8%	267	7%
Southeast Asian	2354	64%	2140	64%	2000	64%	2139	62%	2294	63%
Other Asian	401	11%	363	11%	335	11%	401	12%	455	12%
Latino	13081	44%	13136	44%	12348	45%	13351	41%	14781	41%
Mexican American	11305	86%	11318	86%	10666	86%	11499	86%	12698	86%
Central American	734	6%	779	6%	721	6%	731	5%	786	5%
South American	566	4%	583	4%	533	4%	578	4%	602	4%
Other Latino	476	4%	456	3%	428	3%	543	4%	695	5%
Filipino	411	1%	453	2%	437	2%	530	2%	530	1%
Caucasian	9264	34%	9776	33%	8767	32%	11125	34%	12476	35%
Pacific Islander	148	<1%	160	1%	164	1%	189	1%	207	1%
Other	765	3%	790	3%	768	3%	990	3%	1198	3%
Decline to State	1274	4%	1329	4%	1178	4%	1628	5%	1790	5%
Age										
17 and under	661	2%	703	2%	729	3%	994	3%	898	3%
18	2617	9%	2831	9%	2703	10%	3185	10%	3108	9%
19	2690	9%	2872	10%	2849	10%	2879	9%	3239	9%
20-21	4551	15%	4487	15%	4214	15%	4470	14%	4693	13%
22-25	5075	17%	5092	17%	4926	18%	5455	17%	5926	17%
26-29	3027	10%	2890	10%	2593	9%	3194	10%	3628	10%
30-39	5069	17%	4976	17%	4372	16%	5184	16%	5901	16%
40-49	3523	12%	3770	13%	3212	12%	4156	13%	4904	14%
50-64	2015	7%	1995	7%	1710	6%	2439	8%	3096	9%
over 64	293	1%	294	1%	286	1%	308	1%	391	1%
Not reported	4	<1%	4	<1%	4	<1%	7	<1%	5	<1%
Day/Night Status										
Day	15048	55%	16310	55%	14678	53%	19072	59%	21919	61%
Night	7181	22%	6602	22%	6350	23%	6260	19%	6823	19%
Both	72995	24%	6999	23%	6570	24%	6937	21%	7036	20%
Not reported	1	<1%	3	<1%			2	<1%	11	1%
Gender										
Male	16374	56%	17076	57%	14949	54%	18615	58%	21034	59%
Female	13007	44%	12809	43%	12577	46%	13533	42%	14701	41%
Not reported	144	<1%	29	<1%	72	<1%	123	<1%	54	<1%
Enrollment Status										
Continuing	21222	72%	21547	72%	19878	72%	23377	72%	26805	75%
First Time	4679	16%	4451	15%	4323	16%	4625	14%	4803	13%
Transfer	1781	6%	1816	6%	1576	6%	2035	6%	2099	6%
Returning/Return.Transfer	1836	6%	2058	7%	1821	7%	1962	6%	2081	6%
Not reported	7	<1%	42	<1%			272	1%	1	<1%

**DEMOGRAPHIC INFORMATION**

<b>RANCHO SANTIAGO COMMUNITY COLLEGE DISTRICT (ALL CREDIT STUDENTS)</b>										
source: SR835 (census week)	Fall 2003		Fall 2004		Fall 2005		Fall 2006		Fall 2007	
	29525		29914		27598		32271		35789	
	n	%	n	%	n	%	n	%	n	%
<b>Citizenship Status</b>										
U.S. Citizen	22927	78%	23594	79%	21801	79%	26518	82%	30028	84%
Immigrant	3612	12%	3462	12%	2975	11%	2946	9%	2963	8%
Other	2986	10%	2858	10%	2822	10%	2807	9%	2798	8%
<b>Full/Part-Time Status</b>										
12+ units	7444	25%	7690	26%	7377	27%	7071	22%	7710	22%
<12 units	22081	75%	22224	74%	20221	73%	25200	78%	28079	78%
<b>Educational Objectives</b>										
Vocational Certificate	2232	8%	2059	7%	1956	7%	2426	8%	2726	8%
Employment Courses	6688	23%	7169	24%	6022	22%	7457	23%	9415	26%
career interest	890	13%	878	12%	798	13%	947	13%	994	11%
new career	2066	31%	2034	28%	1961	33%	2177	29%	2231	24%
career promotion	1761	26%	2114	29%	2022	34%	2828	38%	4622	49%
get license	1971	29%	2143	30%	1241	21%	1505	20%	1568	17%
AA Degree	9433	32%	9405	31%	9197	33%	10184	32%	10916	31%
transfer	7609	81%	7626	81%	7518	82%	8268	81%	8863	81%
vocational	1824	19%	1779	19%	1679	18%	1916	19%	2053	19%
Transfer, no AA	2544	9%	2460	8%	2307	8%	2465	8%	2625	7%
Personal development	2199	7%	2388	8%	1905	7%	2414	7%	3300	9%
Other	699	2%	805	3%	795	3%	1618	5%	868	2%
Improve Basic Skills	627	2%	522	2%	472	2%	452	1%	451	1%
Undecided	4437	15%	4343	15%	4177	15%	4429	14%	4649	13%
High School Diploma	193	<1%	194	1%	166	1%	217	1%	223	1%
Teaching Career	473	2%	569	2%	601	2%	609	2%	616	2%
<b>Student Level</b>										
High School	434	2%	452	2%	429	2%	557	2%	564	2%
Freshman	19922	68%	20056	67%	18876	68%	20768	64%	23510	66%
Sophomore	2508	9%	2408	8%	2083	8%	2440	8%	2562	7%
60+ units	2062	7%	2044	7%	1783	6%	2020	6%	2122	6%
AA/AS	1834	6%	1903	6%	1659	6%	2300	7%	2633	7%
BA	2326	8%	2488	8%	2433	9%	3190	10%	3947	11%
Unknown	439	2%	563	2%	335	1%	996	3%	451	1%

**DEMOGRAPHIC INFORMATION**

<b>SANTA ANA COLLEGE (ALL CREDIT STUDENTS)</b>										
source: SR835 (census week)	Fall 2003		Fall 2004		Fall 2005		Fall 2006		Fall 2007	
	21900		22223		20752		24402		27097	
	n	%	n	%	n	%	n	%	n	%
<b>Ethnicity</b>										
Native American	185	1%	191	1%	144	1%	200	1%	188	1%
African-American	501	2%	495	2%	486	2%	574	2%	659	2%
Asian	3213	15%	2861	13%	2707	13%	2942	12%	3113	11%
Chinese	285	9%	238	8%	240	9%	282	10%	270	9%
Japanese	258	8%	242	8%	213	8%	218	7%	218	7%
Korean	156	5%	153	5%	153	6%	186	6%	190	6%
Southeast Asian	2201	69%	1948	68%	1844	68%	1945	66%	2087	67%
Other Asian	313	10%	280	10%	257	9%	311	11%	348	11%
Latino	10928	50%	10870	49%	10487	51%	11115	46%	12146	45%
Mexican American	9547	87%	9430	87%	9114	44%	9658	40%	10515	39%
Central American	603	6%	662	6%	627	3%	605	2%	643	2%
South American	448	4%	450	4%	427	2%	458	2%	460	2%
Other Latino	330	3%	328	3%	319	2%	394	2%	528	2%
Filipino	312	1%	324	1%	333	2%	394	2%	382	1%
Caucasian	5312	24%	5879	26%	5149	25%	7158	29%	8299	31%
Pacific Islander	113	1%	117	1%	120	1%	135	1%	151	1%
Other	489	2%	531	2%	493	2%	655	3%	786	3%
Decline to State	847	4%	955	4%	833	4%	1229	5%	1373	5%
<b>Age</b>										
17 and under	517	2%	545	2%	571	3%	802	3%	684	3%
18	1799	8%	1941	9%	1781	9%	2122	9%	1952	7%
19	1915	9%	2006	9%	1937	9%	1970	8%	2190	8%
20-21	3435	16%	3324	15%	3076	15%	3212	13%	3368	12%
22-25	3911	18%	3850	17%	3852	19%	4094	17%	4479	17%
26-29	2289	10%	2143	10%	2014	10%	2431	10%	2789	10%
30-39	3769	17%	3801	17%	3477	17%	4174	17%	4718	17%
40-49	2605	12%	2900	13%	2600	13%	3460	14%	4115	15%
50-64	1491	7%	1541	7%	1297	6%	1972	8%	2556	9%
over 64	167	1%	169	1%	145	1%	159	1%	243	1%
Not reported	2	<1%	3	<1%	2	<1%	6	<1%	3	<1%
<b>Day/Night Status</b>										
Day	11744	54%	13111	59%	11914	57%	15431	63%	17508	65%
Night	5165	24%	4601	21%	4522	22%	4444	18%	5082	19%
Both	4990	23%	4510	20%	4316	21%	4525	19%	4507	17%
Not reported	1	<1%	1	<1%	0	0%	2	0%	0	0%
<b>Gender</b>										
Male	11788	54%	12491	54%	11189	54%	14067	54%	15850	54%
Female	9969	46%	9704	46%	9494	46%	10214	46%	11193	46%
Not reported	143	<1%	28	<1%	69	<1%	121	<1%	54	<1%
<b>Enrollment Status</b>										
Continuing	16238	74%	16926	76%	15512	75%	18250	75%	21048	78%
First Time	3152	14%	2807	13%	2964	14%	3144	13%	3142	12%
Transfer	1222	6%	1134	5%	1064	5%	1422	6%	1508	6%
Returning/Return. Transfer	1282	6%	1315	6%	1212	6%	1315	5%	1398	5%
Not reported	6	<1%	41	<1%			271	1%	1	0%

**DEMOGRAPHIC INFORMATION**

<b>SANTA ANA COLLEGE (ALL CREDIT STUDENTS)</b>										
source: SR835 (census week)	Fall 2003		Fall 2004		Fall 2005		Fall 2006		Fall 2007	
	21900		22223		20752		24402		27097	
	n	%	n	%	n	%	n	%	n	%
<b>Citizenship Status</b>										
U.S. Citizen	16040	73%	16717	75%	15563	75%	19341	79%	22058	81%
Immigrant	3124	14%	2893	13%	2624	13%	2540	10%	2511	9%
Other	2736	12%	2613	12%	2565	12%	2521	10%	2528	9%
<b>Full/Part-Time Status</b>										
12+ units	5661	26%	5641	25%	5133	25%	4899	20%	5307	20%
<12 units	16239	74%	16582	75%	15619	75%	19503	80%	21790	80%
<b>Educational Objectives</b>										
Vocational Certificate	1310	6%	1267	6%	1274	6%	1464	6%	1620	6%
Employment Courses	4816	22%	5169	23%	4674	23%	5774	24%	7427	27%
career interest	661	14%	653	13%	570	12%	673	12%	705	9%
new career	1575	33%	1513	29%	1464	31%	1604	28%	1650	22%
career promotion	1143	24%	1528	30%	1603	34%	2250	39%	3870	52%
get license	1437	30%	1475	29%	1037	22%	1247	22%	1202	16%
AA Degree	7316	33%	7217	32%	6979	34%	7727	32%	8260	30%
transfer	5791	79%	5753	80%	5627	81%	6182	80%	6608	80%
vocational	1525	21%	1464	20%	1352	19%	1545	20%	1652	20%
Transfer, no AA	1757	8%	1646	7%	1497	7%	1658	7%	1832	7%
Personal Development	1213	6%	1476	7%	1418	7%	1874	8%	2658	10%
Other	890	4%	919	4%	598	3%	1371	6%	628	2%
Improve Basic Skills	551	3%	460	2%	421	2%	398	2%	399	1%
Undecided	3556	16%	3490	16%	3313	16%	3501	14%	3650	13%
High School Diploma	160	1%	155	1%	126	1%	163	1%	157	1%
Teaching Career	331	2%	424	2%	452	2%	472	2%	466	2%
<b>Student Level</b>										
High School	355	2%	354	2%	348	2%	440	2%	436	2%
Freshman	14321	65%	14321	64%	13822	67%	14936	61%	16901	62%
Sophomore	1955	9%	1827	8%	1545	7%	1880	8%	1959	7%
60+ units	1688	8%	1686	8%	1456	7%	1670	7%	1779	7%
AA/AS	1457	7%	1648	7%	1407	7%	1987	8%	2309	9%
BA	1748	8%	1981	9%	1899	9%	2583	11%	3330	12%
Unknown	376	2%	406	2%	275	1%	906	4%	383	1%

**DEMOGRAPHIC INFORMATION**

<b>SANTA ANA COLLEGE (EXCLUDING 'NON-TRADITIONAL COURSES')</b>										
source: SR835 (census week)	Fall 2003		Fall 2004		Fall 2005		Fall 2006		Fall 2007	
	17243		16883		17034		17564		18709	
	n	%	n	%	n	%	n	%	n	%
Ethnicity										
Native American	104	1%	95	1%	97	1%	102	1%	92	0%
African-American	390	2%	368	2%	388	2%	415	2%	457	2%
Asian	2982	17%	2647	15%	2553	15%	2641	15%	2723	15%
Chinese	251	8%	208	8%	215	8%	237	9%	218	8%
Japanese	227	8%	198	7%	189	7%	164	6%	155	6%
Korean	131	4%	127	5%	128	5%	146	6%	162	6%
Southeast Asian	2096	70%	1872	71%	1789	70%	1841	70%	1935	71%
Other Asian	277	9%	242	9%	232	9%	253	10%	253	9%
Latino	9801	57%	9782	57%	9584	57%	9609	55%	10254	55%
Mexican American	8623	88%	8548	87%	8382	87%	8432	88%	8965	87%
Central American	553	6%	607	6%	577	6%	545	6%	569	6%
South American	395	4%	394	4%	380	4%	382	4%	373	4%
Other Latino	230	2%	233	2%	245	3%	250	3%	347	3%
Filipino	252	1%	266	2%	271	2%	326	2%	306	2%
Caucasian	2779	16%	2846	17%	3179	19%	3307	19%	3624	19%
Pacific Islander	83	0%	79	0%	92	1%	94	1%	101	1%
Other	369	2%	366	2%	360	2%	456	3%	506	3%
Decline to State	483	3%	434	3%	510	3%	614	3%	646	3%
Age										
17 and under	510	3%	468	3%	511	3%	700	4%	635	3%
18	1723	10%	1878	11%	1728	10%	2045	12%	1895	10%
19	1791	10%	1916	11%	1842	11%	1877	11%	2073	11%
20-21	3091	18%	3067	18%	2862	17%	2931	17%	3036	16%
22-25	3259	19%	3336	19%	3412	20%	3469	20%	3664	20%
26-29	1758	10%	1590	9%	1622	10%	1713	10%	1897	10%
30-39	2650	15%	2398	14%	2481	15%	2317	13%	2556	14%
40-49	1459	8%	1344	8%	1532	9%	1462	8%	1662	9%
50-64	844	5%	732	4%	904	5%	910	5%	1105	6%
over 64	157	1%	154	1%	138	1%	139	1%	183	1%
Not reported	1	<1%			2	<1%	1	<1%	3	<1%
Day/Night Status										
Day	7728	45%	8258	48%	8606	51%	9016	51%	9617	51%
Night	5016	29%	4471	26%	4393	26%	4277	24%	4866	26%
Both	4498	26%	4153	24%	4035	24%	4269	24%	4226	23%
	1	<1%	1	<1%	0	0%	2	0%	0	0%
Gender										
Male	8073	47%	7953	47%	8195	48%	8333	47%	8910	48%
Female	9028	52%	8903	52%	8770	51%	9206	52%	9744	52%
Not reported	142	1%	27	1%	69	0%	25	0%	55	0%
Enrollment Status										
Continuing	12199	71%	12076	70%	12188	72%	12009	68%	13398	72%
First Time	2998	17%	2680	16%	2898	17%	3030	17%	3014	16%
Transfer	1009	6%	938	5%	921	5%	1152	7%	1225	7%
Returning/Return. Transfer	1034	6%	1148	7%	1027	6%	1107	6%	1071	6%
Unknown	3	<1%	41	<1%			266	2%	1	0%

**DEMOGRAPHIC INFORMATION**

<b>SANTA ANA COLLEGE (EXCLUDING 'NON-TRADITIONAL COURSES')</b>										
source: SR835 (census week)	Fall 2003		Fall 2004		Fall 2005		Fall 2006		Fall 2007	
	17243		16883		17034		17564		18709	
	n	%	n	%	n	%	n	%	n	%
<b>Citizenship Status</b>										
U.S. Citizen	11593	67%	11554	67%	11965	71%	12673	72%	13867	74%
Immigrant	2987	17%	2765	16%	2535	15%	2423	14%	2378	13%
Other	2663	15%	2564	15%	2534	15%	2468	14%	2464	13%
<b>Full/Part-Time Status</b>										
12+ units	5008	29%	5123	30%	4706	28%	4494	26%	4876	26%
<12 units	12235	71%	11760	70%	12328	72%	13070	74%	13833	74%
<b>Educational Objectives</b>										
Vocational Certificate	1086	6%	1015	6%	1091	6%	1102	6%	1195	6%
Employment Courses	2872	17%	2881	17%	3061	18%	3080	18%	3625	19%
career interest	583	20%	576	20%	514	17%	554	18%	578	16%
new career	1262	44%	1235	43%	1277	42%	1294	42%	1313	36%
career promotion	459	16%	445	15%	592	19%	544	18%	1036	29%
get license	568	20%	625	22%	678	22%	688	22%	698	19%
AA Degree	6115	35%	6067	35%	6196	37%	6362	36%	6701	36%
transfer	4870	80%	4853	80%	5008	81%	5096	80%	5369	80%
vocational	1245	20%	1214	20%	1188	19%	1266	20%	1332	20%
Transfer, no AA	1560	9%	1446	8%	1371	8%	1454	8%	1609	9%
Personal Development	842	5%	852	5%	941	6%	992	6%	1276	7%
Improve Basic Skills	519	3%	440	3%	411	2%	374	2%	369	2%
Other	750	4%	763	4%	538	3%	905	5%	512	3%
High School Diploma	149	1%	147	1%	118	1%	151	1%	143	1%
Undecided	3044	18%	2875	17%	2885	17%	2708	15%	2860	15%
Teaching Career	306	2%	397	2%	422	2%	436	2%	419	2%
<b>Student Level</b>										
High School	355	2%	316	2%	344	2%	436	2%	430	2%
Freshman	12726	74%	12512	73%	12293	73%	12324	70%	13422	72%
Sophomore	1274	7%	1181	7%	1198	7%	1261	7%	1274	7%
60+ units	991	6%	957	6%	1031	6%	955	5%	1009	5%
AA/AS	571	3%	556	3%	718	4%	654	4%	727	4%
BA	979	6%	984	6%	1193	7%	1271	7%	1513	8%
Unknown	347	2%	377	2%	257	2%	663	4%	334	2%



**DEMOGRAPHIC INFORMATION**

<b>SANTIAGO CANYON COLLEGE (ALL CREDIT STUDENTS)</b>										
source: SR835 (census week)	Fall 2003		Fall 2004		Fall 2005		Fall 2006		Fall 2007	
	9530		9910		8524		9628		10582	
	n	%	n	%	n	%	n	%	n	%
<b>Ethnicity</b>										
Native American	92	1%	103	1%	81	1%	107	1%	120	1%
African-American	194	2%	213	2%	153	2%	180	2%	228	2%
Asian	736	8%	770	8%	611	7%	699	7%	764	7%
Chinese	121	16%	121	16%	87	14%	101	14%	121	16%
Japanese	119	16%	107	14%	87	14%	94	13%	85	11%
Korean	82	11%	90	12%	84	14%	102	15%	106	14%
Southeast Asian	296	40%	332	43%	248	41%	289	41%	319	42%
Other Asian	118	16%	120	16%	105	17%	113	16%	133	17%
Latino	3050	32%	3230	33%	2548	30%	3001	31%	3406	32%
Mexican American	2526	83%	2699	84%	2125	83%	2483	83%	2811	83%
Central American	188	6%	180	6%	136	5%	174	6%	195	6%
South American	169	6%	184	6%	151	6%	161	5%	197	6%
Other Latino	167	5%	167	5%	136	5%	183	6%	203	6%
Filipino	142	1%	173	2%	133	2%	173	2%	201	2%
Caucasian	4468	47%	4583	46%	4211	49%	4535	47%	4811	45%
Pacific Islander	49	1%	52	1%	53	1%	59	1%	68	1%
Other	329	3%	342	3%	326	4%	412	4%	504	5%
Decline to State	470	5%	444	4%	408	5%	462	5%	480	5%
<b>Age</b>										
17 and under	174	2%	179	2%	178	2%	210	2%	239	2%
18	1039	11%	1133	11%	1085	13%	1266	13%	1323	13%
19	1088	11%	1176	12%	1199	14%	1167	12%	1349	13%
20-21	1704	18%	1736	18%	1569	18%	1750	18%	1834	17%
22-25	1689	18%	1772	18%	1461	17%	1760	18%	1903	18%
26-29	940	10%	937	9%	720	8%	935	10%	995	9%
30-39	1360	14%	1378	14%	1040	12%	1154	12%	1332	13%
40-49	901	9%	971	10%	676	8%	751	8%	872	8%
50-64	504	5%	496	5%	451	5%	478	5%	581	5%
over 64	129	1%	131	1%	143	2%	156	2%	150	1%
Not reported	2	<1%	1	<1%	2	<1%	1	<1%	4	<1%
<b>Day/Night Status</b>										
Day	4522	47%	4761	48%	3972	47%	4935	51%	5858	55%
Night	3157	33%	3138	32%	2678	31%	2747	29%	2608	25%
Both	1851	19%	2008	20%	1874	22%	1944	20%	2104	20%
Not reported			3	<1%			2	0%	12	0%
<b>Gender</b>										
Male	5381	57%	5685	57%	4567	54%	5368	56%	6113	58%
Female	4146	44%	4223	43%	3954	46%	4259	44%	4469	42%
Not reported	3	<1%	2	<1%	3	<1%	1	<1%	0	0%
<b>Enrollment Status</b>										
Continuing	6461	68%	6373	64%	5738	67%	6487	67%	7281	69%
First Time	1807	19%	1900	19%	1550	18%	1697	18%	1870	18%
Transfer	631	7%	766	8%	569	7%	716	7%	687	6%
Returning/Return. Transfer	630	7%	869	9%	667	8%	727	8%	744	7%
Not reported	1	<1%	2	<1%			1	0%	0	0%

**DEMOGRAPHIC INFORMATION**

<b>SANTIAGO CANYON COLLEGE (ALL CREDIT STUDENTS)</b>										
source: SR835 (census week)	Fall 2003		Fall 2004		Fall 2005		Fall 2006		Fall 2007	
	9530		9910		8524		9628		10582	
	n	%	n	%	n	%	n	%	n	%
Citizenship										
U.S. Citizen	8269	87%	8557	86%	7574	89%	8582	89%	9491	90%
Immigrant	754	8%	817	8%	520	6%	565	6%	607	6%
Other	507	5%	536	5%	430	5%	481	5%	484	5%
Educational Objectives										
12+ units	3042	32%	3289	33%	3167	37%	3117	32%	3410	32%
<12 units	6488	68%	6621	67%	5357	63%	6511	68%	7172	68%
Vocational Certificate	985	10%	846	9%	727	9%	1006	10%	1153	11%
Employment Courses	2078	22%	2298	23%	1595	19%	1903	20%	2219	21%
career interest	301	14%	310	13%	290	18%	324	17%	345	16%
new career	610	29%	634	28%	597	37%	678	36%	694	31%
career promotion	605	29%	617	27%	452	28%	593	31%	771	35%
get license	562	27%	737	32%	256	16%	308	16%	409	18%
AA Degree	3033	32%	3118	31%	2969	35%	3271	34%	3535	33%
transfer	2587	85%	2654	85%	2522	85%	2777	85%	3019	85%
vocational	446	15%	464	15%	447	15%	494	15%	516	15%
Transfer, no AA	1149	12%	1167	12%	1061	12%	1094	11%	1081	10%
Personal development	648	7%	573	6%	520	6%	564	6%	714	7%
Other	136	1%	359	4%	241	3%	293	3%	298	3%
Improve Basic Skills	103	1%	84	1%	62	1%	64	1%	64	1%
Undecided	1170	12%	1221	12%	1112	13%	1183	12%	1245	12%
High School Diploma	44	<1%	51	<1%	46	1%	60	1%	80	1%
Teaching Career	184	2%	193	2%	191	2%	190	2%	193	2%
Student Level										
High School	84	1%	107	1%	85	1%	123	1%	145	1%
Freshman	7240	76%	7448	75%	6373	75%	7197	75%	8044	76%
Sophomore	771	8%	772	8%	697	8%	735	8%	785	7%
60+ units	486	5%	489	5%	419	5%	449	5%	458	4%
AA/AS	323	3%	311	3%	286	3%	342	4%	365	3%
BA	536	6%	590	6%	591	7%	673	7%	699	7%
Unknown	90	1%	193	2%	73	1%	109	1%	86	1%

**DEMOGRAPHIC INFORMATION**

<b>SANTIAGO CANYON COLLEGE (EXCLUDING 'NON-TRADITIONAL COURSES')</b>										
source: SR835 (census week)	Fall 2003		Fall 2004		Fall 2005		Fall 2006		Fall 2007	
	8236		8838		7715		8249		9191	
	n	%	n	%	n	%	n	%	n	%
Ethnicity										
Native American	66	1%	86	1%	66	1%	80	1%	93	1%
African-American	152	2%	175	2%	124	2%	142	2%	169	2%
Asian	711	9%	750	8%	592	8%	675	8%	738	8%
Chinese	114	16%	120	16%	84	14%	99	15%	116	16%
Japanese	117	16%	104	14%	83	14%	88	13%	78	11%
Korean	79	11%	88	12%	80	14%	98	15%	104	14%
Southeast Asian	287	40%	323	43%	245	41%	280	41%	313	42%
Other Asian	114	16%	115	15%	100	17%	110	16%	127	17%
Latino	2579	31%	2908	33%	2370	31%	2550	31%	3028	33%
Mexican American	2130	83%	2426	83%	1973	83%	2091	82%	2481	82%
Central American	153	6%	161	6%	127	5%	145	6%	179	6%
South American	159	6%	173	6%	143	6%	146	6%	188	6%
Other Latino	137	5%	148	5%	127	5%	168	7%	180	6%
Filipino	134	2%	166	2%	125	2%	164	2%	195	2%
Caucasian	3878	47%	3989	45%	3737	48%	3833	46%	4037	44%
Pacific Islander	41	<1%	48	1%	52	1%	52	1%	60	1%
Other	312	4%	330	4%	317	4%	390	5%	480	5%
Decline to State	363	4%	386	4%	332	4%	363	4%	391	4%
Age										
17 and under	171	2%	179	2%	177	2%	210	3%	236	3%
18	1023	12%	1127	13%	1082	14%	1261	15%	1325	14%
19	1070	13%	1152	13%	1178	15%	1140	14%	1346	15%
20-21	1602	19%	1650	19%	1503	19%	1616	20%	1734	19%
22-25	1379	17%	1508	17%	1253	16%	1391	17%	1536	17%
26-29	639	8%	678	8%	533	7%	628	8%	682	7%
30-39	963	12%	1088	12%	808	10%	775	9%	925	10%
40-49	787	10%	846	10%	602	8%	626	8%	717	8%
50-64	472	6%	479	5%	437	6%	451	5%	537	6%
over 64	129	2%	130	1%	140	2%	151	2%	149	2%
not reported	1	<1%	1	<1%	2	<1%			4	
Day/Night Status										
Day	3600	44%	3760	43%	3235	42%	3612	44%	4529	49%
Night	2793	34%	3071	35%	2610	34%	2694	33%	2555	28%
Both	1843	22%	2004	23%	1870	24%	1941	24%	2095	23%
unknown			3	<1%			2	0%	12	0%
Gender										
Male	4212	51%	4648	53%	3837	50%	4065	49%	4765	52%
Female	4021	49%	4188	47%	3876	50%	4183	51%	4426	48%
not reported	3	<1%	2	<1%	2	<1%	1	<1%	0	0%
Enrollment Status										
Continuing	5475	66%	5594	63%	4984	65%	5319	64%	5967	65%
First Time	1585	19%	1709	19%	1521	20%	1580	19%	1837	20%
Transfer	574	7%	681	8%	543	7%	662	8%	665	7%
Returning/Return.Transfer	602	7%	852	10%	667	9%	687	8%	722	8%
unknown	0	0%	2	<1%	0	0%	1	0%	0	0%

**DEMOGRAPHIC INFORMATION**

<b>SANTIAGO CANYON COLLEGE (EXCLUDING 'NON-TRADITIONAL COURSES')</b>										
source: SR835 (census week)	Fall 2003		Fall 2004		Fall 2005		Fall 2006		Fall 2007	
	8236		8838		7715		8249		9191	
	n	%	n	%	n	%	n	%	n	%
<b>Citizenship Status</b>										
U.S. Citizen	7138	87%	7580	86%	6805	88%	7315	89%	8146	89%
Immigrant	609	7%	727	8%	482	6%	459	6%	560	6%
Other	489	6%	531	6%	428	6%	475	6%	485	5%
<b>Full/Part-Time Status</b>										
12+ units	3014	37%	3283	37%	3127	41%	3112	38%	3418	37%
<12 units	5222	63%	5555	63%	4588	59%	5137	62%	5773	63%
<b>Educational Objectives</b>										
Vocational Certificate	338	4%	341	4%	338	4%	352	4%	484	5%
Employment Courses	1573	19%	1825	21%	1254	16%	1343	16%	1643	18%
career interest	296	19%	292	16%	277	22%	298	22%	327	20%
new career	409	26%	462	25%	442	35%	466	35%	476	29%
career promotion	327	21%	378	21%	300	24%	303	23%	469	29%
get license	541	34%	693	38%	235	19%	276	21%	371	23%
AA Degree	2927	36%	3050	35%	2899	38%	3166	38%	3431	37%
transfer	2510	86%	2611	86%	2476	85%	2710	86%	2951	86%
vocational	417	14%	439	14%	423	15%	456	14%	480	14%
Transfer, no AA	1139	14%	1163	13%	1062	14%	1092	13%	1082	12%
Personal development	655	8%	564	6%	510	7%	550	7%	696	8%
Other	122	1%	354	4%	237	3%	257	3%	279	3%
Improve Basic Skills	97	1%	82	1%	62	1%	62	1%	64	1%
Undecided	1156	14%	1216	14%	1115	14%	1179	14%	1240	13%
High School Diploma	46	1%	51	1%	47	1%	58	1%	79	1%
Teaching Career	183	2%	192	2%	191	2%	190	2%	193	2%
<b>Student Level</b>										
High School	85	1%	107	1%	86	1%	123	1%	142	2%
Freshman	6104	74%	6546	74%	5703	74%	6002	73%	6859	75%
Sophomore	720	9%	694	8%	646	8%	679	8%	724	8%
60+ units	468	6%	483	5%	413	5%	422	5%	441	5%
AA/AS	263	3%	254	3%	234	3%	284	3%	291	3%
BA	509	6%	565	6%	564	7%	639	8%	653	7%
Unknown	87	1%	189	2%	69	1%	100	1%	81	1%

**DEMOGRAPHIC INFORMATION**

**SAC Enrollment & Course Offering Data (end of term)**

	Spring 07		Fall 07	
	n	%	n	%
Total # of Sections offered	2584		2358	
Number of Sections cancelled	177	7%	124	5%
<b>Total # of Sections with active enrollment</b>	<b>2407</b>	<b>93%</b>	<b>2234</b>	<b>95%</b>
Total Course Enrollment	93213		93467	
Total Unique Headcount	37004		36926	
<b>ETHNICITY</b>				
African-American	1032	3%	1007	3%
Asian/Pacific	4505	12%	4476	12%
Latino	13942	38%	14790	40%
Non-Hispanic White	14060	38%	13167	36%
Other	1440	4%	1337	4%
Decline to State	2025	5%	2149	6%
<b>GENDER</b>				
Male	23528	64%	22979	62%
Female	13476	36%	13945	38%
Unreported	-	-	2	<1%
<b>AGE</b>				
17 and under	798	2%	1299	4%
18 - 21	7840	21%	8493	23%
22 - 29	9573	26%	9055	25%
30 - 39	8325	22%	7843	21%
40 - 49	6668	18%	6251	17%
50 and over	3799	10%	3984	11%
Unknown	1	<1%	1	<1%
<b>ED GOALS</b>				
Associate Degree without transfer to 4yr school	1736	5%	1828	5%
BA/BS Degree after earning Associate Degree	7127	19%	7504	20%
Employment Courses	13973	38%	12864	35%
Improve basic skills in English, Reading, or Math	494	1%	459	1%
Maintain License	1428	4%	1379	4%
Other	713	2%	749	2%
Personal Interest	3362	9%	3344	9%
Transfer without earning Associate Degree	2016	5%	2154	6%
Undecided	3968	11%	4235	11%
Unknown	425	1%	546	1%
Vocational Certificate	1762	5%	1864	5%



## **SANTA ANA COLLEGE OFF-SITE CREDIT AND NON-CREDIT CLASSES**

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Today, Rancho Santiago Community College District is represented by two comprehensive colleges, Santa Ana College and Santiago Canyon College. Within the multi-college structure, there are six centers and approximately one hundred sites under the aegis of Santa Ana College.

The **Centennial Education Center** (CEC) is the administrative site for the SAC School of Continuing Education (SCE) programs offered at over one hundred locations in the community. The program provides a full spectrum of non-credit courses to address the needs of a growing population of adult learners. Enrollment averages 20,000, with the largest portion enrolled in English as a Second Language courses. Other course offerings include adult basic education, high school completion, parent education and vocational training.

The **Digital Media Center** (DMC), which opened in August 2006, is the first facility of its kind in Orange County, combining education and business in the digital media industry. The DMC was created to stimulate economic growth in Orange County by attracting emerging businesses to the area and providing educational programs in digital media arts, TV/video communication, digital music and business seminars. The 28,000 square-foot DMC also features a business incubator program dedicated to the emerging digital media industry in the Orange County area.

The **Marketplace Education Center** (MEC) is located in the heart of downtown Santa Ana. This center presents free non-credit courses to those seeking occupational training, basic skills, English language development and related instruction for independent living.

The **Criminal Justice Training Facility** is located at the OCSJ Training Facility in Orange. This facility offers lectures, courses in practical applications of criminal justice and continuing education for law enforcement professionals.

The **Regional Fire Training Center** is used for fire technology, prevention, lecture and applied practice courses and is located in the City of Santa Ana. It is used by students enrolled in the Fire Academy program, as well as fire professionals for continuing education.

The **Workforce Development Center and Career Center**, a resource for continuing education, is housed in the RSCCD District Office building on Broadway and Santa Clara in the City of Santa Ana and specializes in courses tailored to the needs of business and industry. The center is the access point for business owners as well as individuals to gain educational advantages that enhance workplace performance.

## **OFF-CAMPUS SITES AND CENTERS**

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### **Distance Education**

The distance education program at Santa Ana College includes telecourses and online courses. SAC initially began offering telecourses in the early 1970s and offered the first online courses in 1997. Since that time, the program has grown to approximately 150 full online or hybrid courses which may meet one to seven times per semester, and fourteen telecourses, many of which include online components. In addition to the online, hybrid and telecourses, almost 600 traditional on-campus courses are enhanced by using Blackboard to provide students with 24/7 access to course materials. In spring 2008, ACCJC accepted the SAC *Substantive Change Proposal* to establish the addition of almost 100 degree programs that offer 50 percent or more through a mode of distance or electronic delivery.

All distance education courses are taught by faculty hired and assigned by their departments; they must adhere to all curricular requirements and guidelines. In addition, any course using alternative delivery modes must follow *Title 5* guidelines regarding a separate vote by the Curriculum and Instruction Council to determine the appropriateness of the delivery and content.

Santa Ana College maintains a Distance Education Office with a full-time faculty coordinator and two classified staff members to assist students and faculty. In addition, faculty training is provided by a full-time Learning specialist, and faculty are also assisted in the development of media by a media producer. The college has worked diligently through the past several years to ensure that student services are available, e.g., online application, registration, counseling, fee payment and book purchase. Library and learning resources are also available to distance education students.

### **Community Services Programs**

The Community Services Program offers fee-based, non-credit classes throughout the community. The program is under the auspices of the Department of Student Affairs.



**OFF-CAMPUS SITES AND CENTERS**

**Off-Campus Sites and Centers: School of  
Continuing Education Sites**

AES	Adams Elementary School	2130 South Raitt, Santa Ana	(714)430-5900
AASC	Asian America Senior Center	424 West 3rd Street, Santa Ana	(714) 560-8877
BWB	Bank of the West	1666 North Main, Santa Ana	(714) 541-6320
BKS	Bowers Kidseum	1802 North Main, Santa Ana	(714) 836-8290
BGC	Boys & Girls Club	950 West Highland, Santa Ana	(714) 543-7212
BGCG	Boys & Girls Club	10540 Chapman Ave., Garden Grove	
CAMB	Cambodian Family	1111 East Wakeham Ave., Ste E, Santa Ana	(714) 571-1966
	Cambodian Ministry	609 Spurgeon, Santa Ana	(714) 542-3185
CANO	CANO Head Start	1745 North Grand Ave., Santa Ana	(714) 835-4110
CHCH	Carehouse Windsor Hall	1800 Old Tustin Road, Santa Ana	(714) 835-4900
CATF	Carpenters' Apprenticeship	2831 West First Street, Santa Ana	(714) 571-0449
CIS	Carr Intermediate School	2120 West Edinger, Santa Ana	(714) 431-7600
CES	Carver Elementary School	1401 West Santa Ana Blvd., Santa Ana	(714) 564-2000
CCAN	Catholic Charities-Anaheim	2323 West Lincoln #205, Anaheim	(714) 635-4230
CCGG	Catholic Charities-Garden Grove	13245 Harbor Blvd., Ste F, Garden Grove	(714) 636-6099
CCSA	Catholic Charities	1506 Brookhollow Dr., Ste 112, Santa Ana	(714) 662-7500
<b>CEC</b>	<b>Centennial Education Center</b>	<b>2900 West Edinger, Santa Ana</b>	<b>(714) 564-5700</b>
	Centro Cultural	310 West 5th Street., Ste 200, Santa Ana	
CYHS	Century High School	1401 South Grand, Santa Ana	(714) 568-7000
CCHS	Chavez High School	2128 South Cypress, Santa Ana	(714) 430-5700
CJCB	Church of Jesus Christ of Latter Day Saints	2209 Tamy Lane, Santa Ana	(714) 544-7653
CJCG	Church of Jesus Christ of Latter Day Saints	3401 South Greenville, Santa Ana	(714) 451-0931
CFW	Clinic for Women	1241 West Seventeenth, Suite 1, Santa Ana	(714) 285-9811
COH	Coastal Hospital	2701 South Bristol, Santa Ana	(714) 754-5454
CORB	Corbin Center	2215 West McFadden, Santa Ana	(714) 480-3737
CVP	Country Villa Plaza	1209 Hemlock Way, Santa Ana	(714) 546-1966
WDES	Davis Elementary School	1405 French Street, Santa Ana	(714) 564-2200
DELH	Delhi Community Center	505 East Central Ave., Santa Ana	(714) 481-9608
DES	Diamond Elementary School	1450 South Center, Santa Ana	(714) 430-6100
ESA	Ecumenical Service Agency	317 East Santa Ana Blvd., Santa Ana	(714) 953-9170
EDES	Edison Elementary School	2063 Orange, Santa Ana	(714) 433-6900
ESC	El Salvador Center	1825 West Civic Center, Santa Ana	(714) 647-6558
ECM	Episcopal Church of the Messiah	614 North Bush, Santa Ana	(714) 543-9389
FABC	FABCON	1800 East St. Andrews, Santa Ana	(714) 881-2075
FBCH	First Baptist Church	910 West 17th Street #E, Santa Ana	(714) 543-9458
FUMC	First United Methodist Church	609 Spurgeon, Santa Ana	(714) 542-3185
FES	Franklin Elementary School	210 West Cubbon, Santa Ana	(714) 564-2900
FRES	Fremont Elementary School	1930 West Tenth, Santa Ana	(714) 972-4300
FRPK	French Park	600 East Washington, Santa Ana	(714) 973-1656
GGC	Garden Grove Center-One Stop Center	11277 Garden Grove Blvd. #101, Garden Grove	(714) 741-5020
GGHS	Garden Grove High School	11271 Stanford Ave. , Garden Grove	(714) 663-6171
GGH	Garden Grove Hospital	12601 Garden Grove Blvd. #624, Garden Grove	(714) 741-3343
PAI	Garden Villa	13051 Wilson St., Garden Grove	(714) 537-0635
GAES	Garfield Elementary School	850 Brown, Santa Ana	(714) 972-5300
GOFS	Godinez Fundamental High School	3002 Centennial Road, Santa Ana	(714) 433-6743
GWIM	Goodwill Industry	2670 Main Street, Santa Ana	(714) 541-2540
GWIF	Goodwill Industry at Fairview	410 North Fairview, Santa Ana	(714) 547-6301
GWIG	Goodwill Industry at Gary	2910 West Garry, Santa Ana	(714) 547-6301
GES	Grant Elementary School	333 East Walnut, Santa Ana	(714) 565-5400
HAES	Harvey Elementary School	1635 South Center, Santa Ana	(714) 430-6200
HNES	Heninger Elementary School	417 West Walnut, Santa Ana	(714) 953-3800
HES	Heritage Elementary School	426 South Andres Place, Santa Ana	(714) 663-6108
HOES	Hoover Elementary School	408 East Santa Clara, Santa Ana	(714) 564-2100

## OFF-CAMPUS SITES AND CENTERS

IMHS	Immaculate Heart of Mary's School	1100 South Center St., Santa Ana	(714) 545-8185
ININ	Insight Investments	1820 South Santa Fe, Santa Ana	(714) 939-2387
IHSE	Integrity House	2043 North Broadway, Santa Ana	(714) 542-0855
JES	Jackson Elementary School	1143 Nakoma Dr., Santa Ana	(714) 431-3700
JFES	Jefferson Elementary School	1522 West Adams, Santa Ana	(714) 431-3800
JECT	Jerome Recreation Center	726 South Center, Santa Ana	(714) 647-6559
KES	Kennedy Elementary School	1300 East McFadden, Santa Ana	(714 ) 972-5700
KFC	Kentucky Fried Chicken	2600 South Bristol, Santa Ana	(949) 224-6978
KWS	KidWorks-Donahue Center	1902 West Chestnut Ave., Santa Ana	(714) 834-9400
MLKS	King Elementary School	1001 South Graham Lane, Santa Ana	(714) 972-6000
LSPS	La Pinata State Preschool	810 East Chestnut, Santa Ana	(714) 647-2882
LPSA	Lake Park North Social Club	2608 Park Lake, Santa Ana	(714) 639-3577
LIS	Lathrop Intermediate School	1111 South Broadway, Santa Ana	(714) 567-3300
TSC	Latino Health Access	1701 North Main, Ste 200, Santa Ana	(714) 542-7792
LDSR	Latter Day Saint of Religion	1436 West Washington, Santa Ana	(714) 451-0931
LES	Lincoln Elementary School	425 South Sullivan, Santa Ana	(714) 972-6200
GRIS	Lorin Grisit Academy	1629 South Center, Santa Ana	(714) 431-7500
LOES	Lowell Elementary School	700 South Flower, Santa Ana	(714) 972-6300
MRC	M.O.M.S. Resource Center	1212 North Broadway, Ste 150, Santa Ana	(714) 972-2610
MFES	McArthur Fundamental Intermediate School	600 West Alton Ave., Santa Ana	(714) 513-9811
MDES	Madison Elementary School	1124 East Hobart, Santa Ana	(714) 972-6400
MCAS	Marine Helicopter Tustin Base – New Parent Support	P.O. Box 105001, Santa Ana	(714) 726-7532
MEC	Marketplace Education Center	201 East 4th Street, Santa Ana	(714) 564-5760
MES	Martin Elementary School	939 West Wilshire, Santa Ana	(714) 431-7200
MBS	Martinez Bookstore	1110 North Main, Santa Ana	(714) 954-1151
MIS	McFadden Intermediate School	2701 South Raitt, Santa Ana	(714) 435-3700
MED	Medtronics	1851 East Deere Ave., Santa Ana	(949) 399-1473
MFIS	Mendez Fundamental Intermediate School	2000 North Bristol, Santa Ana	(714) 972-7800
MAFE	Mexican American Opportunity Foundation	2033 West Edinger, Santa Ana	
MAFR	Mexican American Foundation at Ross	502 South Ross, Santa Ana	(714) 835-4199
MEXC	Mexican Consulate	828 North Broadway, Santa Ana	(714) 835-3069
MCHS	Middle College High School	1530 West 17th Street, Santa Ana	(714) 564-6136
MINI	Mini Street Apartments	1010 Mini St., Santa Ana	(714) 607-8178
ELIM	Ministries ELIM	2829 West First Street, Santa Ana	(714) 761-1390
MLC	Minnie Learning Center	1010 Minnie Street, Santa Ana	(714) 667-8178
MRES	Monroe Elementary School	417 East Central, Santa Ana	(714) 431-3900
MVES	Monte Vista Elementary School	2116 Monte Vista Ave., Santa Ana	(714) 564-8500
NSC	Neighborhood Service Center	1141 East Chestnut, Santa Ana	(714) 835-3097
NEWH	Newhope Library	122 North Newhope, Santa Ana	(714) 647-5792
NMEC	North Main Education Center	1911 North Main Street, Santa Ana	(714) 543-9458
SCCOC	Orange Center	1465 North Batavia Street, Santa Ana	(714) 628-5900
OCCT	Orange County Children's Therapeutic Arts Center	2215 North Broadway, Santa Ana	(714) 547-5468
OCHSA	Orange County High School of the Arts	1010 North Main Street, Santa Ana	(714) 560-0900
OCJ	Orange County Jail – Medical Dept.	515 North Flower, Santa Ana	(714) 647-6148
OLGC	Our Lady of Guadalupe Church	541 East Central, Santa Ana	(714) 966-0624
OLPC	Our Lady of Pilar Building	1622 West 6th Street, Santa Ana	(714) 543-1700
PHOE	Phoenix House	1207 East Fruit Street, Santa Ana	(714) 953-9373
PPES	Pio Pico Elementary School	931 West Highland, Santa Ana	(714) 972-7500
POLY	PolyClad Laminates	2720 South Main Street, Santa Ana	(714) 556-1460
MDV	Primera Iglesia Cristiana Manantiales de Vida	1720 West 17th Street, Santa Ana	(714) 543-6726
ROP	Regional Occupational Program	1815 South Ritchey St., Santa Ana	(714) 566-8417
RTC	Registration & Testing Center	3321 South Fairview, Santa Ana	(714) 433-3488
REM	Remington Elementary School	1325 East Fourth Street, Santa Ana	(714) 972-7600
RCES	Romero-Cruz Elementary	1512 West Santa Ana Blvd., Santa Ana	(714) 564-8000
RES	Roosevelt Elementary School	501 South Halladay, Santa Ana	(714) 564-1200
RCH	Royale Convalescent Hospital	1030 West Warner, Santa Ana	(714) 546-6450
SBHS	Saddleback High School	2802 South Flower, Santa Ana	(714) 513-2900

## OFF-CAMPUS SITES AND CENTERS

STAC	Saint Anne's Church	1344 South Main Street, Santa Ana	(714) 835-5992
STBC	Saint Barbara's Church	730 South Euclid Street, Santa Ana	(714) 775-7733
SECC	Saint Edna's Convalescent Center	1929 North Fairview, Santa Ana	(714) 554-9700
SFRH	Saint Frances Home	1718 West 6th Street, Santa Ana	(714) 542-0381
STJC	Saint Joseph's School	608 Civic Center Drive, Santa Ana	(714) 542-2704
SALV	Salvation Army	1710 West Edinger, Santa Ana	(714) 545-2937
SACJ	Santa Ana City Jail	62 Civic Center Plaza, Santa Ana	(714) 245-8152
SAC	Santa Ana College	1530 West 17th Street, Santa Ana	(714) 564-5420
SAHS	Santa Ana High School	520 West Walnut, Santa Ana	(714) 567-4900
SAI	Santa Ana Institute	1436 West Washington, Santa Ana	(714) 451-0931
SASC	Santa Ana Senior Center	424 West 3rd Street, Santa Ana	(714) 647-6540
SATS	Santa Ana Train Station	1000 East Santa Ana Blvd., Santa Ana	(714) 565-2633
SAUSD	Santa Ana Unified School District	1601 East Chestnut Ave., Santa Ana	(714) 558-5801
WORK	Santa Ana Work Center	1000 East Santa Ana Blvd., #200, Santa Ana	(714) 565-2629
SES	Santiago Elementary School	2212 North Baker Street, Santa Ana	(714) 564-8402
SHS	Santiago High School	12342 Trask Ave., Santa Ana	(714) 633-6215
SOW	Sears Outlet Warehouse	500 West Warner, Santa Ana	(714) 754-6188
SBV	Second Baptist Church	4300 West Westminster Ave., Santa Ana	(714) 564-5770
SEG	Seegerstrom High School	2301 West MacArthur Blvd., Santa Ana	(714) 241-5000
SEES	Sepulveda Elementary School	1801 South Poplar, Santa Ana	(714) 433-6500
SER	Service Employment Development	1243 East Warner Ave., Santa Ana	(714) 556-8741
SIS	Sierra Intermediate School	1901 North McClay, Santa Ana	(714) 567-3500
SWSC	Southwest Senior Center	2201 West McFadden, Santa Ana	(714) 647-5306
SPEC	Spectrum Condominiums	1717 North Broadway, Santa Ana	(714) 542-7792
SPUR	Spurgeon Intermediate School	2701 West Fifth Street, Santa Ana	(714) 480-2200
STLC	Steelcase Corporation	1370 Adams Ave., Santa Ana	(714) 258-0418
SMVL	Summerville at Main Place	2025 North Bush, Santa Ana	(714) 541-3357
SUBJ	Sun Bridge Care and Rehab	2201 East 1st Street, Santa Ana	(714) 547-7091
SFG	Sunflower Gardens	3730 South Greenville, Santa Ana	(714) 641-0959
TAFT-HI	Taft-Deaf and Hard of Hearing Program	500 West Keller, Santa Ana	(714) 431-7700
TAFT	Taft Elementary School	500 West Keller, Santa Ana	(714) 431-7700
TSJ	Taller San Jose	801 North Broadway, Santa Ana	(714) 543-5105
TPP	Teen Parent Program	1629 South Center, Santa Ana	(714) 430-6287
TPL	Terra Pacific Landscape	1627 East Wilshire Ave., Santa Ana	(714) 567-0177
ACAD	The Academia Community Lrng. Center	1073 West 17th Street, Santa Ana	(714) 542-4240
TVC	The Villa Center	910 North French Street, Santa Ana	(714) 541-2732
TFES	Thorpe Fundamental Elementary School	2450 West Alton Ave., Santa Ana	(714) 430-5800
TCM-AL	Town and Country Manor-Assisted Living	555 East Memory Lane, Santa Ana	(714) 547-7157
TCM	Town and Country Manor- Independent Liv	555 East Memory Lane, Santa Ana	(714) 547-7581
TCM-IC	Town and Country Manor- Intensive Care	555 East Memory Lane, Santa Ana	(714) 547-7157
UCPC	United Cerebral Palsy Assn.	3010 West Harvard Street, Santa Ana	(714) 546-5760
UWOC	United Way of Orange County	18012 Mitchell Street, Irvine, Santa Ana	(949) 263-6161
UCI	University of California, Irvine	750 University Tower, Irvine, Santa Ana	(949) 824-3979
VIP	V.I.P. Adult Day Health Care	1101 South Grand, Suite L&M, Santa Ana	(714) 558-1216
VHS	Valley High School	1801 South Greenville, Santa Ana	(714) 241-6410
VTCM	Vietnamese Community Center	1618 West First St., Santa Ana	(714) 558-6009
VDS	Villa Del Sol	811 South Fairview, Santa Ana	(714) 547-7485
VFIS	Villa Fundamental Intermediate School	1441 East Chestnut, Santa Ana	(714) 558-5100
WES	Walker Elementary School	811 East Bishop St., Santa Ana	(714) 647-2800
SAPT	Warwick Square Social Services	780 South Lyon Street, Santa Ana	(714) 667-5148
WAES	Washington Elementary School	910 Anahurst Place, Santa Ana	(714) 445-5100
WMC	Western Medical Center	1001 North Tustin Ave., Santa Ana	(714) 835-3555
WVC	Westview Center – Starbright	3922 West 5th Street, Santa Ana	(714) 418-2090
WIS	Willard Intermediate School	1342 North Ross, Santa Ana	(714) 480-4800
WLES	Wilson Elementary School	1317 North Baker, Santa Ana	(714) 564-8100
WDCC	Workforce Development and Career Center	901 East Santa Ana Street, Santa Ana	(714) 564-5217
WYPL	Wycliffe Plaza	1401 North Flower, Santa Ana	(714) 541-4451



## RESPONSES TO WASC ACCREDITATION RECOMMENDATIONS

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In 2001, Santa Ana College applied for and was awarded *Reaffirmation of Accreditation* by ACCJC. A successful *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 demonstrating clear progress toward Recommendation 5 and all other recommendations of the October 2001 evaluation team, as well as a summary of progress on college-identified concerns as expressed in the *Self Study*. 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.

Since the last evaluation team visit, SAC has systematically addressed all recommendations as follows:

### **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)

Santa Ana College reaches out comprehensively to ensure that the population of currently enrolled students is well informed regarding the district's rules and regulations overall, and especially in relation to the rights, responsibilities and obligations of students as they pursue their education. The Santa Ana *Class Schedule, Catalog* and *Student Handbook* are updated annually and together make public district policies including the *Student Code of Conduct*, the *Academic Honesty Policy*, the *Nondiscrimination Policy*, the *Sexual Harassment Policy*, *Grievance Procedures for Students*, and an array of resources and services available to students. Access to this information is provided through the Santa Ana College website and in print. Students are notified of the availability of the *Student Handbook and Planner*, catalog and class schedule by communications with the faculty and deans at the beginning of each semester via email (to include to the entire Santa Ana College staff) and through the Academic Senate meeting. Parallel outreach occurs with the Associated Student Government and the Inter-Club Council to inform students of the availability of this information. In addition, the School of

## **RESPONSES TO WASC ACCREDITATION RECOMMENDATIONS**

Continuing Education (SCE) also distributes printed copies of the *Student Handbook and Planner* to every student.

### **Recommendation 2**

- ◆ The team recommends that the college further develop its planning systems by:
  - ◆ **2a: Standard I.B, II.A**  
promptly completing its review of its mission statement, making changes that are in order, and complete the planning efforts discussed in September, 2001. (Former Standard 1.3, 1.4, 1.5)

In spring 2002, the Curriculum and Instruction Council (C&I) established the *General Education Task Force* and charged this *ad hoc* group to review Plan A (General Education), including the General Education Philosophy Statement, placement of courses in Plan A categories, and establish Student Learning Outcomes for General Education. In order to achieve these three goals, the task force was to first review the SAC mission statement and recommend adjustments. Prior to this, systematic review of the Santa Ana College mission statement had been conducted annually by the Curriculum and Instruction Council. As a result of the task force's efforts, a new mission statement was recommended and adopted. It was approved by the Board of Trustees in February 2005.

In fall 2006, the *Institutional Effectiveness and Assessment Committee* (IE&A) was formed to oversee all college planning efforts and maintain currency in all accreditation exigencies. This group was given primary charge of annual review of the mission statement to ascertain that all planning efforts have seamless connection to the mission statement.

In April 2007, a college-wide planning retreat, including faculty, administrators, classified staff and students was held under the aegis of the president and IE&A to establish *Vision Themes*, which have informed the *Strategic Plan 2007-2015* of the college. In addition, recommendations were made to revise the mission statement. After working with the recommendations, IE&A recommended the new mission statement to the Academic Senate, President's Cabinet and College Council. After College Council approval, the new mission statement was forwarded to the Board of Trustees and approved in November 2007.

The IE&A is also the coordinating body of the *Educational Master Plan*, which contains the *Strategic Plan*, among other planning documents. IE&A reviews the status of the *Strategic Plan* annually and oversees implementation of the goals in the plan. Academic, Student Services, Administrative Services and President's Cabinet Program Review is also part of the *Educational Master Plan* and is under the aegis of IE&A. Other

## **RESPONSES TO WASC ACCREDITATION RECOMMENDATIONS**

planning documents are reviewed by other governance committees. The status is reported to IE&A, which keeps the *Educational Master Plan* current.

◆ **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)

The Teaching Learning Committee (TLC), a sub-committee of the Curriculum and Instruction Council, leads the dialogue on SLOs and how to measure student learning at the course level and academic program level. The TLC was responsible for revising the *Course Outline of Record* (COR) to include the college *Core Competencies* with SLOs at the course level linked to those competencies. Each department included its course-level SLOs on the COR during its regular quadrennial review process for the Curriculum and Instruction Council.

The TLC is also the body which receives summary reports about the *Direct SLO Assessment* portion of the *Portfolio Assessment/Program Review* (PA/PR) from the academic departments scheduled for program review. The PA/PR is included in the *Department Planning Portfolio* (DPP), which is the vehicle for analysis of department goals and objectives, utilizing direct and indirect methods of assessment. Through the DPP vehicle, departments determine if SLOs need to be revised, if curriculum needs to be revised or developed, if faculty development activities need to be developed, or if grants may be sought. All requests with fiscal impact are also explicated within the goals of the DPP.

After receiving the department PA/PR summary reports (including the *Direct SLO Assessment* and the *19 Question Template*) from the division curriculum committees, the TLC engages in interdisciplinary dialogue regarding student learning and assessment and recommends activities and possible college-wide initiatives to the IE&A, the oversight group for the *Strategic Plan*. Fifteen departments have engaged in the full PA/PR, and all departments have initiated *Direct SLO Assessment* within the DPP.

Based on student performance data presented in annual reports from the RSCCD Institutional Research Department, curriculum and instruction changes were made by the English, history, chemistry, TV/video communications, reading departments as well as the Honors Transfer Program, the Center for Teacher Education and the School of Continuing Education.

## **RESPONSES TO WASC ACCREDITATION RECOMMENDATIONS**

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Faculty development activities have fostered discussion about student learning. They have included: A widely-attended workshop with practical application to assessment on September 30, 2006; flexible calendar activities fall 2007; PA/PR training for department chairs in March 2008; ongoing SLO clinics for small groups in the *Center for Teaching and Learning* (CLI); rubric development presentations in expanded TLC meetings; and meetings with individual departments and the institutional effectiveness and assessment coordinator. The Academic Senate also sent two faculty members to the Statewide Academic Senate Accreditation Institute in 2007 and 2008; faculty attended workshops on assessment of institutional, degree, program and course-level assessment. This information has been widely shared with colleagues through the Academic Senate, C&I and the governance committees.

Program Review is also conducted in Student Services, Administrative Services and President's Cabinet. Reports are sent to the IE&A for review and discussion at the institutional level. Recommendations are then made to the Academic Senate, College Council and other appropriate governance groups, including the Budget Committee.

◆ **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 area (the “total cost of ownership” concept). (Former Standard 3B.3, 8.5, 9A.1)

In recent years, creating clear connections in college-wide planning, for SAC specifically and connecting SAC to the district, has been difficult due to the turnover in senior administrative positions at SAC. Nevertheless, comprehensive planning with clear connections has been achieved. Fall 2006, the Institutional Effectiveness and Assessment Committee (IE&A), originally developed as a sub-committee of the Accreditation Committee, was given status as a governance committee with the task of coordinating planning at the college and oversight for institutional effectiveness. On February 2, 2007, a meeting of all district full-time employees was held. Current and future trends impacting student learning and the operations of the district were discussed. As a follow-up to that event, on April 13, 2007, a group of sixty faculty, classified staff, administrators and students met for a Santa Ana College Planning Retreat. This event was coordinated by IE&A. The group reviewed SAC planning models, discussed data about SAC students and the community, created goals and *themes* with



## **RESPONSES TO WASC ACCREDITATION RECOMMENDATIONS**

preliminary timelines and activities, and reviewed the mission statement. The result of that session was a set of six *Vision Themes* for strategic planning for the college, which after work by the IE&A, have evolved into the *SAC Strategic Plan 2007-2015*.

After development of the *Strategic Plan*, the IE&A continued to aggregate all planning documents into the *Educational Master Plan*. This was followed by integrated development of program review models for academic programs, student services, administrative services and president's cabinet. The *Educational Master Plan* therefore contains the following planning elements: Background about the college; SAC Mission Statement; college-wide *Core Competencies*; the *Strategic Plan*; The *LPA Facilities Master Plan* (includes capital construction); Scheduled Maintenance Projects; The *Technology Plan*; budget development information and the SAC budget calendar; *Month-by-Month Planning Calendar*, linking planning and budget; the *Department Planning Portfolios*; Program Review models for Academic Affairs, Student Services, Administrative Services and President's Cabinet; charts and links to district-wide as well as college-wide data. Since IE&A reviews all these elements after review by appropriate governance bodies, coordination and integration is transparent. Action required is sent to appropriate governance committees (e.g., Budget, Facilities, SACTAC), the Academic Senate and College Council, which in turn, forwards information or requests approval of the Board of Trustees, as appropriate.

The annual *Department Planning Portfolio* process has been consistent and organized throughout the past several years. Each department has established a portfolio containing the current year's goals, progress towards completion of those goals, and assessment of the prior year's goals. Need for resources is tied to department goals and reviewed by the division dean and the appropriate vice president. Likewise, all requests for funding must be linked to department goals and reviewed by the division dean and vice president. They are prioritized within the divisions, then by the vice president and President's Cabinet. The Budget Committee receives information from President's Cabinet as well as IE&A (*IE&A End-of-the-Year Report* related to the *Strategic Plan*) for integration of college-wide priorities. Requests for human resources are also made through the *Department Planning Portfolio*. These requests are also prioritized at the division level and then by the Faculty Priorities Committee. The number of faculty hires for Santa Ana College and SAC's sister institution, Santiago Canyon College, is determined by the chancellor. In the last year, the quadrennial PA/PR process has also been added to the *Department Planning Portfolio* process. Part of that process includes annual *Direct SLO Assessment* linked to the college *Core Competencies*. With this assessment, the departments have concrete data regarding student learning. Curriculum changes, requests for technology,

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equipment and/or facilities requests, and grant development proposals are therefore informed by objective outcomes.

Another district-wide planning meeting was held for all full-time faculty and staff on February 7, 2008. Participants discussed and assessed the strengths and weaknesses of programs and services for the district's students and communities. They examined how the colleges and district were preparing for changing circumstances and how the institutions could adapt in ways that would allow for continuous and systematic improvement.

- ◆ **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)

Every year the Board of Trustees of the RSCCD reviews the district's *Vision Statement* and goals and utilizes this as a basis for annual budget assumptions for the district. The district Budget Allocation and Planning Review Committee (BAPR), a participatory governance committee with representation from all constituencies (administration, faculty, staff, and students), in conjunction with the Chancellor's Cabinet and Chancellor's Council, uses the budget assumptions to develop a district budget for both credit and non-credit programs at SAC and SCC. An annual budget calendar is also prepared. Budget assumptions are then approved by the Board of Trustees. The RSCCD Budget Allocation Model is used to distribute unrestricted funds within the district.

The SAC Budget Committee then establishes a list of college-wide priorities through mechanisms indicated in Recommendation 2c. Department needs for resources and requests for funding and human resources must be linked to department goals. As an aggregate planning document, the *Educational Master Plan* demonstrates the integration of planning and budget for academic programs and the student services needed for support of those programs, facilities, technology, equipment and human resources.

### **Recommendation 3**

- ◆ 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)

SAC has established written policies and procedures for evaluating all administrators, faculty and classified employees on a regular, timely basis.

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The specific formal process used varies depending on the employee group and/or the union. Evaluators use a standardized form that lists criteria for evaluation. There is space for positive comments on the evaluation forms.

A human resources technician is responsible for overseeing the evaluation process for all employee groups. For classified employees, the manager is notified six weeks before an evaluation is due and provided with appropriate forms and a *due date for completion*. The Human Resources department follows up again two weeks before the evaluation is due with a reminder to the manager about the due date for completion of the evaluation. If Human Resources then does not receive a completed evaluation from the manager by the due date, the manager is sent an Overdue Notification and the assistant vice chancellor of human resources is also sent notification that the manager has not conformed to the timeline. At that point the vice chancellor of human resources personally sends notification to the manager to notify him/her of the non-compliance. There has been 100 percent compliance ever since the new vice chancellor of human resources put this in place a year and a half ago. This same process is in place for evaluation of all employees.

### ◆ **3b: Standard IIIA**

consideration be given to including the opportunity for positive comment on 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)

Positive comments may be written on evaluations of non-tenured faculty; however, this is done with caution, as these documents are used as evidence when considering the granting of tenure and rehiring.

Evaluations for tenured faculty occur at least once every three years in a peer review process that involves a classroom observation or consultation with a colleague from the department or like discipline (if there is no other faculty in the department) or both a classroom observation and consultation with a colleague. Peer classroom observation is suggested but not required. If peer classroom evaluations were to become a hard requirement with no other option, it would have to be bargained and that section changed (FARSCCD Contract, Article 8.15). There is ample room for positive comments on the faculty evaluation forms.

### **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)

## **RESPONSES TO WASC ACCREDITATION RECOMMENDATIONS**

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

District-level allocation decisions primarily concern fixed expenditures in the annual budget since decisions regarding discretionary expenditures are made at the local level. Fixed expenditures include full-time salaries, employee benefits, utilities, facility leases, inter-fund transfers and reserves, as well as all capital expenditures and network level IT hardware and software expenditures. The members of the Santa Ana College Budget Committee proposed to BAPR that the following criteria be used for making allocation decisions at the district level:

- a. Health and Safety issues
- b. Student Success
- c. Respective missions of the colleges and the *District Vision*
- d. Preventive maintenance
- e. Equipment replacement
- f. Support and expansion of IT—Hardware and Software
- g. Implementation of the *LPA Facilities Master Plan*
- h. Incorporating “Green” efforts into facilities development

- ◆ **4b.** to evaluate the effectiveness of the resource allocation process.

For the 2000-2001 budget, the Budget Allocation and Planning Review Committee (BAPR) proposed a budget allocation model for dealing with all unrestricted funds that was approved by the Board of Trustees, and with some modifications, has remained in effect to the present time (*Budget Allocation Model*, developed 1998-1999). This model first allocates funds to cover all actual and or projected fixed expenditures and obligations for district operations and for the operations of the two colleges. These fixed expenditures include: full-time employee salaries and benefits; ongoing classified employee salaries and benefits; utilities, insurance, district reserve, rents and leases, inter-fund transfers (self insurance, scheduled maintenance, etc.); and district match for equipment grants. What is left is then divided among the district and the two colleges for discretionary expenditures according to a fixed formula. Currently 16.48 percent of discretionary funds are set aside for district operations. The remainder of the discretionary funds is then divided between the two colleges based on the breakdown of FTES (credit and non-credit) that has been projected for the campuses for the budgeted year. The individual colleges have discretion over the allocation of these funds for supplies, instructional and non-instructional equipment, contract services, conferences and travel, building improvements, consultants and budgets for adjunct faculty, and short-term employees.

## **RESPONSES TO WASC ACCREDITATION RECOMMENDATIONS**

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The SAC Budget Committee and the district BAPR will continue evaluating the efficacy of their practices and processes. Although the BAPR reviews the *Budget Allocation Model* each year in its budget development and has made one modification to the model, there has not been a formal, systematic review. This needs to take place to ensure that processes are working and to recommend improved practices for meeting fiscal needs. The “General Model Guidelines,” part of the RSCCD *Budget Allocation Model*, will be used for this review. At a meeting in May 2008, BAPR discussed the review process of the *Budget Allocation Model*. It was determined that although review has taken place, a more explicit formal review is needed not only of the *Budget Allocation Model* but of processes of the BAPR committee as a whole. As a result, an ongoing planning workgroup was formed. The first task of this group was to develop a program review model for BAPR during summer 2008 which will be implemented immediately. This includes annual formal review of the integration of district-level planning and budget conducted by BAPR, communication linkages as well as review of the *Budget Allocation Model*. This will fortify the alignment of college and district-level planning and budget allocation as well as decrease any possible misunderstanding.

- ◆ 4c. to link decisions to college plans.

SAC links decisions to college plans through several governance committees whose task it is to operationalize policies related to planning. The Institutional Effectiveness and Assessment Committee (IE&A) is the oversight committee of planning and links planning to budget through the *Educational Master Plan*, which includes the *Strategic Plan*, budget plans and timelines, *LPA Facilities Master Plan*, *Technology Plan*, and the Program Review models (i.e., I. Academic—Portfolio Assessment/ Program Preview (PA/PR), II. Student Services, III. Administrative Services; IV. President’s Cabinet). The *Strategic Plan*, directly linked to the college mission, amplified the *Vision Themes*, created at a college-wide planning retreat in April 2007 into a document that includes goals and activities, persons responsible, timelines and annual updates. The first annual update was conducted in spring 2008.

The *Department Planning Portfolio* (DPP) was instituted in 2000-2001 as the mechanism of department planning through goal development and implementation. In 2005-2006, the DPP was put in an online format, which has made the DPP process the core of the academic planning process. Key to the new design is the ability to note costs for each goal and associated tasks and activities. The new system also allows for creation of a budget application for each goal. When a budget application is submitted, email is created and automatically forwarded to the appropriate dean. During the budget building process, deans can use the database and aggregate budget requests for eventual presentation

## **RESPONSES TO WASC ACCREDITATION RECOMMENDATIONS**

to management. The process is working well, and in conjunction with the PA/PR process, all budget requests are linked to program-level assessment. This, in turn, is linked to college-wide planning through governance.

The PA/PR, integral to the DPP, is the mechanism for departments to conduct annual *Direct SLO Assessment* of student learning and a complete quadrennial program-level review through the *19 Question Template (19 QT)*. Outcomes of the PA/PR are sent to the division curriculum committees for interdepartmental dialogue. The division curriculum committees summarize concerns and send a report to the Teaching Learning Committee, which further discusses issues on a college-wide interdisciplinary basis. The TLC creates an aggregate report for the IE&A committee with recommendations for college-wide initiatives (e.g., grant proposals, technology requests, faculty development activities), some of which may be appropriate for inclusion into the activities of the *Strategic Plan*. The IE&A Committee refers requests to the appropriate governance committee (Budget, Facilities, Student Success, SACTAC, College Council) for implementation consideration.

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

At the college, significant progress has been made regarding the dissemination of information to the college community on criteria and processes. The college has effectively used the College Council, the Academic Senate and SAC Management Council to disseminate information to the campus community.

Since August 2006, the SAC Budget Committee formally became a governance committee with a faculty co-chair, who reports to the Academic Senate. Committee members, including faculty, also serve at the district Budget Allocation and Planning Review Committee (BAPR). This has allowed for improved communication, which has led to increased discussion on problematic issues such as the *Budget Allocation Model*, the foundation for budget planning for the district as well as the two colleges. Dialogue on this issue is ongoing (*Budget Allocation Model*, Rancho Santiago Community College District, developed 1998-99).

### **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:

## **RESPONSES TO WASC ACCREDITATION RECOMMENDATIONS**

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◆ **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)

◆ **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. (Former Standard 10C.2)

Over the past five years, the college has reported on its progress to Recommendation 5 in an *Interim Report*, a *Focused Midterm Report*, and most recently, in October 2005, a *Progress Report*. The accreditation evaluation team that visited the college in November 2005 concluded that, “The college and district have made significant progress in the delineation of roles and administrative responsibilities and governance structures . . .”

While the development of a second college and a district function was planned and phased over many years, SAC’s sister college, Santiago Canyon College, was officially accredited in 2000, and the District Office facility opened in late 1998. Planning for commensurate administrative and governance structures has been evolutionary since prior to 1998. In 1998, the chancellor, in consultation with administration, faculty and staff, determined which departments would be centralized at the District Office and which would be college-based functions. For examples, it was decided the Research, Resource Development, Accounting, Human Resources, and Payroll departments, among others, would be centralized, “district” functions, and class scheduling and student services programs would be college based. As also noted in the evaluation team report, over time, evaluation and changes to the original model have been implemented, such as decentralizing Community Services programs and relocating the Publications Center. The district has grown immensely, in terms of facilities, scope and enrollment over the past five years.

In September 2004, a documented delineation of functions, titled *RSCCD Functions/Mapping of Responsibilities* was developed. This effort was coordinated by the district’s Educational Services Division and Chancellor’s Cabinet. However, the content describing delineation of function and responsibilities by department was written collaboratively by those responsible for those functions at the colleges and District Office. Drafts of the document were circulated widely before it was finalized in December 2004.

## **RESPONSES TO WASC ACCREDITATION RECOMMENDATIONS**

In early 2007, the *RSCCD Functions/Mapping of Responsibilities* document was updated with broad participation by college and district administration. This document was provided to the Board of Trustees on several occasions, most recently at their annual Vision and Goals Planning Retreat in June 2007. Presentations about the development and updating of the document were also provided several times at district Management Council meetings.

District and college governance structures, which identify participatory governance committees and councils, are also in evidence and are updated as needed. Recently, for example, a Technology Advisory Group was added to the district-level governance structure. And, for SAC, within the last year, an Institutional Effectiveness and Assessment Committee, formerly an ad hoc committee, and a Safety and Security Committee were approved by SAC's President's Council and added to the college governance structure.

The Chancellor's Cabinet, District Council, and Joint College Cabinet provide venues for continuing evaluation and planning across the district and colleges. Other district-wide participatory governance groups that participate in evaluation and planning include the District Construction Coordinating Committee, the Human Resources Committee, the Budget Allocation and Planning Review Committee, and the Technology Advisory Group, mentioned above. There is also a Joint SAC/SCC Curriculum and Instruction Council representing the two college curriculum councils.

There is a plan for growing the administrative structure of Santiago Canyon College, and that plan has been used as SCC has grown in enrollment. There are no current plans for moving functions.

The results of the *SAC Spring 2007 Accreditation Survey* indicate that thirty-two percent of respondents "don't know" whether, "the district/system clearly delineates and communicates the operational responsibilities and functions of the district/system from those of the colleges..." (Std. IV.B.3, (a)). Administrator/supervisor respondents, however, were more informed than were classified staff and faculty respondents, with only eight percent reporting that they "don't know" about this delineation, and only four percent responding that they "strongly disagree" or "disagree" with this statement.

In conclusion, participatory governance structures, operational delineation of functions, and administrative structures for the multi-college district are in place and evolve as needed. Work remains to be done regarding the communication of these structures.



## **RESPONSES TO WASC ACCREDITATION RECOMMENDATIONS**

### **Recommendation 6: IVB**

- ◆ 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)

In 2001, the RSCCD Board of Trustees approved a revised policy on evaluation of trustees (BP 9022). The revised policy indicates that the board conducts a self evaluation each year and that the criteria for their evaluations includes:

- Progress towards their annual goals
- Board strengths and weaknesses
- Board performance

Each year the board schedules a self-evaluation, uses a survey tool that is completed by each board member, and discusses their performance. Documentation for each year's evaluation is provided.

Additionally, each year this self-evaluation board agenda item is typically coupled with another major topic and discussed within that context in a special meeting. For most years, the self-evaluation takes place at the same annual special meeting during which the board evaluates progress towards their goals and updates their vision and goals. One such special meeting also focused on budget, and another on facilities and the capital outlay bond, *Measure E*.

The Board of Trustees annually has a budget study session as the board meeting just prior to the Adoption of the District's Annual Budget and also calls for additional ones as needed, depending on circumstances. The Adopted Budget is typically adopted the first or second board meeting in September each year. This depends on when the state finally approves its own budget. For 2007-2008, the board adopted the budget in October because of the delay of the State Budget. The board meeting in August is typically scheduled for the Budget Study Session. For 2008-2009, because the state is facing a fiscal crisis, the trustees called for a Budget Study Session (in addition to the one in August) at the May 27th Board of Trustees meeting. They also discuss the district's Tentative Budget in June of each year. However, the Tentative Budget is primarily a "placeholder" (in order to continue paying payrolls and bills after July 1st) until the Adopted Budget is approved in September.

In April 2008, the Board Policy Committee re-examined its self-evaluation board policy, and they are considering additional material,

## **RESPONSES TO WASC ACCREDITATION RECOMMENDATIONS**

criteria and processes from the Association of Community College Trustees in preparation for their annual 2008 self-evaluation.

The RSCCD Board of Trustees has held *Planning and Self-Evaluation Retreats* April 4, 2004, April 20, 2005, June 19, 2006, and July 2, 2007. Goals were published in the minutes of subsequent board meetings.

## STUDENT LEARNING OUTCOMES PROGRESS REPORT

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One of the major educational goals of Santa Ana College (SAC) since its last accreditation visit was the development, implementation and systematic assessment of SLOs that are in concert with the mission of the college. The goals of implementing SLOs (i.e., *Core Competencies*) at the institution-wide level and SLOs at the program and course level have been met. Systematic assessment, with the goal of continuous improvement, has been initiated as well and is in progress.

Since 2001, the process has included the following:

- ◆ Spring 2002, the Curriculum and Instruction Council (C&I) established the *ad hoc* General Education Task Force to review the college mission, review Plan A (General Education), and develop outcomes for Plan A.
- ◆ Fall 2002, the C&I established the SLO Committee to continue the work of the General Education Task Force as an ongoing committee. The committee developed seven *Core Competencies* for the college and created the General Education SLOs.
- ◆ After a great deal of dialogue, the General Education SLOs were approved for the 2003 college catalog. The Course Outline of Record (COR) was also revised to include these competencies as the basis for course-level SLOs.
- ◆ Fall 2003, *Portfolio for Planning* was initiated for departments.
- ◆ A Flex Common Day, “A Model for the Departmental Evaluation,” disseminated the Core Competencies to all faculty. A panel discussion initiated ongoing dialogue.
- ◆ In 2003, the faculty began incorporating the seven *Core Competencies* on the COR and placed those outlines on a college-wide curriculum management database, WebCMS.
- ◆ Spring 2004, the C&I established the Teaching Learning Committee (TLC) as the permanent oversight group of SLOs and course/program-level assessment.
- ◆ August 2004, the TLC designed a Common Day activity on “Assessment and SLOs.”
- ◆ Fall 2004, the C&I issued a policy that course-level SLOs would be included on the COR for council review; SLOs would then be reviewed by the council quadrennially.

## STUDENT LEARNING OUTCOMES

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- ◆ Spring 2005, an SLO Workshop, “Thinking Outside the Box,” was held for the School of Continuing Education (SCE) by the assistant vice chancellor of educational services.
- ◆ In January 2006 the *SAC Teaching & Learning Dialogue* newsletter was published by the TLC.
- ◆ Fall 2006, an SLO retreat was held, “Assessing Learning,” as a culminating activity of a *Title V* Grant.
- ◆ Fall 2006, the Student Services Management Team attended a regional SLO workshop to preview models at sister institutions.
- ◆ Spring 2007, there was an all-college planning retreat which resulted in *Vision Themes*, goals and discussion of the mission statement. SLOs were a recurrent thread.
- ◆ Spring 2007, there was a Student Services Outcomes Development Retreat.
- ◆ By spring 2007, approximately 75 percent of all courses had SLOs on the COR on WebCMS. The remaining 25 percent were due to C&I by the end of fall 2007.
- ◆ In spring 2007, the Institutional Effectiveness and Assessment Committee (IE&A) integrated the *Vision Themes* into a *Strategic Plan 2007-2015* for the college. The mission statement was also revised (College Council, Academic Senate, BOT approval November 2007).
- ◆ Fall 2007, the TLC goals included assessment methods on the COR and how to integrate SLOs into the *Department Planning Portfolio* (DPP—formerly the Portfolio for Planning Process). DPP is available through the Intranet at <https://intranet.rscdd.org>.
- ◆ Fall 2007, the *Strategic Plan 2007-2015* was approved by College Council.
- ◆ Spring 2008 SLO assessments were completed for 2006-2007 Department Planning Portfolios, and 2007-2008 portfolios were launched in Student Services.
- ◆ Spring 2008, *Educational Master Plan: Department Portfolio Assessment/Program Review* training was held for all departments, Academic Senate, Curriculum and Instruction Council, deans, department chairs and individual departments. All academic departments began *Direct-SLO Assessment* for program-level Program Review; twenty-five percent of the departments completed Academic Program Review (i.e., Portfolio Assessment/Program Review).
- ◆ Spring 2008, the Institutional Effectiveness and Assessment Coordinator was appointed.

- ◆ Spring 2008, the Human Resources Department of RSCCD added “**A working knowledge of, and experience with, student learning outcomes and assessment**” to all job descriptions for faculty as part of the desirable qualifications.
- ◆ Spring 2008, District and FARSCCD/CEFA negotiations included “integration of activities related to development of student learning outcomes into evaluation criteria for faculty.”

### **Student Learning Outcomes Timeline**

<b>Dates</b>	<b>Implementation Timeline</b>
2002	<ul style="list-style-type: none"> <li>• Spring 2002: Curriculum &amp; Instruction (C&amp;I) Council established the General Education Task Force in April 2002.</li> <li>• Fall 2002 C&amp;I established the Student Learning Outcome (SLO) Committee.</li> </ul>
2003	<ul style="list-style-type: none"> <li>• Fall 2003: Portfolio for Planning Process Timeline distributed at an Academic Senate meeting and beginning of the year at department faculty meetings in August 2003.</li> <li>• January 31, 2003: Flex Common Day for all faculty “A Model for the Departmental Evaluation” panel. A list of the college-wide <i>Core Competencies</i> and General Education SLOs distributed to all.</li> <li>• SLOs based on seven <i>Core Competencies</i> began to be listed on the Course Outline of Record (COR) and entered into a college-wide database, WebCMS.</li> <li>• Plan A General Education SLOs approved for SAC 2003 catalog.</li> <li>• Ongoing discussion of activities to meet student learning outcomes at task force meetings.</li> </ul>
2004	<ul style="list-style-type: none"> <li>• Spring 2004: C&amp;I Council established the Teaching Learning Committee (TLC) to work on SLOs and assessment of learning outcomes (formerly called the SLO Task Force).</li> <li>• Spring 2004: The TLC report to the Academic Senate stated that the work of the TLC would concentrate on a systematic standardized assessment plan.</li> <li>• Fall 2004: The TLC designed a Common Day, August 19, 2004, for all faculty on “Assessment of SLOs” and “Best Practices.” The plan was approved by the Academic Senate and C&amp;I.</li> <li>• Fall 2004: SLOs created on a quadrennial review cycle: 25% per year commencing fall 2004 to be completed 2008.</li> </ul>
2005	<ul style="list-style-type: none"> <li>• Spring 2005: SLO Workshop “Thinking Outside the Box” for the School of Continuing Education (SCE) at CEC by Julie Slark, assistant vice chancellor of educational services.</li> <li>• Levels of SLOs – The assessment cycle and integration established.</li> </ul>
2006	<ul style="list-style-type: none"> <li>• January 2006: <i>SAC Teaching &amp; Learning: Dialogue</i> newsletter published and distributed to faculty. Articles on SLOs and assessment were featured.</li> <li>• Fall 2006: SLO Retreat on September 22, 2006 “Assessing Learning” retreat, culminating activity of <i>Title V</i> Grant.</li> <li>• Fall 2006: Student Services Management Team attended a regional SLO workshop to preview models in place at sister institutions for adaptation as part of our emerging model.</li> </ul>

## STUDENT LEARNING OUTCOMES

Dates	Implementation Timeline
2007	<ul style="list-style-type: none"> <li>• Spring 2007: All-college planning retreat (April 13, 2007) resulted in <i>Vision Themes</i> statements, goals, and discussion of the mission statement.</li> <li>• Spring 2007: Student Services - Student Learning Outcomes Development Retreat on March 12, 2007. The first round of SLO-enriched Department Planning Portfolios (including Program Effectiveness Review) completed in Student Services for the 2006-2007 year.</li> <li>• Spring 2007: Development of General Education Outcomes Grid in TLC.</li> <li>• Spring 2007: Course-level SLOs completed on COR at approximately 75%. The remaining 25% due to C&amp;I through regularly scheduled quadrennial review in the 2007-2008 academic year.</li> <li>• Spring 2007: Annual Report for SLOs sent to ACCJC on April 16, 2007.</li> <li>• Spring 2007: IE&amp;A integrated <i>Vision Themes</i> into the <i>Strategic Plan</i> and mission statement.</li> <li>• Fall 2007: TLC goals included assessment of courses on the COR and how to integrate the SLOs into Department Planning Portfolio (DPP).</li> <li>• Fall 2007: The <i>Strategic Plan</i>, Timelines and Responsibilities Chart placed within the <i>Education Master Plan</i> along with the General Education SLOs, links to Department Planning Portfolios, the Facilities Plan, the Technology Plan, &amp; budget information.</li> <li>• Fall 2007: Revised mission statement was approved by the Academic Senate, the College Council and by the Board of Trustees. (November 2007).</li> <li>• Fall 2007: <i>Strategic Plan</i> completed and approved by College Council.</li> </ul>
2008	<ul style="list-style-type: none"> <li>• SLO assessments completed for 2006-2007 portfolios and 2007-2008 portfolios are launched in Student Services.</li> <li>• Spring 2008: Course-level SLOs completed on COR at approximately 100% through regularly scheduled quadrennial review of C&amp;I.</li> <li>• Spring 2008: <i>Education Master Plan</i>: Department Portfolio Assessment/ Program Review (PA/PR) training for all departments, Academic Senate, C&amp;I, deans, TLC and department chairs. All departments complete the assessment of one core competency and the SLOs that address that competency through designated courses.</li> <li>• Spring 2008: Institutional Effectiveness and Assessment Coordinator established.</li> <li>• Fifteen departments completed PA/PR. TLC made recommendations to IE&amp;A, which will incorporate some of the activities into the <i>Strategic Plan</i> fall 2008. IE&amp;A submitted complete aggregate report of all program review recommendations to College Council, Academic Senate &amp; FARSCCD. All budget recommendations sent to the Budget Committee.</li> <li>• Spring/Summer 2008: FARSCCD/CEFA and district in negotiations to integrate activities related to development of student learning outcomes into evaluation criteria for faculty (Article 8.8.1 &amp; 8.15.1 FARSCCD Contract).</li> </ul>
2008 - 2011	<ul style="list-style-type: none"> <li>• First complete PA/PR cycle for all departments.</li> </ul>







# ABSTRACT OF THE SELF STUDY BY THEMES

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## INTRODUCTION

Santa Ana College is engaged in Dialogue; Student Learning Outcomes; Institutional Commitments; Evaluation, Planning and Improvement; Organization; and Institutional Integrity throughout its practice and operations as evidenced throughout the *Self Study*. The abstract provided addresses the highlights of each of these six themes by standard. All evidence may be found within the standard *per se*.

One core value found throughout all the themes is that review/analysis of all programs and all cyclical planning efforts institution-wide are an integrated process that works toward the common goal of institutional effectiveness as an organic whole. Concern and attention to continuous improvement, keeping in mind the mission of the institution and the *Strategic Plan*, results in identifying program strengths as well as areas that need improvement or that might need to be altered due to changing needs of the community and student body.

## STANDARD I

### ***Dialogue***

- ◆ September 22, 2006 *Focus on Assessment Conference*; February 2007 district-wide meeting; April 13, 2007 college-wide *Planning Retreat* (*Vision Themes* developed); February 2008 district-wide meeting
- ◆ Annual discussions of mission statement at Curriculum and Instruction Council (C&I), Institutional Effectiveness and Assessment Committee (IE&A), College Council
- ◆ Discussions and dialogue at IE&A committee regarding the *Strategic Plan 2007-2015*
- ◆ Academic Senate discussions regarding *Vision Themes*, mission statement and *Strategic Plan*
- ◆ Dialogue at division curriculum committees, Teaching Learning Committee (TLC), IE&A regarding program review
- ◆ Accreditation Standard Committees discussions
- ◆ Budget Committee, Student Success Committee discussions

### ***Student Learning Outcomes***

- ◆ Adoption of institutional *Core Competencies* and General Education SLOs for AA/AS degree

## **ABSTRACT BY THEMES**

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- ◆ Department discussions and review/revisions of courses including development of course SLOs; *Direct Assessment of SLOs* for program-level review
- ◆ September 22, 2006 *Focus on Assessment Conference*
- ◆ Division curriculum committee work reviewing course SLOs and discussions about assessment
- ◆ TLC presentations on SLO development/rubrics/discussions about assessment
- ◆ Basic Skills Initiative Task Force Meetings and Strands Work Groups address student learning and assessment
- ◆ Development of Academic Learning and Literacy (ALL) Committee with representation of faculty from various departments

### ***Institutional Commitments***

- ◆ Annual review of SAC mission statement by IE&A, C&I and the College Council; periodic college-wide meetings for discussion and review
- ◆ High visibility of the mission statement on council and committee agendas; constant reference to it as a guide for decision-making and allocation of resources
- ◆ Mission statement utilized for development of *Vision Themes* and *Strategic Plan 2007-2015*

### ***Evaluation, Planning and Improvement***

- ◆ Focused research through multiple surveys by Institutional Research Department and departments
- ◆ Annual department and division use of *CR 1110* reports on department grade distributions, offerings, and student demographics for goal development and preparation of program review
- ◆ Annual development of department goals and reports about progress on the goals; linkage of budget requests and allocations to department planning
- ◆ Distribution and use of annual student campus climate survey
- ◆ Energetic efforts to seek additional funds through partnerships and state and federal grants
- ◆ *Title V* grant to commence October 2008 for *Academic Literacy across the Curriculum*

**Organization**

- ◆ Academic Senate serves in primary advice capacity to the Board of Trustees on academic and professional matters
- ◆ Student learning analyzed and discussed at the department, division and C&I level as well as at such venues as Teaching Learning (TLC) and Student Success Committees, which all have representatives from every division
- ◆ Basic Skills Initiative Task Force, a venue for interdisciplinary discussions, has membership from departments that have pre-collegiate curriculum
- ◆ Freshman Experience has representation from math, English and counseling departments; instructors meet regularly to discuss ways to improve student learning as well as how to measure it effectively
- ◆ *Learning Communities II* has cross-disciplinary faculty in paired classes

**Institutional Integrity**

- ◆ Institutional honesty facilitated by inclusiveness of governance and decision-making participation from all constituent groups as well as community members
- ◆ Information widely shared and dispersed through catalog, schedule of classes, brochures, newsletters and college website
- ◆ Careful and thorough hiring practices to employ college members with the highest standards of honesty and ethics
- ◆ College publications and critical policies written in English, Vietnamese and Spanish
- ◆ Many bilingual employees to facilitate communication with major populations served
- ◆ College *Academic Honesty Policy* provides for procedures to ensure academic honesty of students.
- ◆ Faculty guided by content of college-adopted course outlines of record (COR) which include grading weights and standards
- ◆ Student Success Committee, formerly Student Equity Committee, meets to discuss student access, diversity, needs and opportunities for success

## ABSTRACT BY THEMES

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### STANDARD II

#### ***Dialogue***

- ◆ C&I members review and discuss all new and quadrennial courses; C&I provides forum for issues pertaining to the breadth and depth and quality of education
- ◆ Career Technical Education (CTE) programs have advisory committees to qualify for California Technical Education Act (CTEA) funds
- ◆ Discussions between industry representatives and faculty in CTE programs focus on topics such as curriculum relevance to job requirements, SCANs proficiencies, sequencing of courses and technology currently used in the field
- ◆ Basic skills/literacy coordinator participates in Academic Senate and TLC to integrate academic literacy concerns of all departments
- ◆ Faculty development coordinator participates in C&I and TLC to aid committees in developing faculty development activities after PA/PR is completed
- ◆ Division curriculum committees engage in dialogue at an interdisciplinary level regarding SLOs and program review
- ◆ TLC has ongoing dialogues about SLOs, assessment and program-level review

#### ***Student Learning Outcomes***

- ◆ Fall 2002, the Curriculum and Instruction Council established the Student Learning Outcomes (SLO) Task Force to engage in dialogue about the mission statement, course placement in *Plan A*, and develop core competencies for the college and SLOs for general education
- ◆ Seven institution-wide Core Competencies developed, listed on the Course Outline of Record (COR) and entered into a college-wide database
- ◆ Core Competencies and *Plan A* General Education SLO's approved for 2003 college catalog
- ◆ Once SLO's established, needs of the college changed and C&I engaged in critical dialogues on how to improve learning and measurement of student success in achieving the outcomes identified
- ◆ Teaching Learning Committee (TLC) created as a permanent sub-committee of C&I as oversight of course and program-level SLOs and assessment

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## ABSTRACT BY THEMES

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- ◆ SLO competency expectation based on faculty expertise in the field; “weighting” of SLO competency focused on the most important outcomes for students at the course level
- ◆ Fall 2007, faculty development coordinator and basic skills/literacy coordinator positions created; workshops regarding basic skills developmental learning and academic literacy held spring 2008
- ◆ *Title V* grant commencing October 2008 to address academic literacy across the curriculum
- ◆ Approximately one hundred percent SLO development at the course level through quadrennial review process of C&I as of spring 2008
- ◆ After Core Competencies agreed upon by TLC and approved by C&I and Academic Senate, each department held meetings, discussed the core competencies and assigned individual faculty members the task of tailoring course curriculum to develop specific course SLOs based on the mission
- ◆ Departments held workshops; the chair of C&I attended department meetings and met with chairs and the college held workshops on SLOs
- ◆ SAC SLO and Assessment Conference at Orange Hill Restaurant September 2006 funded by former *Title V* grant
- ◆ On each COR, multiple modes of assessing student learning and instruction delivery methods to assist with individual student learning documented
- ◆ Dialogue regarding the learning outcomes expected of students at degree or certificate level in course-embedded program review model occurred at C&I, TLC, division curriculum committees and departments
- ◆ In March 2007, SAC Student Services held a Student Learning Outcomes Developmental Retreat; topics were “Student Learning Outcomes: A Conceptual Framework” and “Student Learning Outcomes: Assessment and Measurement”
- ◆ *Academic Portfolio Assessment/Program Review (PA/PR)* process approved by the Academic Senate February 2008; used in conjunction with existing Department Planning Portfolio (DPP)
- ◆ Departments use data from Institutional Research Department such as successful course completion, grade distribution, certificates, degrees, student satisfaction and transfer data to make determinations about student achievement of learning outcomes and to change and improve course and program offerings

## ABSTRACT BY THEMES

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### ***Institutional Commitments***

- ◆ Quality of instruction and academic rigor addressed through the faculty hiring process, tenure review, approval of new programs and program review monitored by deans and administration
- ◆ Number of degrees and certificates of completion testimony to the quality of the programs
- ◆ C&I oversight for all academic policies listed in the catalog
- ◆ TLC oversight for SLOs and PA/PR
- ◆ Institutional Effectiveness and Assessment Committee (IE&A) oversight for all program review institution-wide and integration of program review into the *Strategic Plan* where indicated
- ◆ CTE programs aligned with outside agencies and advisory boards
- ◆ Evaluation of student learning based on clearly-stated and published criteria in catalog and COR, with accepted norms in higher education
- ◆ Curriculum review process, which includes faculty at the department, division and institutional levels, ensures credit awarded based on the student learning outcomes and that it is awarded consistently

### ***Evaluation Planning***

- ◆ SLOs assessed through a variety of methods within the Department Planning Portfolios (DPP)
- ◆ *Student Satisfaction Survey* (August 2006) rated student satisfaction with overall experience at SAC, the campus environment, faculty, staff and campus safety
- ◆ IE&A developed as a shared governance committee responsible for overseeing institutional effectiveness and coordination of all college plans, including the *Educational Master Plan* (EMP), which contains all planning document including the *Strategic Plan* and all program review documents
- ◆ IE&A manages the *Strategic Plan*, contained within the EMP and coordinates Academic Program Review (i.e., Portfolio Assessment/ Program Review—PA/PR) conjointly with the TLC; Student Services Program Review; Administrative Services PR and President’s Cabinet PR
- ◆ *Month-by-Month Planning Calendar* developed to coordinate planning efforts and budget
- ◆ Planning calendar includes DPP cycle and the link between planning and budget requests at the department level

## ABSTRACT BY THEMES

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- ◆ Course-embedded approach to academic program-level review initiated
- ◆ *Direct SLO Assessment* done every semester for four years; “19QT” (*19 Questions Template*) conducted utilizing indirect data for complete program analysis every four years
- ◆ Fifteen departments completed PA/PR cycle spring 2008; all departments to complete cycle by spring 2011
- ◆ General Education program review done 2008 in *Core Competencies General Education* analysis
- ◆ The *Educational Master Plan* (EMP) identifies program review as an institution-wide, integrated process that works toward the common goal of institutional effectiveness
- ◆ Both credit and non-credit programs use established guidelines and revise evaluation procedures to ensure systematic and comprehensive review of courses and programs. They include, but are not limited to the following:
  - Direct SLO Assessment conducted every semester based on the seven *Core Competencies* of the college
  - Department Portfolio/Program Review every four years to include the “19QT” with indirect data, including student evaluations, persistence rates, grade distribution reports, etc.
  - Annual revision of department/discipline/program goals and activities within the DPP
  - Three to five-year assessment and revision of each plan in the 2007 Educational Master Plan (EMP), e.g., Technology Plan (per Conceptual Document of EMP).
- ◆ TLC made up of inter-disciplinary colleagues who receive information from division curriculum committees regarding *Direct SLO Assessment*; discusses common college-wide issues yielded by department assessment; then recommends possible changes to the *Strategic Plan* and refers it to IE&A
- ◆ Almost one hundred percent course-level SLO implementation has occurred with the scheduled quadrennial review process of C&I
- ◆ All CORs have identified multiple methods of assessment of student learning such as portfolios, both written and oral exams, group presentations, peer evaluation and peer/self-assessment.

## ABSTRACT BY THEMES

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### **Organization**

- ◆ Academic Senate oversight of all academic and professional matters
- ◆ C&I founded on a joint agreement between Academic Senate and the Board of Trustees to consult collegially on all academic and professional matters; council also part of the district shared governance framework and provides a forum for students, staff and faculty to participate in formulating curricular, instructional and academic policy
- ◆ C&I, with faculty representatives from every division, oversight of all academic matters pertaining to policies published in the catalog
- ◆ Division curriculum committees provide course revisions and new courses for review at C&I
- ◆ Student Success Committee oversight of all policies related to services related to academic policies
- ◆ SAC Technology Advisory Committee (SACTAC), with representation from every division, monitors and ensures that the entire SAC website and online course schedules are accessible

### **Institutional Integrity**

- ◆ C&I, with faculty representation from all divisions, responsible for academic integrity of all programs offered
- ◆ Institutional *Core Competencies* aligned with mission statement
- ◆ Student learning primary mission of the college
- ◆ C&I fulfills state-mandated role of certifying academic integrity of all credit and non-credit classes and programs
- ◆ The catalog, schedule of classes, publications and statements reviewed for accuracy of mission, programs and services
- ◆ *Student Handbook and Planner* published annually
- ◆ The Rancho Santiago Community College District has developed board policies and administrative regulations

## **STANDARD III**

### **Dialogue**

- ◆ College Council, SACTAC, Budget and Planning, Facilities, Safety and Security, IE&A conduct dialogue among constituency groups



- ◆ Professional development activities for faculty take place during staff development days (i.e., flexible calendar week) prior to fall and spring each semester and throughout the semesters to provide collegial dialogue among the faculty about teaching and learning
- ◆ District-wide professional development events held in 2007 and 2008 for dialogues about planning
- ◆ SACTAC representatives have continuous dialogue with respective departments
- ◆ January 2007, SACTAC held all-day retreat to develop new technology plan

***Student Learning Outcomes***

- ◆ All job announcements for faculty state that: “A working knowledge of and experience with student learning outcomes and assessment is desirable.”
- ◆ Under negotiation between district and FARS CCD: Self evaluation for faculty undergoing evaluation to include analysis of work with SLOs and assessment

***Institutional Commitment***

- ◆ Number of programs that teach with technology demonstrate institution’s commitment to technology
- ◆ *Title V* funds used to develop internal website as depository for institutional activities and programs
- ◆ Commitment to equity and diversity by offering a wide range of training and professional development opportunities for administrators, classified staff and faculty

***Evaluation, Planning and Improvement***

- ◆ The Institutional Research Department regularly assesses Santa Ana College’s employment equity and diversity to determine consistency with the mission of the institution
- ◆ Activities planned to support college mission and goals and to improve the skills of employees
- ◆ Current district policies and procedures integrate human resource planning with institutional planning through the faculty and staff prioritization process
- ◆ Faculty development coordinator assesses the staff development program

## ABSTRACT BY THEMES

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- ◆ SACTAC and Information & Learning Resources division, along with other academic and service areas, assess and implement improvements continuously
- ◆ May 2007, SACTAC conducted self-survey to evaluate effectiveness of the committee and to make recommendations for improvement
- ◆ Acquisition of an online survey tool has created many opportunities for local research and assessment
- ◆ Departments create goals annually in Department Planning Portfolios (DPP)
- ◆ Every year the Board of Trustees reviews the district's *Vision Statement* and goals; adjustments made on the basis of new challenges and new directions the district wishes to make; goals basis for annual budget assumptions developed by the board before start of each fiscal year and budget cycle
- ◆ All departments submit budget requests and justifications for each discretionary budget category; requests incorporated with annual goals in the development of budget requests

### **Organization**

- ◆ Organizational processes in place and written criteria exist for evaluating all personnel, including evaluation of performance of assigned duties, participation in institutional responsibilities, and other activities appropriate to their assignment.
- ◆ An ADA consultant hired to help revise and update existing ADA Transition Plan
- ◆ RSCCD Office of Facility Planning and district Support Services manage all major capital outlay and related construction projects
- ◆ Prior to the beginning of each semester, VP of administrative services and related staff review the existing facilities
- ◆ President's Cabinet reviews current facility needs brought forward from various department needs originating in each respective DPP
- ◆ SACTAC makes recommendations regarding equipment purchases priorities
- ◆ The School of Continuing Education (SCE) has faculty resource center located at the Centennial Education Center (CEC) campus
- ◆ Requests for full-time new and replacement faculty positions properly prioritized and advertised through established district and college policies and procedures

- ◆ Rancho Santiago Community College District (RSCCD) has board and administrative regulations as well as policies dictating appropriate conduct for employees.
- ◆ RSCCD Board Policies (BP) 3000-3405 regulate effective use of financial resources for both the district and the two colleges

***Institutional Integrity***

- ◆ Safety and Security Committee and the Administrative Services department have worked to promote a healthy environment
- ◆ The Environmental Workgroup, a sub-committee of IE&A, established
- ◆ To evaluate the safety of facilities, numerous maintenance contracts with outside vendors service equipment that requires expertise
- ◆ The Department Planning Portfolios (DPP) evaluate the effectiveness and sufficiency of facilities and equipment
- ◆ Fairness in all employment procedures ensured by the district and administered by the district Human Resources department
- ◆ RSCCD records maintained in a secured fileroom in accordance with California Education Code Section 87031 (rights of employees to access personnel files), US Government Code Section 6254 (guaranteeing privacy of personnel files), Civil Code Section 1798.24 (limiting disclosure of personnel information by agencies), and board policies
- ◆ The Board of Trustees maintains the fiscal integrity of the district by maintaining a five percent reserve or higher
- ◆ Financial reports are provided throughout the institution and to the public per BP 3216 and BP 3220
- ◆ Rancho Santiago Community College District BP 3222 includes all procedures to ensure effective oversight of external auxiliary funding; BP 3204 regulates district and college use of funding

**STANDARD IV*****Dialogue***

- ◆ The faculty and staff at SAC participate in the planning process through governance committees and the Academic Senate
- ◆ The academic deans and the student services administrators meet regularly to address areas of common interest and for professional development activities

## ABSTRACT BY THEMES

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- ◆ The president engages in collegial processes and dialogue to establish values, goals and institutional priorities
- ◆ The president dialogues weekly with vice presidents at President's Cabinet and quarterly with vice presidents, deans, associate deans, directors, managers, supervisors, the accountant, the registrar, the lieutenant of campus security and the public information officer at Management Council meetings
- ◆ The college president and the Academic Senate president, through dialogue, consultation and assessment of institutional needs, created two important new participatory governance committees, the Institutional Effectiveness and Assessment Committee and the Safety and Security Committee
- ◆ The college president has engaged in substantial outreach to the local communities served by the college
- ◆ The C&I council is part of the district shared governance framework and provides a forum for students, administration and faculty to participate in formulating curricular, instructional and academic policy; representation from each division curriculum committee ensures cross-disciplinary dialogue
- ◆ After cross-disciplinary dialogue, the TLC refers recommendations regarding student learning to the IE&A committee for discussion and possible inclusion into the *Strategic Plan* (annual update)
- ◆ In April 2007, dialogue at a college-wide planning retreat resulted in the creation of a draft of *Vision Themes*
- ◆ The chancellor met and dialogued with the two college presidents, the two presidents of the academic senates, and the vice chancellor of fiscal services regarding faculty allocations for the two colleges

### **Student Learning Outcomes**

- ◆ Department chairs and deans consider factors such as course enrollments, participation rates and individual measures of student success in conjunction with historical trends to assess program effectiveness
- ◆ The president ensures that educational planning is integrated with resource planning and distribution aimed at achieving student learning outcomes through her participation on the College Council

***Institutional Commitment***

- ◆ *Participatory Governance Structure* describes the purpose, goals, membership and meeting schedule for eight key participatory governance groups including College Council, Accreditation Committee, Budget Committee, Facilities Committee, Institutional Effectiveness and Assessment Committee, Safety and Security Committee, Student Success Committee and Technology Advisory Committee
- ◆ The *Vision Statement* of RSCCD affirms that RSCCD is a learning community with the colleges committed to access and equity

***Evaluation, Planning and Improvement***

- ◆ IE&A is responsible for oversight of all college planning documents and program review
- ◆ IE&A makes recommendations regarding planning to College Council, and when appropriate to the Budget Committee, SACTAC, Student Success Committee, and Facilities Committee
- ◆ President's Cabinet and the executive board of the Academic Senate met to review and revise the participatory governance structure
- ◆ The SAC president is regularly given information on demographic, enrollment, programmatic, degree/certificate attainment, transfer patterns and student satisfaction by the Institutional Research Department for evaluation of institutional programs and planning
- ◆ The president attends weekly meetings of the Chancellor's Cabinet and monthly meetings with the District Management Council and the Budget Allocation Planning Review Committee (BAPR)
- ◆ *RSCCD Functions/Mapping of Responsibilities* defines the operational responsibilities of the colleges and the district

***Organization***

- ◆ The Academic Senate appoints faculty to serve on all governance committees and is responsible for making recommendations to the board regarding academic and professional matters
- ◆ The *Participatory Governance Structure* provides an outline of the official guidelines that ensure effective and broad communication at SAC
- ◆ The Accreditation Committee is charged with oversight and coordination of institutional self studies
- ◆ RSCCD is governed by a seven-member Board of Trustees which has full legal authority and responsibility for the district

## **ABSTRACT BY THEMES**

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### ***Institutional Integrity***

- ◆ The board relies primarily on the advice of the Academic Senate in academic and professional matters related to curriculum and academic policies
- ◆ For all other professional matters, the board consults collegially with the recommendations from participatory governance committees
- ◆ BP 6000 (Instruction) provides that the courses of instruction and educational programs are consistent with the mission statement
- ◆ The board receives reports and presentations as part of the docket packet prepared for each board meeting
- ◆ The board ensures the fiscal integrity of the district through a review of an annual audit by an independent audit firm and operates with a minimum of a five percent reserve
- ◆ The Board of Trustees operates under the RSCCD Series BP 9000, which includes bylaws of the board; it complies with related state education and administration codes
- ◆ The president recommends and executes board policy as well as rules and regulations of the district







## **ORGANIZATION OF THE SELF STUDY**

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### **PLANNING PHASE**

In January of 2006, the dean of fine and performing arts was appointed by the president of Santa Ana College (SAC) to serve as the accreditation self study co-chair as well as the accreditation liaison officer. The planning for the Self Study began with a meeting of the interim vice president of academic affairs, the dean of fine and performing arts and the faculty co-chair of the Accreditation Steering Committee. In this preliminary meeting, a process was devised to appoint co-chairs of the standards for the Self Study. It was also determined that an Oversight Committee, comprised of the administrative and faculty co-chairs of the Accreditation Steering Committee, the Academic Senate president, the Academic Senate past president, the assistant vice chancellor of educational services for the Rancho Santiago Community College District (RSCCD), and the associate dean of information and learning resources, would be established.

Upon the retirement of the dean of fine and performing arts in December 2007, the new vice president of academic affairs was appointed co-chair of the Accreditation Steering Committee and accreditation liaison officer by the college president in January 2008. Since the vice president of academic affairs was new, however, the faculty co-chair of the accreditation steering committee took leadership of the self study process.

The Accreditation Oversight Committee served to plan and initiate the self study process and develop an organizational chart and timeline. These planning documents were approved by the Accreditation Steering Committee, College Council, the Academic Senate and the Institutional Effectiveness and Assessment Committee.

The Oversight Committee met regularly throughout the process. Standards committees were formed and met regularly as well. As the process of writing progressed, members of the Oversight Committee held full-day meetings with appointments for individual sub-standard co-chairs who had a chance to ask questions about drafts and receive guidance about the drafts as well as the documents needed for the respective standard. Meetings with the full Steering Committee were interspersed with these meetings.

## **ORGANIZATION OF THE SELF STUDY**

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### **ACCREDITATION OVERSIGHT COMMITTEE**

Thom B. Hill, Administrative Co-Chair Steering Committee  
(from January 2006-December 2007)

Norman Fujimoto, Administrative Co-Chair Steering Committee  
(from January 2007)

Bonita Nahoum Jaros, PhD, Faculty Co-Chair Steering Committee

Raymond Hicks, President Academic Senate

Jeff McMillan, Past-President Academic Senate

Julie Slark, Assistant Vice Chancellor Educational Services, RSCCD

Maria Sugrañes, Associate Dean Information & Learning Resources

### **ACCREDITATION STEERING COMMITTEE CO-CHAIRS**

Thom B. Hill (from January 2006-December 2007)

Norman Fujimoto (from January 2008)

Bonita Nahoum Jaros, PhD

### **MEMBERS OF THE STEERING COMMITTEE**

#### **FACULTY**

Mary Anne Anthony

Steve Bautista

Karen Dennis

Anya Franklin

Suzanne Freeman

Yolanda Garcia

Raymond Hicks

Todd Huck

Shelly Jaffray

Bonita Nahoum Jaros

Jeff McMillan

Tuan Nguyen

Leisa Schumacher

George Troxcil

Reyes Vazquez

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## ORGANIZATION OF THE SELF STUDY

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### **CLASSIFIED STAFF**

Marta Barker  
Janet Grunbaum  
Geni Lusk  
Angela Tran Nguyen  
Kaye Smith

### **ADMINISTRATORS**

Judy Chitlik (District Office)  
Carol Comeau  
Norman Fujimoto (from January 2007)  
John Grindel (from January 2008-June 2008)  
David Guzman  
Noemi Kanouse (from January 2006-December 2007)  
Sara Lundquist  
Ed Ripley  
Hilda Roberts  
Julie Slark (District Office)  
Maria Sugrañes  
Sharon Whelan

### **STUDENT REPRESENTATIVES ON COLLEGE COUNCIL**

#### ***(Advisory Capacity to Self Study)***

Ernesto Alonso, ASG President 2006-2007  
Claudia Rodriguez, ASG VP 2006-2007  
Maximina Guzmán, ASG President 2007-2008  
Steve Anticono, ASG VP 2007-2008

## Timeline for SAC 2008 Accreditation Visit

### Phase 1: EVIDENCE GATHERING & DESCRIPTIVE SUMMARY January 2006 to March 2007

Date	Meeting	Planned Activity	Tasks for Upcoming Meeting
January, 2006	VP AA Breedem, Co-Chairs – Jaros & Hill	Preliminary Discussion re: make-up of accreditation process & people to serve as chairs/co-chairs on Standards I-IV (including sub-standards)	Invite chairs to discussion/workshop on the role of Accreditation led by ACCJC
February, 2006	ACCJC Workshop	Standard chairs have opportunity to discuss and react to “new” Standards	
May-September, 2006	Bonita Jaros & Thom Hill meet	Discuss overview of accreditation process. Receive & review materials from ACCJC. Outline timetables for Accreditation Oversight Committee & Accreditation Steering Committee Work on preliminary timeline.	Read & analyze materials
September 5, 2006 – October 2006	Oversight Committee	Identify & solicit potential committee members. Review process for individual standards committees to meet timelines.	Read & analyze materials related to overall purpose and individual standards. Develop system for compiling notes into notebook format/ website for access to supporting material, etc.
October 18, 2006	Institutional Effectiveness & Assessment Committee (IE&A)	Assisting the Oversight Committee, reviews all college planning efforts and makes recommendations to the College Council regarding systematic, integrated planning. An institutional effectiveness model will be created so that college-wide assessment and improvement will be systematic and ongoing. The group will also make recommendations for the spring college-wide planning retreat, at which time, college goals will be made explicit for a <i>Strategic Plan</i> .	

October 25, November 8, 22 and December 6, 2006	Oversight Committee	Review revised timeline document (September 2006 thru April 2007). Discuss revised chair/co-chair document. Plan for dissemination of info for first formal Steering Committee meeting on Dec. 8. Discusses structure of self-study process. Q & A on accreditation documents (what, when, how) Review potential questions to meet “themes, especially dialogue” requirements.	Distribute meeting announcement, Standards summary descriptions to chairs, and ask chairs to meet and try to establish full committees prior to Dec. 8 orientation.
November 15, 29 and December 13, 2006	Institutional Effectiveness & Assessment Committee (IE&A)	Review activity and assess task completion.	
December 8, 2006	Steering Committee	Orientation, discussion of structure, documentation. Discuss strategies for broad college participation. Begin organizing for required standard activities. Adopt timeline for summary of questions for individual standard sections to be completed. Discussion/decisions re: survey content by standard or generic for whole process	Establishing ongoing Steering Committee meetings – Chairs to determine meeting times/dates for individual sub-standards.
<b>Date</b>	<b>Meeting</b>	<b>Planned Activity · Tasks for Upcoming Meeting</b>	
December 20, 2006	Oversight Committee	Review activity and assess task completion.	
January, 2007	Individual Standards Committees	Continue to address questions asked in individual standards and “dialogue” questions.	
January 10, 2007	Oversight Committee	Review activity and assess task completion.	
January 17, 2007	Institutional Effectiveness & Assessment Committee	Review activity and assess task completion.	
January 26, 2007	Oversight Committee	Review activity and assess task completion.	

Date	Meeting	Planned Activity · Tasks for Upcoming Meeting
February/March, 2007	Standards Committees	Create committees, familiarize members with standards, timelines and expectations. Identify information and documentation needed to be gathered. Make assignments. Read other self studies. Finalize survey questions.
February 7, 2007	Oversight Committee	Review activity and assess task completion.
February 9, 2007	Steering Committee & Standards Committees	Julie Slark to discuss <i>Assessment &amp; its Role in Accreditation</i> . Individual standard chairs will report progress / concerns on evidence gathering and survey needs
February 14, 2007	Institutional Effectiveness & Assessment Committee	Review activity and assess task completion.
February 21, 2007	Oversight Committee	Evaluate progress of Standards Committees and Sub-Committees
March 7, 2007	Oversight Committee	Review status of assigned tasks, look for missing data and develop appropriate actions to meet timelines for reports, etc.
March 9, 2007	Steering Committee	Reports from chairs of standards on process of evidence collecting.
March 12, 2007	Standards Committees	Additional survey questions due to Steering Committee
March 14, 2007	Steering Committee	Review survey questions as submitted
March 16, 2007	Steering Committee	Revised survey questions due to Nga Pham in Research

**Phase 2: MATERIALS TO BE COMPILED BY STANDARD COMMITTEES  
April, 2007 through May, 2007**

<b>Date</b>	<b>Meeting</b>	<b>Planned Activity · Tasks for Upcoming Meeting</b>
April 10, 2007	Steering Committee	Nga Pham to disseminate survey, due 4/24/07
April 13, 2007	Steering Committee	Progress reports
April 24, 2007	Steering Committee	Survey results due to Research Department, tabulation to follow.
May 8, 2007	Steering Committee	Survey results reported and under review.
May 11-31, 2007	Standards Committees	Compiling information; review and discuss survey results—prepare to write preliminary description(s).
Sept.-Nov., 2007	Standards Committees	Writing of description(s) with a November training session by Julie Slark on Self-Assessment.

**Phase 3: CREATING SELF STUDY  
September 2007-February 2008**

<b>Date</b>	<b>Meeting</b>	<b>Planned Activity · Tasks for Upcoming Meeting</b>
Fri., Sept 7, 2007	Oversight Committee Meeting	Review timelines as submitted; discuss “front end” pieces (due March 31, 2008).
Wed., Sept 12, 2007	Oversight Committee Meeting	Discuss “Themes” and “Recommendations” Grids for Standard Chairs/Co-Chairs.

Wed., Sept 19, 2007	IE&A Meeting followed by Oversight Committee	Vision Themes and establish goal agenda for September 21 Steering Committee discussion of Trustee and stakeholder updates (when & how?).
Fri., Sept 21, 2007	Steering Committee Meeting	Progress Reports from Standard Chairs/Co-Chairs on Description section due Oct. 31
Wed., Sept. 26, 2007	IE&A Meeting followed by Oversight Committee	Ongoing work related to Strategic Plan/Vision Themes/Effectiveness/Assessment
Wed., Oct. 10, 2007	IE&A Meeting followed by Oversight Committee	Ongoing work related to Strategic Plan/Vision Themes/Effectiveness/Assessment
Fri., Oct. 19, 2007	Steering Committee Meeting	Final meeting prior to submission of Description Section to Oversight Committee; updates with Q&A session
Wed., Oct. 24, 2007	IE&A Meeting followed by Oversight Committee	Ongoing work related to Strategic Plan/Vision Themes/Effectiveness/Assessment
Wed., Oct. 31, 2007	<b>ALL CONCERNED</b>	<b>Description sections for all Standards/sub-sections DUE to Co-Chairs</b>
Fri., Nov. 9, 2007 9:00-12 noon	Steering Committee Meeting & Self-Assessment Workshop	Distribution of Description sections as submitted, Self-Assessment Plenary Session led by Julie Slark
Nov., 2007 - Jan. 31, 2008	<b>ALL CONCERNED</b>	Standard Chairs/Committee members working on Assessment piece of report; <b>first draft due February 1, 2008</b>



Wed., Nov. 14, 2008	IE&A Meeting followed by Oversight Committee	Ongoing work related to Educational Master Plan/Program Review
Fri., Dec 7, 2008 8:30-4:30	Meeting with individual Standard Co-chairs	Progress reports on Standards I-IV, review of first draft, editing recommendations
Wed., Dec. 12, 2008	IE&A Meeting followed by Oversight Committee	Ongoing work related to Educational Master Plan/ Program Review; discussion format of self study
Thurs. Jan. 24, 2008	IE&A followed by Oversight Committee	Ongoing work related to Educational Master Plan/ Program Review; discussion format, front end, documentation style
Fri., Feb. 1, 2008	Steering Committee Meeting	<b>FIRST DRAFT OF EACH STANDARD DUE</b> - Discussion/follow-up
Wed., Feb. 13, 2008	Oversight Committee Meeting	Assessment of First Draft work as submitted by standard chairs/co-chairs
Fri., Feb. 22, 2008 8:30-4:00 AM	Meeting with individual standard co-chairs	Progress Reports from standard chairs/co-chairs; discussion of current status of all Sections
Wed., Feb 27, 2008	IE&A /Oversight Meeting	Program Review: Academic; Discussion electronic formatting, IT issues, logistics of document storage

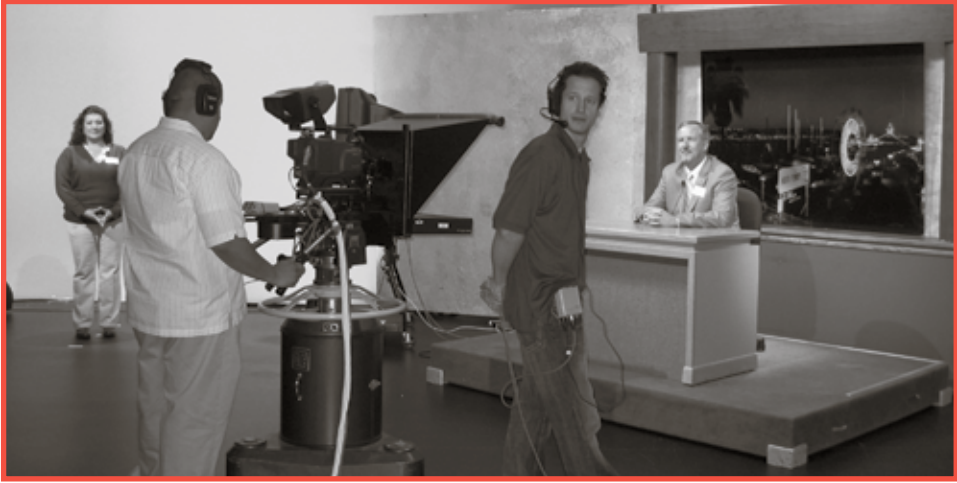
**Phase 4: BEYOND DRAFTS**  
**Polishing the Standards; Front End Pieces; Documentation and Editing**  
**March-May 2008**

<b>Date</b>	<b>Meeting</b>	<b>Planned Activity · Tasks for Upcoming Meeting</b>
Wed., March 26, 2008	IE&A/Oversight Meeting	Review Front End; discuss documentation; discuss team visit logistics
Fri., March 26, 2008	<b>ALL CONCERNED</b>	<b>FINAL DRAFT OF ALL SECTIONS/STANDARDS DUE, INCLUDING ALL DOCUMENTS TO OVERSIGHT COMMITTEE AND ACCREDITATION CO-CHAIRS.</b>
Thurs., Apr. 3, 2008	Steering Committee Meeting	Committee of the whole meets to comment on completed drafts.
Wed., Apr. 16, 2008	IE&A followed by Oversight Committee	<b>“Front End” Completed by Accreditation Steering Committee co-chair (self study chair/editor). Committee meets for review.</b>
Fri., Apr. 25, 2008	Steering Committee Meeting	Committee of the whole meets to review/comment on final draft.
Wed., Apr. 30, 2008	IE&A followed by Oversight Committee	Changes/edits suggested based on April 25 meeting submitted to Oversight Committee. Final revising/editing by Accreditation Steering Committee co-chair begins.

**Phase 5: FROM THE COLLEGE TO THE COMMISSION  
May-August 2008**

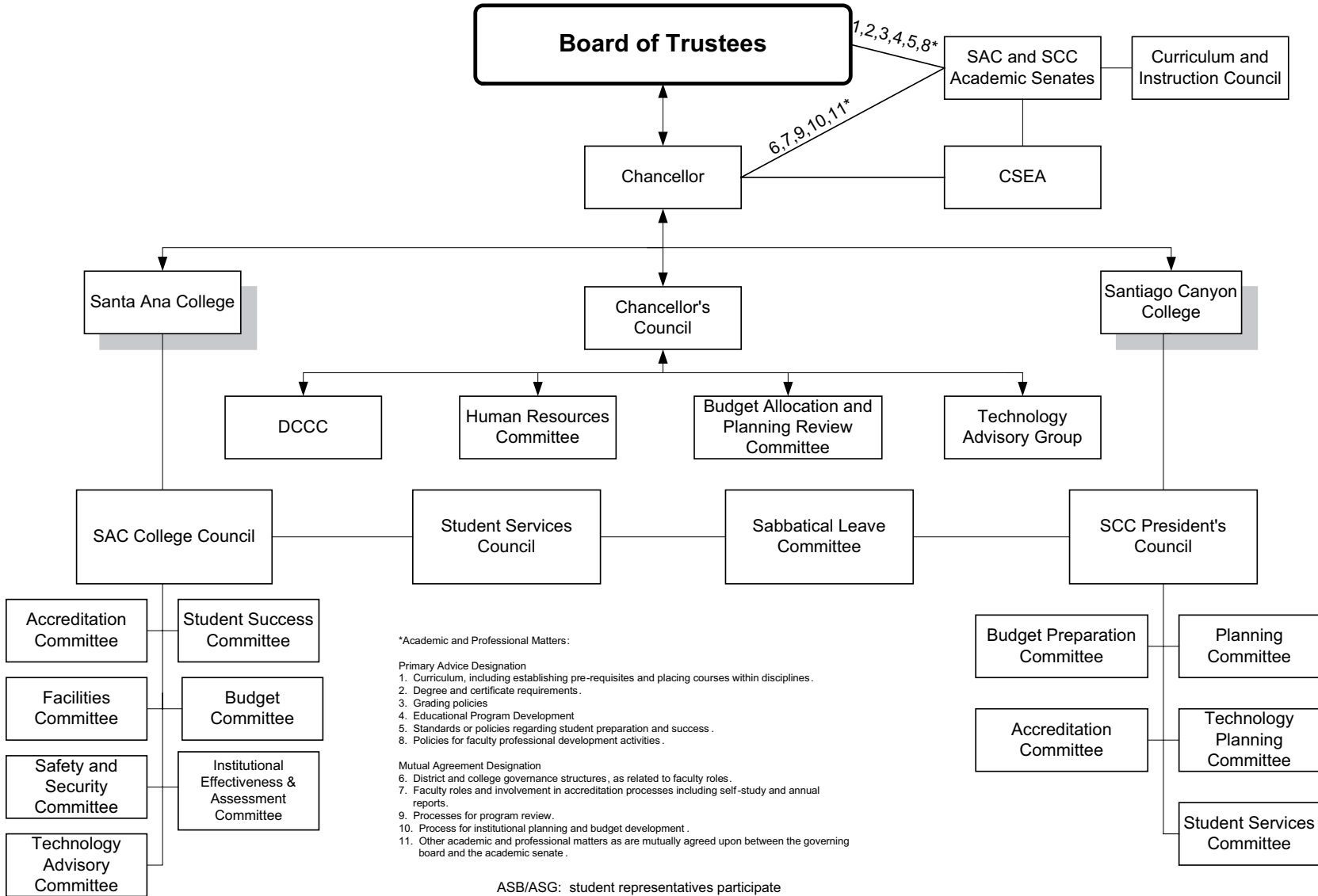
<b>Date</b>	<b>Meeting</b>	<b>Planned Activity · Tasks for Upcoming Meeting</b>
May 1-June 25, 2008	Self Study Chair/Editor & Documentation Specialist	Prepare self study for desktop publisher; align documents with standards; create online format for documents; place physical documents in files for team visit.
Mon., May 19, 2008 noon	College-wide Forum	Final presentation of self study document for comments to college community. Written comments due May 22.
Tues., May 20, 2008 5:00 pm	College-wide Forum	Final presentation of self study document for comments to college community. Written comments due May 22.
Wed., May 21, 2008	Chancellor's Cabinet	SAC Self Study submitted for docket.
Thurs, May 22, 2008	ALL CONCERNED	All comments on self study due from all constituents.
Tues., May 27, 2008	RSCCD Board of Trustees—Bonita Jaros makes presentation	Review and comment on SAC Self Study.
Tues., May 28, 2008	IE&A/Oversight Meeting	Review comments from BOT and college-wide forum.

Date	Meeting	Planned Activity · Tasks for Upcoming Meeting
Mon., June 30, 2008	RSSCD Board of Trustees—SAC President and Bonita Jaros present final version of Self Study.	Review and comment on Self Study.
Mon., July 14, 2008	RSSCD Board of Trustees	SAC Self Study submitted for board docket
Mon., July 21, 2008	RSSCD Board of Trustees	Board of Trustees approves SAC Self Study
Tues., Aug 1, 2008	Printer	Self Study document due from printer
Thurs., Aug.14, 2008	ALL CONCERNED	Accreditation Self Study Report mailed to ACCJC, including electronic CD format. Ready for distribution to all campus sites.





# DISTRICT AND COLLEGE PARTICIPATORY GOVERNANCE

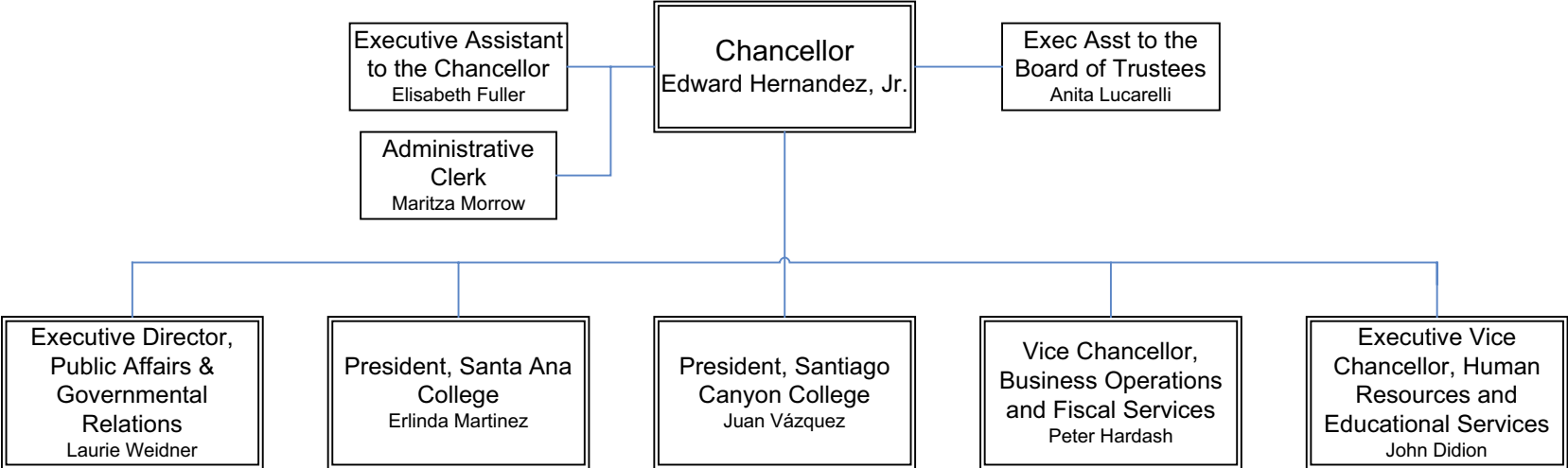


ASB/ASG: student representatives participate on councils and committees throughout the structure

Revised Draft by SAC April 7, 2008

# Rancho Santiago Community College District

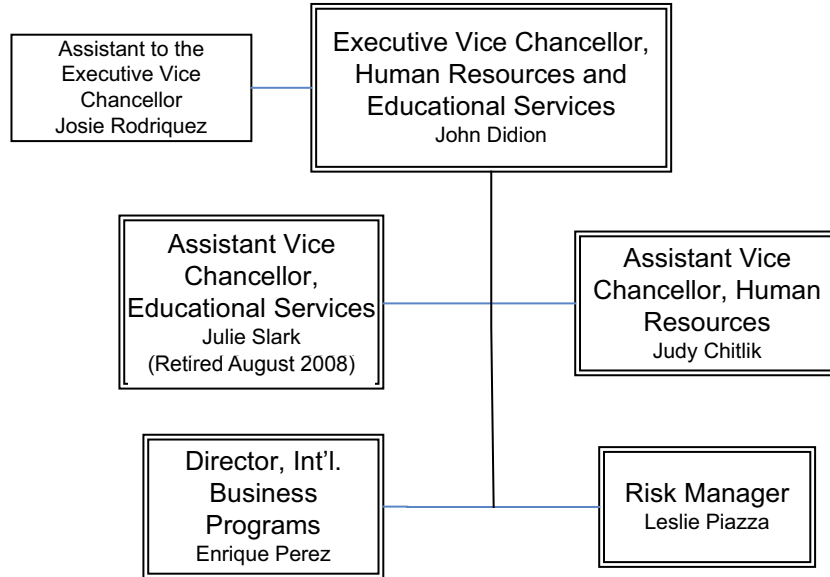
Chancellor



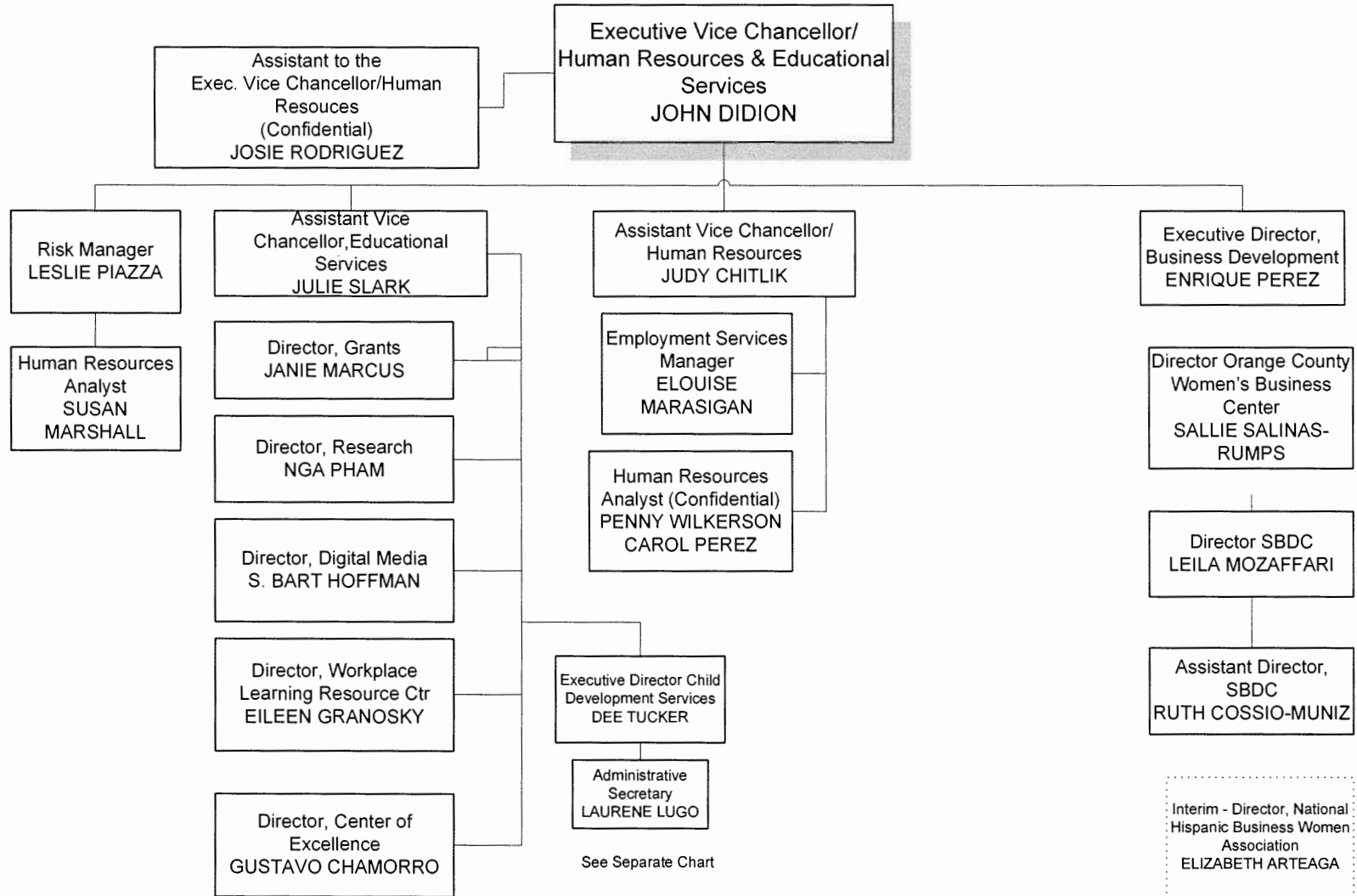


# Rancho Santiago Community College District

Human Resources and Educational Services

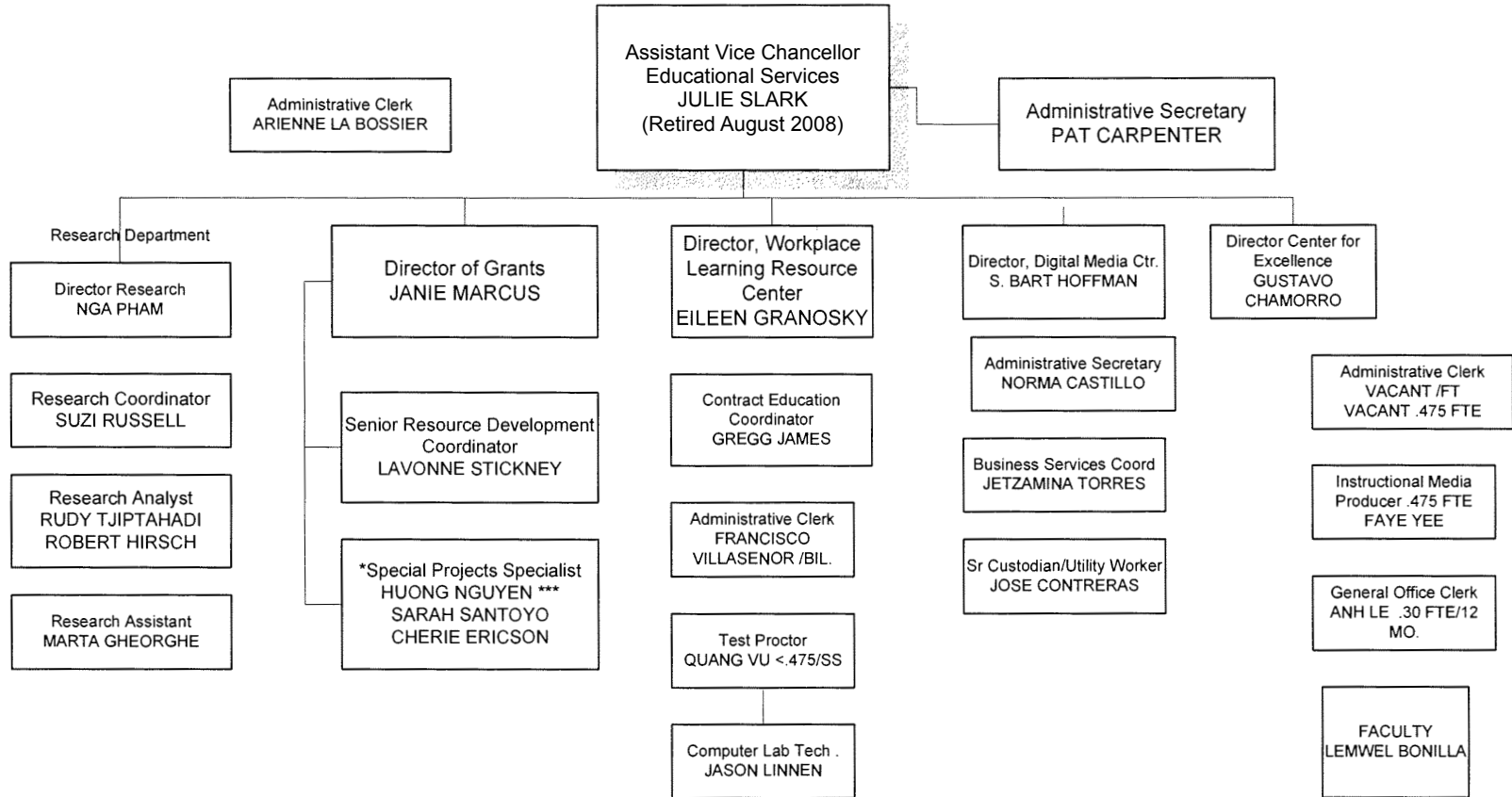


### Rancho Santiago Community College District Human Resources & Educational Services



District HREducServ 5/23/2008

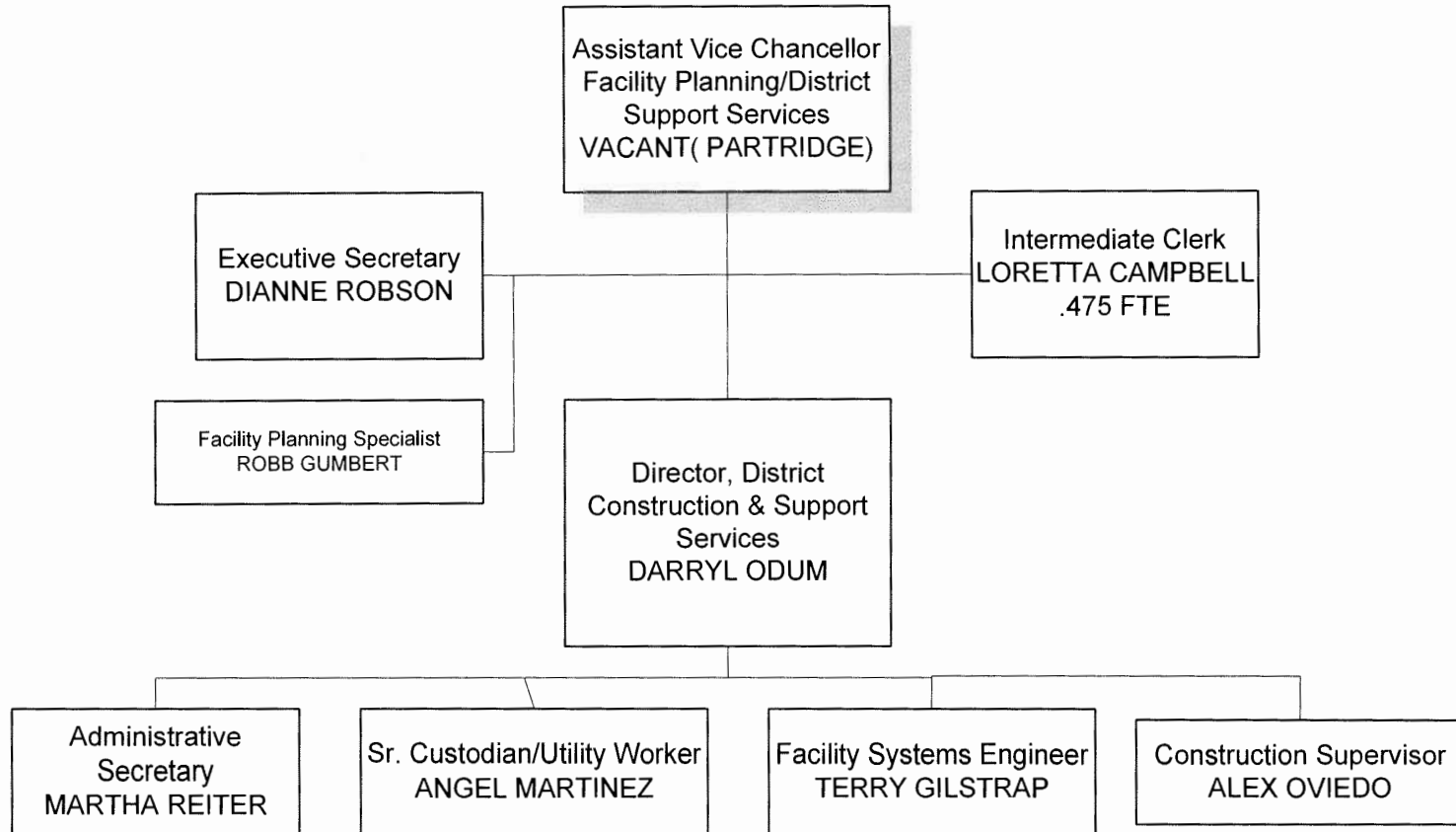
Rancho Santiago Community College District  
**ADMINISTRATION**  
**EDUCATIONAL SERVICES**



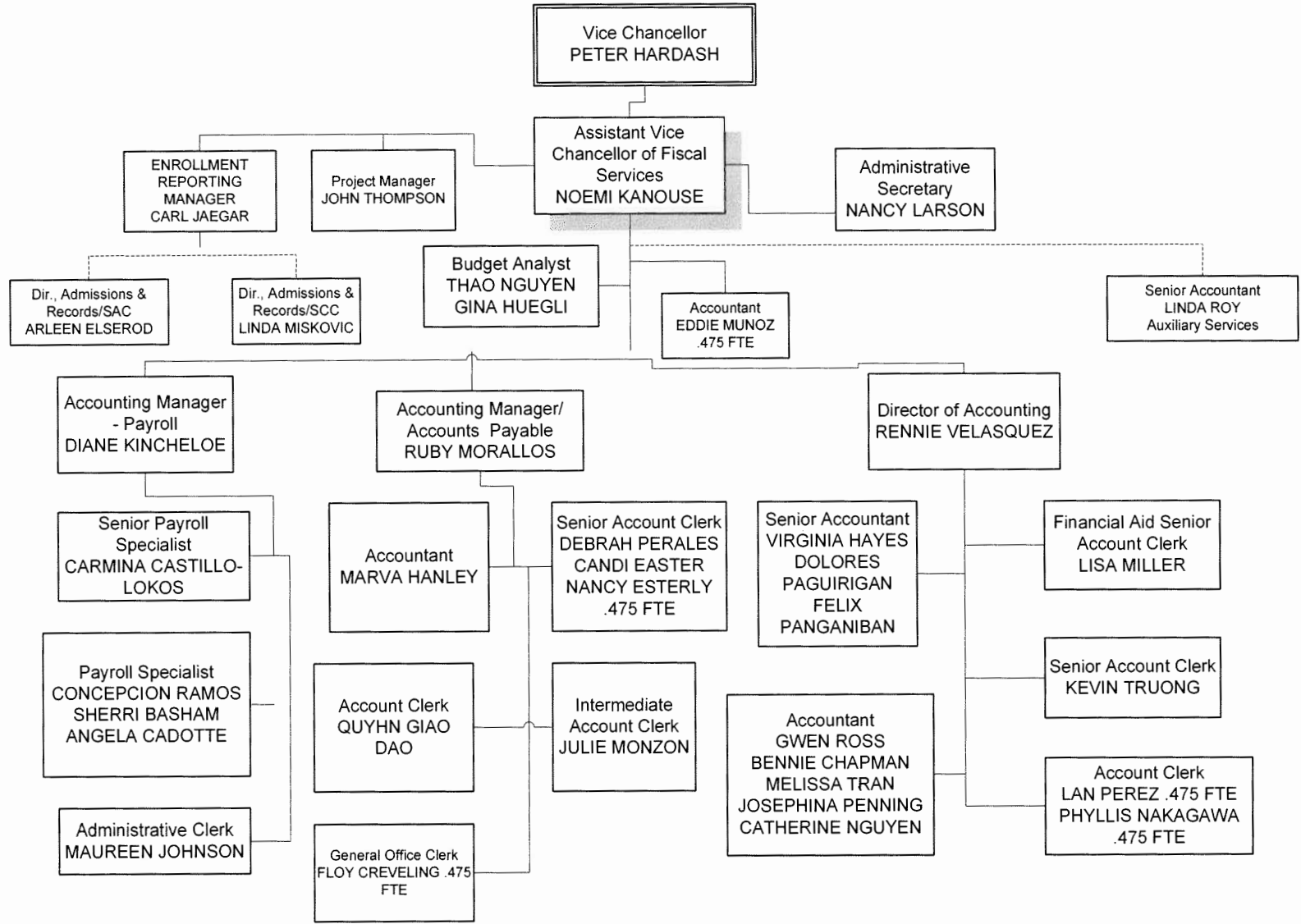
\* Matriculation Funding  
 \*\* 50% Voc. Ed. Funding  
 \*\*\* Title III Funding  
 \*\*\*\* Indirect Grant Funding

District EducServ 5/23/2008

**Rancho Santiago Community College District  
 BUSINESS OPERATIONS AND FISCAL SERVICES  
 FACILITY PLANNING AND DISTRICT SUPPORT  
 SERVICES**



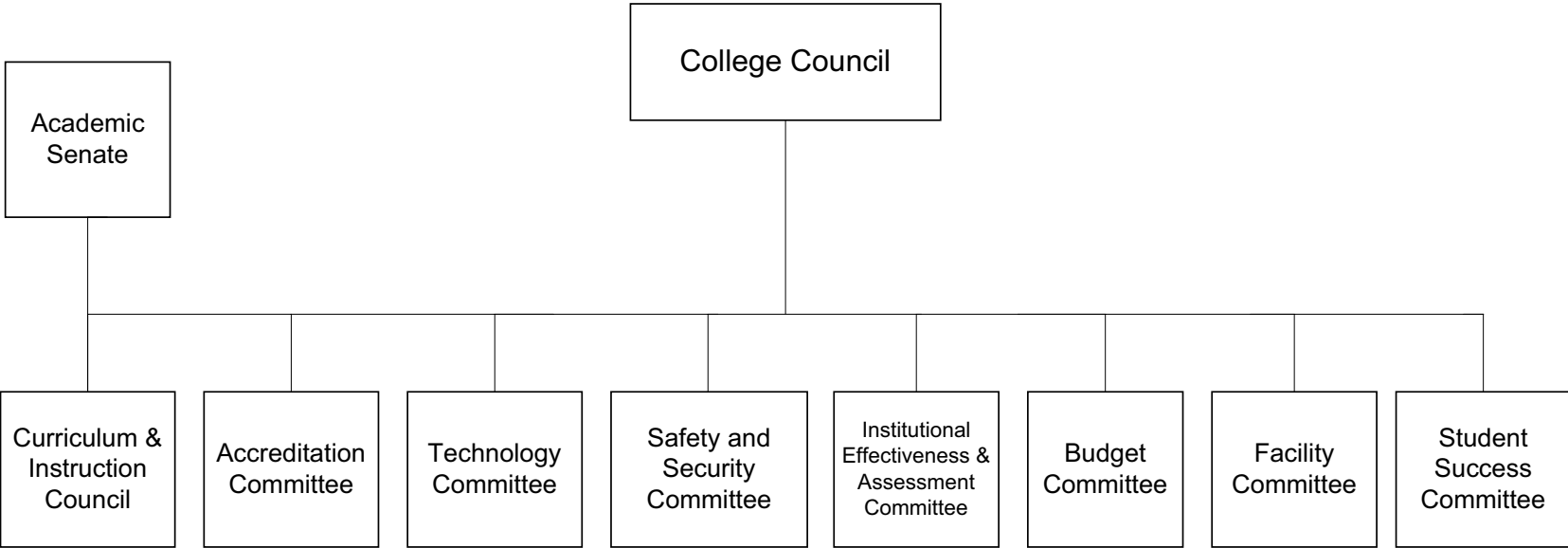
**Rancho Santiago Community College District  
BUSINESS OPERATIONS AND FISCAL SERVICES  
FISCAL SERVICES**



District Fiscal Srv0804 5/1/2008

\* Title III Funds

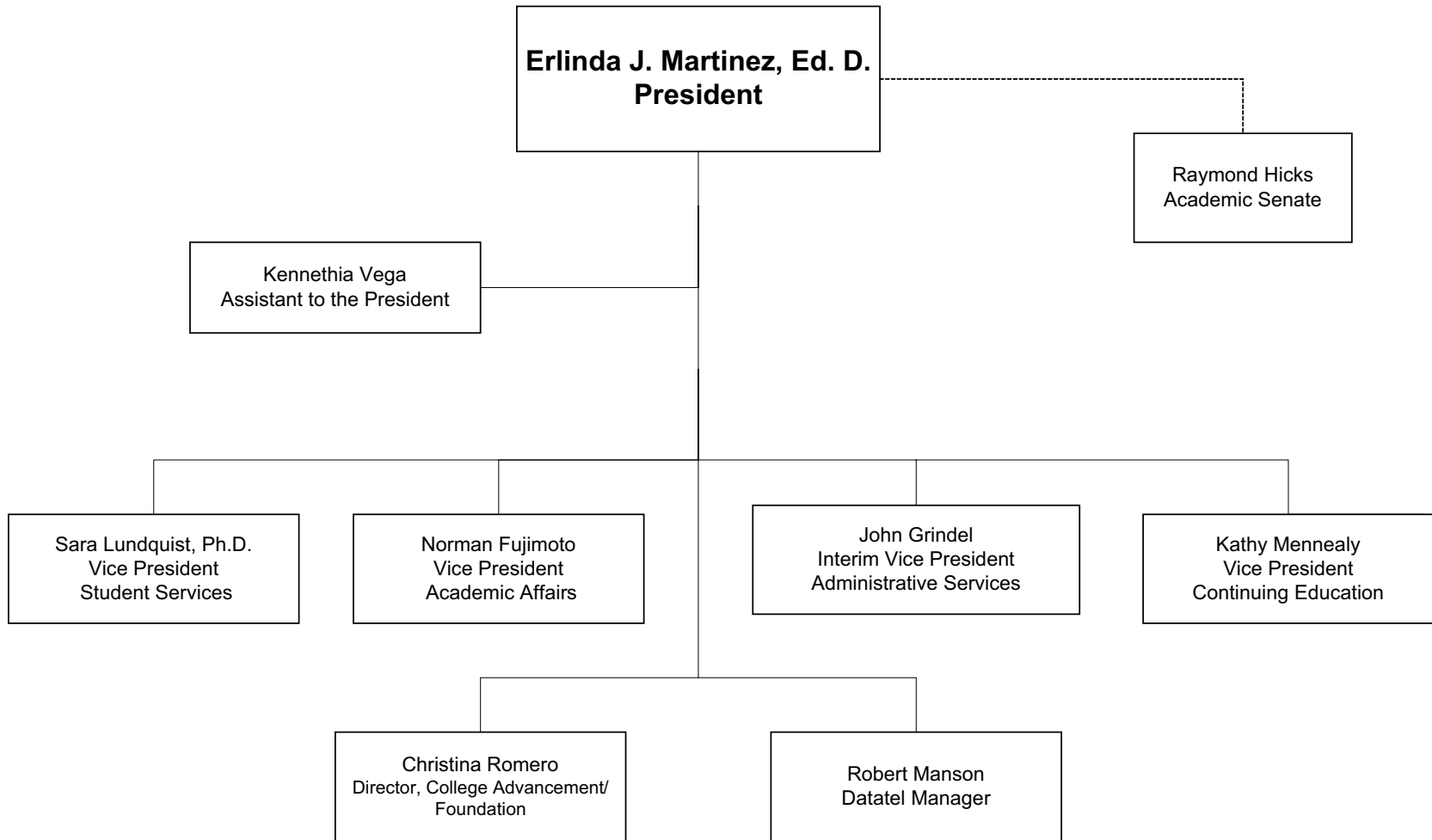
**SANTA ANA COLLEGE**  
**College Council**  
**(Participatory Governance Structure)**



Draft revised by Academic Senate Executive Committee and SAC President's Cabinet 02/05/08

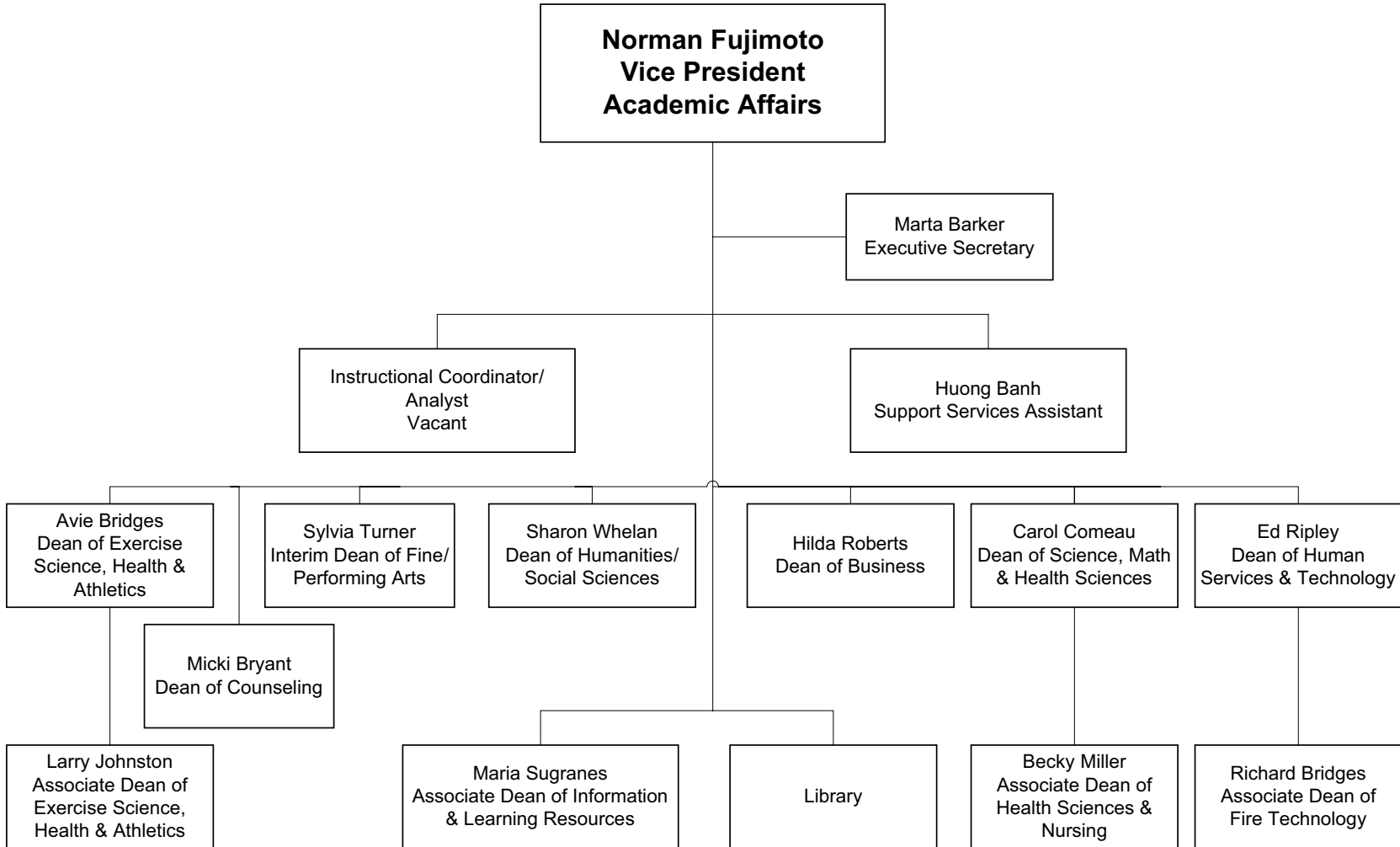
# SANTA ANA COLLEGE

## Office of the President



# SANTA ANA COLLEGE

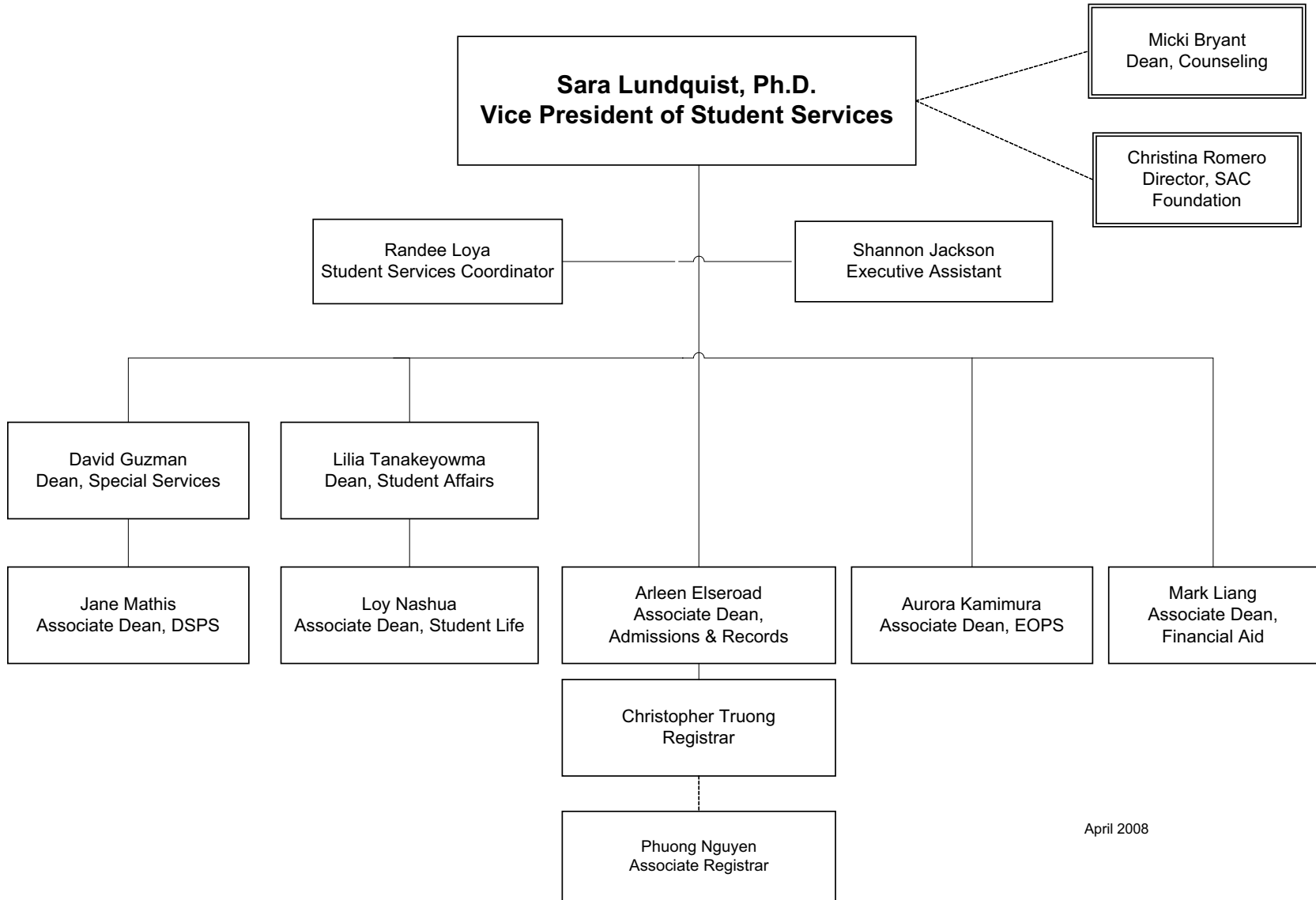
## Academic Affairs





# SANTA ANA COLLEGE

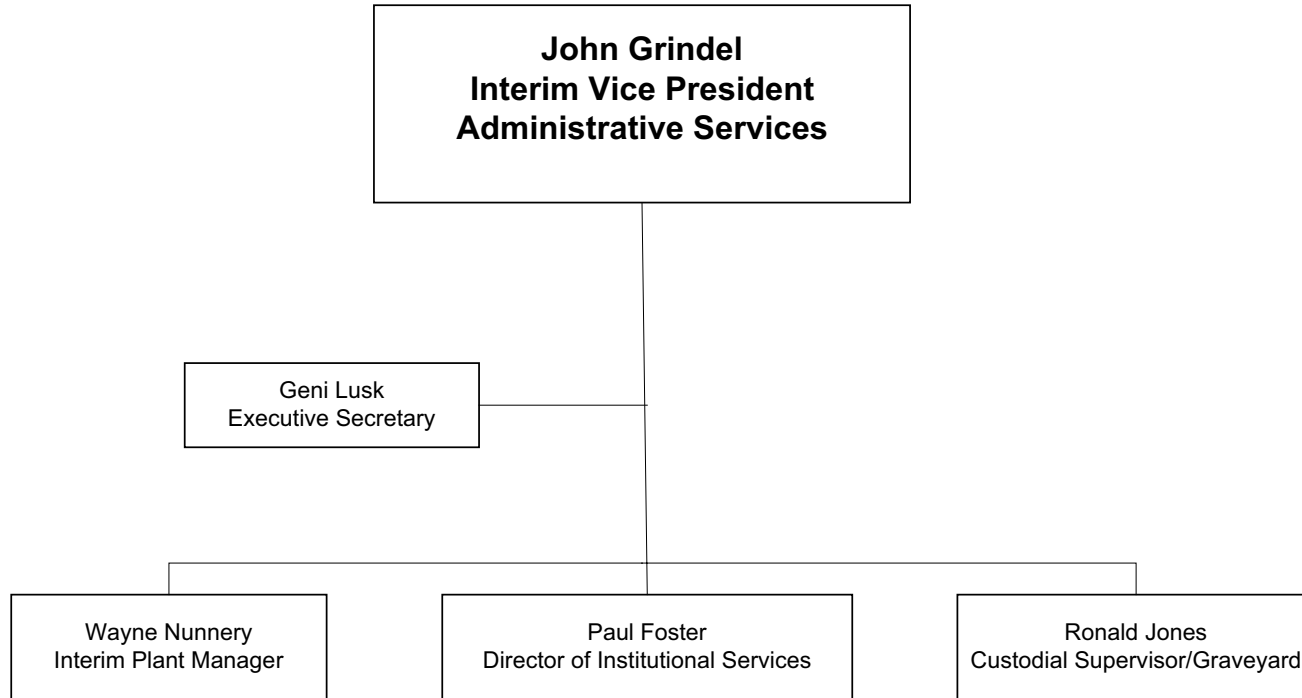
## Student Services



April 2008

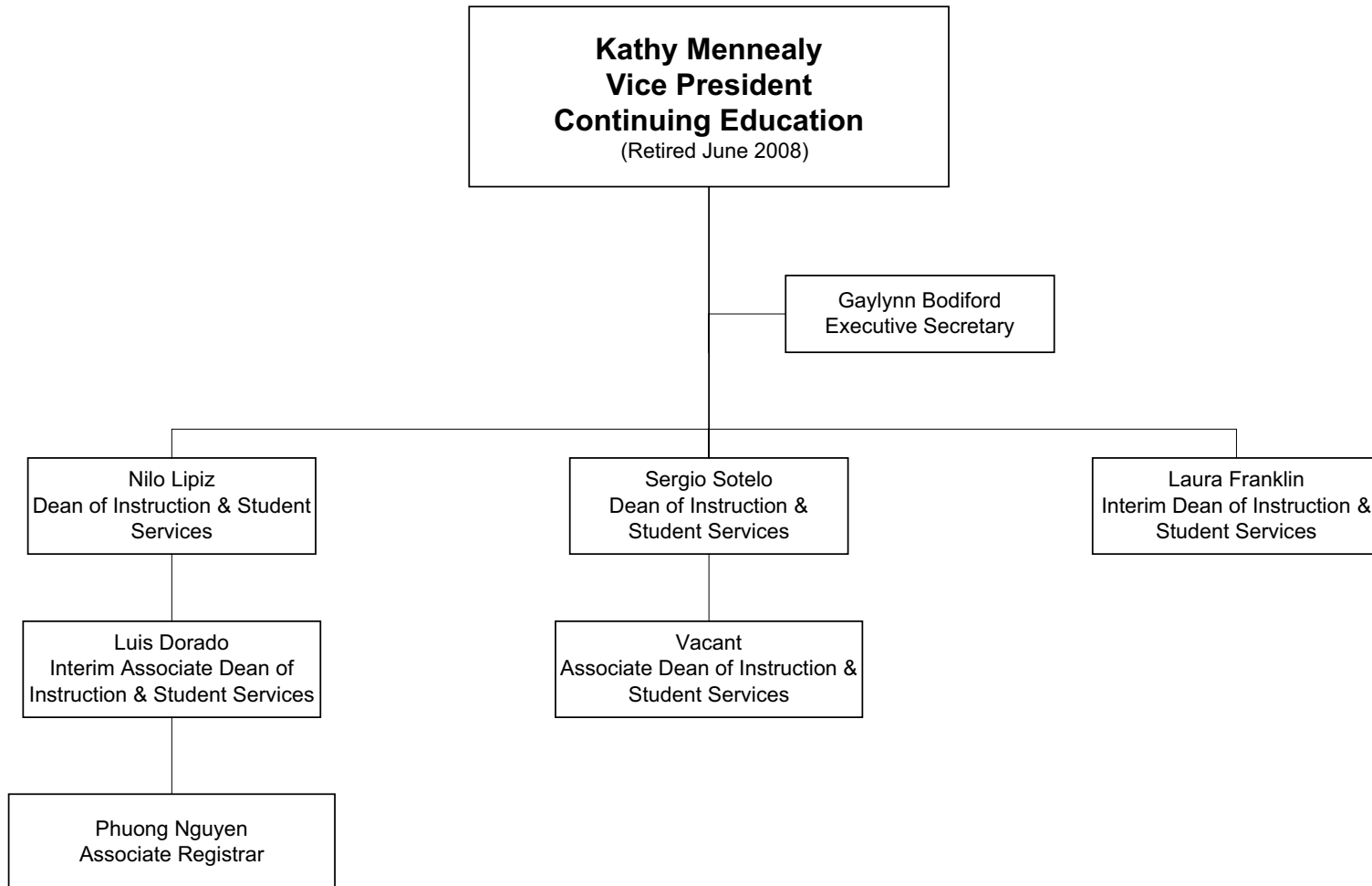
# SANTA ANA COLLEGE

## Administrative Services



# SANTA ANA COLLEGE

## School of Continuing Education









## RSCCD Functions/Mapping of Responsibilities

Function	District	College (including Continuing Education)
<b>Program/course development</b>	Board of Trustees has final approval of all new program/course curriculums. The District provides supporting research necessary to develop new programs such as labor market analysis; and demographics of the community. They also provide analysis of program/course productivity and monitor, in partnership with the college, resources available for new programs. Contract Education is a primary responsibility of the District.	Program/course development is the primary focus and responsibility of the college and faculty therein. All new programs/courses must follow the college curriculum approval process via the College Curriculum Council that reports to the Academic Senate. New vocational programs also go through a regional approval process. The college CIO and Vice President of Continuing Education oversee all curriculum processes and report to the president.
<b>Course scheduling</b>	The District has responsibility to negotiate the instructional calendar with the faculty union. Those negotiations ultimately impact the scheduling process for the majority of classes.	The colleges are accountable for developing a schedule of classes that reflect the needs of most students. It is the responsibility of the college CIO, vice presidents, and the deans to develop a schedule of classes that meets the FTES goals of the college/district in a productive and efficient manner.
<b>Program review</b>	The Assistant Vice Chancellor of Educational Services provides assistance to the college in the development of a program review model. The district research division provides research data that is necessary for any program review. This data includes a productivity measure, course/program student success data, student demographics, and department faculty full-time to part-time ratio.	The colleges, primarily through each Curriculum Council and Academic Senate, develop the program review model. The program review model and the review model process are reviewed on a cyclical basis for its effectiveness. Each program is reviewed every three years. The results of program review lead to appropriate changes within the program to improve student learning outcomes.
<b>Admissions</b>	<ul style="list-style-type: none"> <li>• Contribute enrollment information for the comprehensive enrollment management reports.</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure compliance with relevant sections of the Education Code and Title 5.</li> <li>• Ensure application and student enrollment data is complete, correct, determine residency, and enforce CAP status, MIS Data Element accuracy.</li> <li>• Each college has a comprehensive A&amp;R department which provides:               <ol style="list-style-type: none"> <li>1. Year-round application, registration, and enrollment services to current and prospective students.</li> <li>2. Course roster services for all academic programs.</li> <li>3. A multifaceted enrollment system for semester-long, short-term, and hourly courses as well as specialized support for specialized academic programs.</li> <li>4. Functional parameters for enrollment services processing and infrastructure monitoring in partnership with ITS.</li> <li>5. Oversee implementation of state and local academic policies as appropriate.</li> </ol> </li> </ul>

Function	District	College (including Continuing Education)
<p><b>Records</b></p>	<ul style="list-style-type: none"> <li>• Review legal sufficiency of subpoenas and judicial orders for student records.</li> </ul>	<ul style="list-style-type: none"> <li>• Manage all student records, evaluations of transcript grades, petitions and waivers, including imaging and storage.</li> <li>• Oversee and/or process grade changes, A &amp; G petitions, probation and dismissals.</li> <li>• Process all student transcript requests.</li> <li>• Produce temporary, permanent, grade, and enrollment verification rosters for all course offerings.</li> <li>• Manage and maintain faculty records, rosters, attendance and grade reporting which includes imaging and storage.</li> <li>• Maintain an integrated student records database resulting in the creation of one transcript that displays courses at both colleges.</li> <li>• Advise, monitor, and educate students, faculty, and staff regarding FERPA directory information.</li> <li>• Review record retention policies and schedules annually.</li> <li>• Work collaboratively with ITS to:               <ol style="list-style-type: none"> <li>1. Continually review and update web site pages.</li> <li>2. Analyze enrollment reports and the state 320 report.</li> <li>3. Review attendance collection, weekly, daily and positive.</li> <li>4. Regularly review all related ITS reports and programs.</li> <li>5. Continually review and update ITS programs related to registration: prerequisite checks, course repetition checks, testing, and class waiver checks.</li> </ol> </li> <li>• Maintain auditable admissions, attendance, and transcript files.</li> <li>• Transcript and record keeping services for all affiliated enrollment (online as appropriate).</li> <li>• Develop and update electronic and paper versions of key A&amp;R forms.</li> <li>• Manage all archival educational records and back up documents.</li> <li>• Oversee scanning, imaging, and organization of academic records.</li> <li>• Evaluate academic records for degree and certificate completion</li> <li>• Issue diplomas and certificate of completion.</li> <li>• Evaluate and certify students' eligibility for VA Benefits</li> </ul>



Function	District	College (including Continuing Education)
<p><b>Financial Aid</b></p>	<ul style="list-style-type: none"> <li>Accounting - Completes a portion of the FISAP and MIS reports, manages program accounts, mails disbursements, performs monthly reconciliation with IFAS, invoices and recovers overpayments and over-awards to students, balances monthly expenditures with Student Placement, manages the Perkins portfolio and handles fraud and forgery issues.</li> <li>ITS - Generates checks for disbursements, runs numerous financial aid reports, and provides technical support in creating new required types of reports and interfaces with the mainframe on Datatel and PowerFails.</li> </ul>	<ul style="list-style-type: none"> <li>Counsel and educate both students and parents in the application process and the completion of required documents.</li> <li>Conduct classroom presentations for in-reach purposes.</li> <li>Create and update all financial aid forms and documents.</li> <li>Create student files and perform computer work for processing.</li> <li>Process Financial Aid applications and corrections, performing needed analysis to derive an EFC.</li> <li>Perform verifications and analyze tax returns.</li> <li>Clear discrepancies; edit checks, data matches and NSLDS.</li> <li>Monitor and evaluate Satisfactory Academic Progress and conduct Appeal Committee meetings.</li> <li>Implement state and federal assistance programs, including Cal Grant, Pell Grant programs, FSEOG, FWS, Perkins Loans, Subsidized Stafford Loans, Unsubsidized Stafford Loans, Parent Loans, Chafee Grants, EOPS Grants and Book Vouchers, CARE Grants, Scholarships, Board of Governor's Fee Waivers, Americorp Awards, and Emergency Book Loans.</li> <li>Complete a portion of the FISAP report for submission to the Department of Education.</li> <li>Process all BOGW's.</li> <li>Conduct loan workshops and exit counseling for student loans. Process FFELP loans through lenders and guarantee agencies, prepare loan checks for disbursement and reconcile at appropriate intervals.</li> <li>Calculate and process Title IV refunds and over-award repayments.</li> <li>Use professional judgment for special circumstances and dependency overrides.</li> <li>Reconcile Federal Work Study earnings for year-end reporting.</li> <li>Conduct internal staff training, especially with ITS and the Accounting department for data and financial reporting, keeping abreast of changing federal and state regulations, create new policies and procedures as processes change, and attend conferences, training and workshops to maintain professional currency as appropriate.</li> <li>Participate in the decision making of the expenditures of the BFAP Administrative Allowance, the purchase of equipment, marketing items, advertisement and organizing financial aid events and the BFAP year-end report.</li> <li>Coordinate processes and conduct in-services with Accounting, Student Business Office, Cashiers Office, Admissions, Bookstore, Student Activities, Academic Counselors, Faculty, EOPS, Placement, Outreach, Scholarships, and the Computer Center.</li> <li>Retrieve FAFSA applicants from the Central Processor, notify students with required documents and transmit corrections to electronic ISIR records.</li> <li>Manage the Web Grant system for Cal Grants B and C.</li> <li>Use the main computer system to order all student disbursement checks.</li> <li>Create the Disbursement Schedule, Award Policy, Student Budget, SAP policy and maintain the Policy and Procedure Manual.</li> </ul>

Function	District	College (including Continuing Education)
<b>Financial Aid</b> <i>(continued)</i>		<ul style="list-style-type: none"> <li>• Manage the program funds associated with the awarding of financial aid. Complete the FISAP, COD, MIS reports and reconciles all funds. Coordinate the enrollment file, SSCR, Clearing House and GPA verification transmittal with ITS.</li> <li>• Create parameters for the Return to Title IV software system.</li> <li>• Maintain all required financial aid records associated with program reviews and audits, including MIS reports (which are developed in conjunction with ITS), and enrollment and graduation reports (for submission to the FA Clearinghouse).</li> <li>• Coordinate and educate staff and administrators about changes in regulations.</li> <li>• Prepare and submit periodic reports to public agencies.</li> <li>• Coordinate financial aid outreach and awareness programs community-wide and in coordination with internal and external agencies and departments.</li> </ul>
<b>Health Services</b>	<ul style="list-style-type: none"> <li>• Monitor TB testing requirements for faculty and staff.</li> <li>• Provide training and competency testing for Automatic External Defibrillator (AED).</li> <li>• Receive and review student, visitor and staff injury reports.</li> <li>• Serve as members of RSCCD Safety Committee.</li> </ul>	<p>Provide a wide range of ambulatory care services for students including:</p> <ol style="list-style-type: none"> <li>1. Health care services to all eligible students.</li> <li>2. Immunizations, TB testing, blood testing.</li> <li>3. Physician appointments.</li> <li>4. Ovulatory control, emergency contraception.</li> <li>5. Low cost medications and prescriptions.</li> <li>6. Co-sponsors campus-wide health events such as blood drives, alcohol prevention.</li> <li>7. Emergency response on campus including integrated AED program.</li> <li>8. Psychological services including crisis intervention.</li> <li>9. Educational programs to promote wellness.</li> <li>10. Medical and psych referral services.</li> <li>11. Staff and faculty first aid, TB testing and influenza vaccinations.</li> <li>12. Clinical sites for nursing students and medical assistant programs.</li> <li>13. Post-doctoral internship for Psych Services.</li> <li>14. Referral to external providers in the greater Santa Ana area.</li> <li>15. Support services for employees as appropriate.</li> <li>16. Co-sponsors campus wide health events such as blood drives.</li> </ol>

Function	District	College (including Continuing Education)
<p><b>Community Services</b></p>	<ul style="list-style-type: none"> <li>• Provide employee processing and payroll services for community services instructors.</li> <li>• Provide information on economic development programs to community services for inclusion in program materials.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide a fee-based, self-supporting, not-for-credit program of educational and recreational class offerings designed to complement the college's credit and non-credit course offerings curriculums at both Santa Ana College (SAC) and SCC.</li> <li>• Produce three annual class schedules published and mailed to geographically identified services areas.</li> <li>• Develop program offerings designed to have broad-based appeal to college service area constituencies as well as respond to emerging participant markets in our communities.</li> <li>• Foster partnerships with college faculty and staff to maximize course offerings and expanded instructional opportunities.</li> <li>• Maintain close coordination between sister college programs.</li> <li>• Develop plan for on-going assessment of community needs at both colleges service area.</li> <li>• Serve as a marketing tool for entry into college credit and non-credit programs.</li> </ul>
<p><b>Student Life and Leadership</b></p>	<ul style="list-style-type: none"> <li>• Evaluate liability exposures for activities and issue certificates of insurance as required.</li> </ul>	<ul style="list-style-type: none"> <li>• Coordinate programs and events for diverse students.</li> <li>• Collaborate with campus community to implement leadership programs focusing in intellectual and psychosocial development.</li> <li>• Develop student leadership opportunities through workshops and conference attendance.</li> <li>• Facilitate an environment where students can participate in the life of the campus and make recommendations to improve college student experience.</li> <li>• Provide advisory role to members of the student governing council.</li> <li>• Provide advisory role to the programming board.</li> <li>• Provide advisory role to student clubs and organizations through the Inter-Club council.</li> <li>• Provide advisory role in the maintenance of ASB yearly budget.</li> <li>• Assist and advise with ASB's/ASG's yearly elections of officers within the governing council.</li> <li>• Promote district wide efforts to encourage voter registration.</li> <li>• Provide training and resources for student club advisors.</li> </ul>

Function	District	College (including Continuing Education)
<b>Hiring</b>	<ul style="list-style-type: none"> <li>• Advertise/recruit positions.</li> <li>• Maintain applicant tracking system.</li> <li>• Review minimum qualifications/equivalency determinations.</li> <li>• Review selection committee membership.</li> <li>• Conduct prescreening process to include testing, completeness of application, and review diversity of the pool of applicants.</li> <li>• Orient screening committee.</li> <li>• Train EEO monitors.</li> <li>• Review committees' screening criteria and interview questions.</li> <li>• Schedule interviews.</li> <li>• Communicate status of candidacy to applicants.</li> <li>• Make employment offers and determine salary placement</li> <li>• Process applicant for employment.</li> <li>• Enter new employee into HR system and submit to payroll for salary processing.</li> <li>• Place new hire on board docket for Board approval.</li> <li>• Conduct new employee orientation.</li> </ul>	<ul style="list-style-type: none"> <li>• Submit personnel requisition to initiate hiring.</li> <li>• Formulate selection committee in accordance with hiring procedures.</li> <li>• Establish selection criteria/interview questions.</li> <li>• Conduct paper screening.</li> <li>• Conduct interviews.</li> <li>• Recommend finalist.</li> <li>• Conduct reference checks.</li> <li>• Conduct final interview.</li> <li>• Select candidate.</li> <li>• Submit status change to human resources to hire.</li> </ul>
<b>Employee Group/ Union Contracts</b>	<ul style="list-style-type: none"> <li>• Conduct negotiations on successor agreements or re-openers with individual unions.</li> <li>• Sunshine district proposal</li> <li>• Administer union contracts</li> </ul>	<ul style="list-style-type: none"> <li>• Administer union contracts in accordance with the agreements.</li> </ul>
<b>Risk Management</b>	<ul style="list-style-type: none"> <li>• Oversee the District's workers' compensation program. Liaison between insurance provider/district/employee.</li> <li>• Administer property/liability insurance program.</li> <li>• Administer claims filed against the District.</li> <li>• Review and interpret legal contracts related to district operations.</li> <li>• Provide, review and analyze certificates of insurance for district functions and outside vendors.</li> <li>• Accept, review, and coordinate response to subpoenas for records.</li> <li>• Monitor incident reports to insure district safety issues are addressed and corrected if needed.</li> <li>• Co-chair the Safety Committee, working with various departments.</li> <li>• Monitor driving records of any employee and/or student who drives on behalf of the District.</li> <li>• Handle replacement of lost or stolen district-owned items.</li> </ul>	<ul style="list-style-type: none"> <li>• Responsible for evaluating, reviewing and updating the Student Insurance Plan.</li> <li>• Employee ergonomic evaluations are conducted on an as-needed basis. Recommendations and/or purchase of equipment are arranged.</li> <li>• Liaison between the vendors and the District for the continuation of removal of asbestos from SAC.</li> <li>• Evaluate, design, and advise various departments on implementation of guidelines on appropriate student conduct and field trips safety that strategically limit district liability.</li> </ul>

Function	District	College (including Continuing Education)
<b>Benefits</b>	<ul style="list-style-type: none"> <li>• Accept, process and maintain all employee documentation pertaining to employee and retiree health and welfare benefits.</li> <li>• Conduct new hire orientations.</li> <li>• Provide educational programs pertaining to retirement, health, and financial assistance.</li> <li>• Liaison between employees, broker, and insurance carrier regarding insurance related problems.</li> <li>• Coordinate Joint Benefits Committee meetings.</li> </ul>	<ul style="list-style-type: none"> <li>• Encourages staff to attend benefit enrollment meetings</li> <li>• Refers questions regarding benefits to the appropriate district staff.</li> </ul>

Function	District	College (including Continuing Education)
<b>Auxiliary Services</b> a. <b>Bookstores</b>	<ul style="list-style-type: none"> <li>• Initiate capital projects and building improvements to enhance and expand existing facilities in response to the expanding needs of the District.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide the necessary educational tools to serve and benefit the students, faculty and staff at all college locations including textbooks, course supplies and office supplies.</li> <li>• Initiate and coordinate with faculty and other personnel the acquisition of textbooks, supplies and special related material required for instructional programs.</li> <li>• Conduct opening and closing buy back of used books at least three times per year and expand to off-campus sites and locations.</li> <li>• Purchase supplies and emblematic clothing and soft goods to meet the needs of all students and the college community.</li> <li>• Order announcements and graduation attire for all graduates, faculty and staff participating in commencement.</li> <li>• Maintain accounting records for special student programs including EOPS book grants, Department of Rehabilitation vouchers, scholarships, Veterans Administration and other student support programs established by the Associated Student Government.</li> <li>• Plan/operate convenience store and continue to expand express services to other college sites and centers.</li> <li>• Develop and place vending machines in remote locations to provide school supplies and testing supplies</li> </ul>

Function	District	College (including Continuing Education)
<b>Auxiliary Services</b> <b>b. Food Services</b>	<ul style="list-style-type: none"> <li>Contract management of campus dining and catering services, vending services (beverage and snack), catering truck operations and general support services to the District Office, colleges, sites, centers and child development centers.</li> </ul>	<ul style="list-style-type: none"> <li>Provide a food service delivery system to meet college needs for students, faculty and staff including catering for district and college sponsored meetings, events, activities and programs and special services to accommodate community and student sponsored events.</li> <li>Receive suggestions, complaints, and problems from students and staff and either resolve them or forward them to the appropriate party for resolution.</li> </ul>
<b>Auxiliary Services</b> <b>c. Cashier's Offices</b>	<ul style="list-style-type: none"> <li>Develop internal controls and fraud prevention systems for cashiering locations.</li> <li>Install surveillance cameras and panic buttons.</li> </ul>	<ul style="list-style-type: none"> <li>Collect fees and process refunds for registration fees, parking, health, student ID, material fees, non-resident tuition and enrollment fees.</li> <li>Photo imaging and fee collection for staff and student identification (ASB ID and staff ID). This includes continuing education sites and centers.</li> <li>Accounts receivable and billing for student tuition and scholarships including: Veterans, Roadway, Military, Department of Rehabilitation, Journalism, EOPS, JTPA, GAIN, AQMD. Deferred tuition payments, and auditing and billing for non-resident tuition and fees.</li> <li>Direct office phone and counter support for inquiries related to registration, including administrative holds and billings.</li> <li>Returned check collection for all district funds (Clearing, Bookstore, Community Education, and Diversified Funds).</li> <li>Facilitate peak registration fee collection, staffing and setup.</li> </ul>

Function	District	College (including Continuing Education)
<p><b>Contracts</b></p>	<ul style="list-style-type: none"> <li>• Review and revise contracts, leases, license agreements and other legal documents to ensure that they conform to district standards, protect the District, and accomplish the purposes of the District.</li> <li>• Coordinate with the Risk Manager and the Director of Purchasing to ensure timely and comprehensive handling of contractual matters.</li> <li>• Implement the contracts approval process so that it will provide for the efficient and effective control of contracts.</li> <li>• Provide technical assistance to all levels of management with regard to contract form, contract process, and the necessity for outside legal counsel.</li> <li>• Conduct training sessions for college and district employees with regard to contract policy and procedures.</li> <li>• Maintain the central repository of contracts for all district operations, colleges and offsite educational operations.</li> <li>• Determine the need for legal advice on contract issues. Serve as liaison between the District and outside legal counsel on contractual issues.</li> <li>• Monitor schedule of all college documents, such as leases, agreements, contracts, memoranda of understanding, and amendments to ensure meeting the deadline for Board of Trustees meetings.</li> <li>• Maintain at the District Office appropriate case files and records for contracts from the District, colleges and offsite educational operations.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide specifications required by the college that should be included in the contract.</li> <li>• Assess the product or service provided to determine if it is in compliance with the requirements specified in the contract.</li> </ul>
<p><b>Foundations</b></p>	<ul style="list-style-type: none"> <li>• Conduct programs and activities that support the District's economic development programs.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide comprehensive program of educational philanthropy for the college and provide staff support to a volunteer board of directors.</li> <li>• Implements fundraising activities that serve as revenue generating opportunities for specific college needs including: scholarships, capital campaigns, college endowments, annual giving opportunities, special events, planned gifts, corporate contributions, outreach to special targeted groups, and development of community centered fund-raising opportunities.</li> <li>• Monitor the foundation's investment portfolio, gift receipting and tracking process, donor recognition programs, and compliance with state and federal audit regulations.</li> </ul>

Function	District	College (including Continuing Education)
<p><b>Facilities Planning and District Support Services</b></p>	<ul style="list-style-type: none"> <li>• Oversee and coordinate the planning of all major capital outlay projects within the District including implementation of the District’s Measure “E” local Bond.</li> <li>• Develop and submit the District’s Five Year Construction Plan pursuant to State Education Code.</li> <li>• Provide facility planning expertise to colleges, as requested.</li> <li>• Coordinate the screening and hiring recommendations for architects, engineers, space planners, and environmental consultants.</li> <li>• Provide technical assistance and support for the planning and development of all facility projects within the District.</li> <li>• Keep abreast and up to date on major facility planning issues and provide input to constituent groups regarding development of facilities to meet the long term needs of students and modern educational delivery systems.</li> <li>• Act as liaison in the planning and development of facilities with various state and local governmental agencies having responsibility for planning, construction, regulatory compliance, and environmental review.</li> <li>• Develop and update architectural standards for facility development.</li> <li>• Negotiate and review all leases of property and facilities.</li> <li>• Coordinate the construction and implementation of major construction and renovation projects.</li> <li>• Do long-range planning to maximize efficient use of facilities for all district sites.</li> <li>• Maintain and manage all documentation relating to district facilities. This includes keeping blueprints and construction documents organized and available for use; transition to an automation system of CADD drawings; and setting standards for work performed by future architects and engineers.</li> <li>• Maintain, manage and continue to upgrade the building automation systems as funding and technology becomes available. Systems shall be designed and installed to provide support while maximizing efficient use of energy.</li> <li>• Make application as needed and maintain all operational permits required by state, local or national codes or regulations.</li> <li>• Define need, develop scope of work and provide a budget for all state-funded Scheduled Maintenance and Hazardous Materials projects as well as locally-funded Facility Modification projects.</li> </ul>	<ul style="list-style-type: none"> <li>• Work collaboratively with departments and divisions to recommend the hiring of project architects and to assist architectural teams in the planning and development of specific project plans.</li> <li>• Serve as district liaison on college committees dealing with facility planning and development.</li> <li>• Facilitate input, revisions, and updates of the college’s Facility Master Plan.</li> <li>• Provide technical expertise to faculty, staff, and administration in the planning of facilities to meet the educational needs of the community.</li> <li>• Develop a college facilities master plan based on the requirements specified in the educational master plan.</li> <li>• The Administrative Services Department serves as the liaison between college divisions and departments and the district staff in the development and implementation of major facilities projects.</li> <li>• Review the facilities inventory and submits changes to the district staff.</li> </ul>



Function	District	College (including Continuing Education)
<b>Facilities Planning and District Support Services</b> <i>(continued)</i>	<ul style="list-style-type: none"> <li>• Develop and update building and construction specifications, as well as establish and monitor facility standards for new construction and remodel projects.</li> <li>• Provide technical assistance to the District on matters that relate to building maintenance, grounds or custodial service.</li> <li>• Work collaboratively with departments and divisions to recommend the hiring of project architects and to assist architectural teams in the planning and development of specific project plans.</li> <li>• Serve as district liaison on college committees dealing with facility planning and development.</li> <li>• Facilitate input, revisions, and updates of the college's Facility Master Plan.</li> <li>• Provide technical expertise to faculty, staff, and administration in the planning of facilities to meet the educational needs of the community.</li> </ul>	
<b>Facilities Maintenance</b>	(See also Facility Planning and district Support Services) Coordinates facility operation for the District Office including custodial services, grounds, building maintenance, and miscellaneous service contract providers.	<ul style="list-style-type: none"> <li>• Each college has on-going and direct responsibility for maintenance and operation of its facilities. District personnel provides only technical expertise or assistance on an as-needed basis.</li> <li>• Responsible for the issuance of all building, furniture, and equipment keys and maintaining an inventory of all keys distributed.</li> </ul>
<b>Grounds</b>		<ul style="list-style-type: none"> <li>• Responsible for all repair and maintenance of college landscaping in addition to athletic fields. This includes all plants, trees, irrigation systems, parking lots, walkways and roadways within the college.</li> </ul>

Function	District	College (including Continuing Education)
<p><b>Budget</b></p>	<ul style="list-style-type: none"> <li>• Devise the annual budget assumptions for review and discussion with the Budget Allocation &amp; Planning Review Committee. Ensure that the recommended assumptions are taken to the Board of Trustees for approval.</li> <li>• Establish the revenue budgets and fixed cost expenditure budgets. Provide campuses with their discretionary allocations.</li> <li>• Serve as a liaison with the District Enrollment Management Committee in determining Full-Time Equivalent Students (FTES) targets.</li> <li>• Prepare and coordinate information for the Budget Allocation &amp; Planning Review Committee.</li> <li>• Coordinate budget preparation and augmentations with the Resource Development department for categorical programs.</li> <li>• Coordinate budget preparation and funds availability with the Facilities department for the bonds and capital outlay budgets.</li> <li>• Revise the budget throughout the year as needed.</li> <li>• Prepare the Tentative and Adopted Budget books and present them to the Board of Trustees.</li> <li>• Produce monthly revenue and expenditure year-to-date projection reports.</li> <li>• Produce monthly financial budget comparison reports.</li> <li>• Prepare forecasts and cost estimations for collective bargaining purposes.</li> <li>• Monitor and provide backfill for classified vacancies when requested.</li> <li>• Comply with external reporting requirements.</li> </ul>	<ul style="list-style-type: none"> <li>• Allocate college discretionary funds to departments, disciplines and programs.</li> <li>• Produce monthly financial report comparing actual expenditures to budget.</li> <li>• Consolidate and submit annual college budget request to the District.</li> <li>• Initiate any requirements for new accounts or changes in allocations to accounts that do not affect the overall college discretionary fund.</li> </ul>

Function	District	College (including Continuing Education)
<p><b>Fiscal Services</b></p>	<ul style="list-style-type: none"> <li>• Act as a resource to campus and district personnel for any fiscal issues.</li> <li>• Prepare quarterly financial and investment reports for submission to the Board of Trustees.</li> <li>• Monitor cash balances to assure liquidity and diversify funds for better market yield when appropriate.</li> <li>• Prepare monthly cash flow statements for the General Fund.</li> <li>• Ensure all financial reports are completed accurately and filed timely.</li> <li>• Serve as the co-chair of the District Enrollment Reporting Committee. Provide financial information and forecasts as necessary.</li> <li>• Monitor arbitrage calculations for bond proceeds.</li> <li>• Provide for bi-annual actuarial studies on workers' compensation, property and liability, and retiree benefits obligations.</li> <li>• Prepare and submit annual continuing disclosure documents for bond issuances.</li> <li>• Prepare monthly bond expenditures and percentage of completion reports.</li> <li>• Act as a liaison on the Board Facilities Committee.</li> <li>• Prepare and coordinate information for the Bond Oversight Committee.</li> <li>• Ensure all district accounts and funds undergo an annual independent audit. Follow-up and resolve any related audit issues.</li> <li>• Present the audit reports to the Board Fiscal &amp; Audit Review Committee.</li> <li>• Monitor federal, state, and local law changes and revise our practices and procedures as necessary to comply with the applicable provisions.</li> <li>• Prepare financial reports and forecasts as requested.</li> <li>• Maintain the Fiscal Services section of the District's website.</li> </ul>	<ul style="list-style-type: none"> <li>• Responsible for informing the District when a service or product has been received from a vendor and that it meets requirements. This contributes to the timeliness of payment to the vendor.</li> <li>• Accountable for the timeliness of expenditures so that products and services are received the same fiscal year they are booked.</li> </ul>

Function	District	College (including Continuing Education)
<p><b>Accounting</b></p>	<ul style="list-style-type: none"> <li>• Serve as resource to all district employees regarding accounting issues.</li> <li>• Develop manuals and provide training to end-users on the accounting system.</li> <li>• Interact with program directors, federal, state and local program agencies and external auditors on compliance and audit issues.</li> <li>• Prepare internal reports for the Board of Trustees and other district users.</li> <li>• Prepare quarterly and annual financial reports for submission to the State System Office and Orange County Department of Education.</li> <li>• Prepare Comprehensive Annual Financial Report as required by and in accordance with the Governmental Accounting Standards Board and generally accepted accounting principles.</li> <li>• Perform reconciliation procedures for district activities with the Orange County Department of Education and all district bank accounts.</li> <li>• Maintain Chart of Accounts, general ledger, subsidiary ledgers and special journals.</li> <li>• Receive and allocate district revenues from local, state and federal sources.</li> <li>• Process budgets, verify and monitor expenditures to ensure compliance with all regulations.</li> <li>• Prepare categorical program financial reports.</li> <li>• Prepare and submit the Miscellaneous Income Tax forms (1099).</li> <li>• Provide capital asset summary and support schedules based on established capitalization and depreciation policies in conformity with generally accepted accounting principles. Assure the capital asset subsidiary ledger is in agreement with the general ledger control accounts.</li> <li>• Receive and record collections from students and employees.</li> <li>• Process financial aid transcripts.</li> <li>• Manage and collect Perkins Loan funds and grant over-awards.</li> <li>• Disburse student financial aid payments.</li> <li>• Maintain student financial aid subsidiary ledgers.</li> <li>• Provide support, bookkeeping services and financial reporting to the District Foundation.</li> <li>• Keep updated and adapt to changes in accounting regulations.</li> </ul>	<ul style="list-style-type: none"> <li>• Maintain student financial aid records.</li> <li>• Responsible for ensuring product or service rendered by an outside party is received and in working order before authorizing payment.</li> </ul>

Function	District	College (including Continuing Education)
<p><b>Payroll</b></p>	<ul style="list-style-type: none"> <li>• Serve as a resource to all district employees regarding payroll issues.</li> <li>• Collect, prepare and process timely and accurate payroll, payroll taxes and retirement information for all district employees, including retroactive payments, contract changes, and corrections.</li> <li>• Analyze Human Resources, Risk Management and other source documents to ensure proper payments, taxation and withholding to employees.</li> <li>• Maintain records of employee voluntary deductions and remittances.</li> <li>• Balance and process accruals and usage of all leave types (sick, vacation, etc.) verifying compliance with education code requirements and union agreements.</li> <li>• Assure payroll compliance with federal and state regulations and district policies and procedures.</li> <li>• Audit, reconcile and file annual, quarterly, and monthly reports to federal and state agencies including, W-2 forms, W-2C forms, 1099 forms, 941 forms, DE43 forms, etc.</li> <li>• Process and reconcile employee insurance benefit payments for full-time employees, domestic partners, retirees and COBRA.</li> <li>• Participate in new hire orientation workshops.</li> <li>• Partner and oversee third party administration for 403B and 457 plans.</li> <li>• Assist departments with calculating budget cost of new positions.</li> <li>• Keep updated and adapt to changes in accounting, tax and retirement law regulations.</li> <li>• Prepare and update the Payroll Procedures Manual.</li> <li>• Prepare and provide necessary schedules, documentation and files to internal/external auditors.</li> </ul>	<ul style="list-style-type: none"> <li>• Prepare time sheets for all hourly staff, including student assistants, utilized by the college and submit them to district Payroll for processing.</li> </ul>

Function	District	College (including Continuing Education)
<b>Accounts Payable</b>	<ul style="list-style-type: none"> <li>• Process for payment the general obligations of the District in accordance with current state and federal laws, education code, district policies and procedures and audit practices.</li> <li>• Ensure the accuracy, completeness and appropriateness of payments made to outside vendors for goods and services and to staff for expense reimbursements.</li> <li>• Process payments to students for grants, tuition refunds, stipends and other reimbursements.</li> <li>• Disseminate, explain and interpret district, state and federal regulations related to accounts payable functions. Implement new district policies and procedures resulting from new legislation.</li> <li>• Maintain effective relationships with vendors through timely and accurate payment and respond to inquiries.</li> <li>• Monitor timing of payments in order to take discounts, maintain satisfactory credit ratings and avoid or minimize interest expense and penalties due to late payments.</li> <li>• Establish and maintain vendor records and archiving of files in accordance with county, local and state requirements and IRS regulations.</li> <li>• Prepare and provide necessary schedules, documentation and files to internal/external auditors.</li> <li>• Maintain effective relationships with the Orange County Department of Education personnel and departments.</li> <li>• Coordinate accounts payable activities with the Purchasing Department.</li> <li>• Prepare, remit, reconcile and file reports to federal and state agencies including 1042, 1042-S and DE542.</li> </ul>	<ul style="list-style-type: none"> <li>• Notifies district Accounting that the product or service has satisfactorily been received and that payment for that product or service can be made.</li> </ul>

Function	District	College (including Continuing Education)
<p><b>Program Management - Datatel</b></p>	<ul style="list-style-type: none"> <li>• Assess current processes, procedures and reporting needs including process mapping.</li> <li>• Establish and set-up system codes and parameters.</li> <li>• Develop screen and record level security classes for various roles and assign employees to appropriate roles.</li> <li>• Determine approvers and alternates for all departments and assign users to appropriate departments and approvers.</li> <li>• Develop new chart of accounts, including account components, subcomponents and account strings.</li> <li>• Work with Information Technology Services (ITS) to develop procedures to add new users into the system with appropriate security classes.</li> <li>• Determine reporting needs and develop reports to accommodate end-users and external reporting requirements.</li> <li>• Coordinate with other areas (human resources and student module teams) to get the most out of the integrated system.</li> <li>• Determine customization, third party software and other needs in addition to the standard Datatel system.</li> <li>• Coordinate schedules and communications between teams, ITS, consultants and end-users.</li> <li>• Design new documents, including requisitions, purchase orders and checks to comply with user, bank and county requirements.</li> <li>• Lead team meetings and provide administrative support.</li> <li>• Facilitate training and consulting sessions.</li> <li>• Document team implementation issues, alternatives, decisions and reasons for decisions.</li> <li>• Manage all implementation sub-projects including vendor conversion, fixed asset conversion, county account translation and vendor tax ID search.</li> <li>• Test system including various scenarios, module to module and live simulation testing. Identify and resolve problems that arise.</li> <li>• Provide ongoing support to users.</li> <li>• Train end-users in the new financial system, including purchase requisition, general ledger/budget, approvals and introduction and navigation training.</li> <li>• Develop training manuals and desk reference guides.</li> </ul>	<ul style="list-style-type: none"> <li>• Assess current processes, procedures and reporting needs including process mapping.</li> <li>• Establish and set-up system codes and parameters.</li> <li>• Develop screen and record level security classes for various roles and assign employees to appropriate roles.</li> <li>• Determine approvers and alternates for all departments and assign users to appropriate departments and approvers.</li> <li>• Work with Information Technology Services (ITS) to develop procedures to add new users into the system with appropriate security classes.</li> <li>• Determine reporting needs and develop reports to accommodate end-users and external reporting requirements including all state reporting.</li> <li>• Coordinate with other areas (human resources and fiscal module teams) to get the most out of the integrated system.</li> <li>• Coordinate implementation of customizations, third party software and other needs in addition to the standard Datatel system.</li> <li>• Coordinate schedules and communications between teams, ITS, consultants and end-users.</li> <li>• Design new documents including transcripts and applications to comply with state and district requirements.</li> <li>• Lead team meetings and provide administrative support.</li> <li>• Facilitate training and consulting sessions.</li> <li>• Document team implementation issues, alternatives, decisions and reasons for decisions.</li> <li>• Manage all implementation sub-projects including conversion of legacy data, determining and testing file transfers to/from the Datatel system (CCCApply, Financial Aid, etc.), and creating documentation.</li> <li>• Test system including various scenarios, module to module and live simulation testing. Identify and resolve problems that arise.</li> <li>• Provide ongoing support to users.</li> <li>• Train end-users in the new student systems including faculties use of WebAdvisor.</li> <li>• Develop training manuals and desk reference guides</li> </ul>

Function	District	College (including Continuing Education)
<p><b>Enrollment Management</b></p>	<ul style="list-style-type: none"> <li>• Work closely with campus personnel to identify external influences impacting enrollment and elicit strategies for enrollment growth.</li> <li>• Prepare and obtain certification for the apportionment attendance reports (CCFS-320) and the apprenticeship attendance reports (CCFS-323).</li> <li>• Develop analysis, historical performance trends, and projections compared to the annual targets.</li> <li>• Assure that the methods of collecting attendance and reporting comply with the education code, regulations, advisories and related publications.</li> <li>• Oversee the adequacy of record retention to support the audit trail.</li> <li>• Improve the system's data extraction reports and efficiency in reporting information.</li> <li>• Oversee the system conversion for attendance gathering.</li> <li>• Coordinate completion and submission of the Lifetime Learning Credit and Hope Scholarship forms (1098-T).</li> <li>• Present and discuss Full-Time Equivalent Students (FTES) projections and trends to the District Enrollment Management Committee.</li> <li>• Prepare documents and reports as required or requested by State agencies or district personnel working in collaboration with campus personnel.</li> <li>• PAGR uses data to modify PR and advertising strategies to support enrollment growth and student retention.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify needed revisions to the college projections and collaborate on the suggested changes.</li> <li>• Provide guidance relative to new and revised education code sections and regulations; assure adequacy of record retention.</li> <li>• Coordinate the college portions of streamlining reporting and reducing the labor content; collaborate on system conversion related to attendance.</li> </ul>



Function	District	College (including Continuing Education)
<p><b>ITS - Academic Support</b></p>	<ul style="list-style-type: none"> <li>• Provide site-licensed operating system and business application software supported by Application systems</li> <li>• Provide technical expertise of hardware/software specifications to college that not only meet district standards but also instructional requirements</li> <li>• Provide technical searches, demonstrations, developments and solutions</li> <li>• Provide reliable and effective-cost network infrastructure to end-users (students and faculty)</li> <li>• Develop system and maintain instructional inventory of hardware and software this is a college function</li> <li>• Develop effective system in deploying, maintaining and monitoring classroom equipments and software this is a college function</li> <li>• Provide technical assistance to faculty, staff, and students on an as-needed basis</li> </ul> <p>ITS provides some IT hardware replacement parts such as hard disk drives</p>	<ul style="list-style-type: none"> <li>• College has responsibility for training its faculty on using the equipment and software</li> <li>• College is responsible in purchasing/upgrading instructional software and equipment for faculty</li> <li>• College is responsible in funding technical training(s) for district technician(s) on unique instructional software/hardware</li> <li>• Provide internship program under ITS</li> <li>• Provide technical assistance to faculty, staff, and students on an as-needed basis</li> <li>• Work closely with Media Systems department to support classrooms</li> <li>• Procure and maintain academic servers</li> <li>• Assist faculty and staff with all ITS needs with academic support acts as liaison between ITS and college staff</li> <li>• College is responsible for purchasing miscellaneous IT supplies such as toner cartridges for hardware</li> </ul>
<p><b>ITS - Application Systems</b></p>	<ul style="list-style-type: none"> <li>• Integrated Enterprise Resource System (Datatel)</li> <li>• Third Party Vendor functionality and integration into ERP</li> <li>• State MIS Reporting</li> <li>• District Research data warehouse</li> <li>• Foundation System</li> <li>• Internal Web Services/intranet/portal</li> <li>• Dot Com Web Services</li> </ul>	<ul style="list-style-type: none"> <li>• College/Department specific reporting</li> <li>• Web Services</li> </ul>
<p><b>ITS - Data Center Operations</b></p>	<ul style="list-style-type: none"> <li>• Application Server Farm</li> <li>• Data Storage Farm</li> <li>• Data Processing Operations</li> </ul>	<ul style="list-style-type: none"> <li>• Academic Forms</li> <li>• Student Services Forms</li> <li>• HR Forms</li> <li>• Fiscal Forms</li> </ul>

Function	District	College (including Continuing Education)
<b>ITS - Network Administration</b>	<ul style="list-style-type: none"> <li>• Procure and maintain Administrative Servers (Windows and Unix)</li> <li>• Design, implement and maintain Network and infrastructure equipment</li> <li>• Develop mechanisms to manage network growth and internet bandwidth usage</li> <li>• Develop mechanisms for safe and reliable network, e.g. firewalls, antivirus, intrusion systems</li> <li>• Responsible for backups of enterprise and departmental systems</li> <li>• Telecommunications system</li> </ul>	<ul style="list-style-type: none"> <li>• College Help Desk receives all college related technology problems. Academic Support reassigns or works with the ITS network team to resolve the issue.</li> <li>• Identifies network issues and collaborates with network administration for resolutions. (Examples are network switches, infrastructure cable, wireless access, Blackboard, bandwidth, and phone matters)</li> <li>• Identify technology expansion requirements with college staff. Relate needs to the ITS network administration to determine solutions.</li> <li>• Maintain communication with district ITS staff to meet the needs of the colleges related to new buildings, staffing issues and vendor support.</li> </ul>
<b>Internal Auditor</b>	<p>Internal audit functions are part of the internal control structure of the District. This function provides independent review, assessment and constructive feedback regarding operations throughout the District. The expertise of the internal auditor provides the District with a back up to various fiscal functions including accounting research, budget analysis, bond issuance accounting and managerial functions as necessary. The main functions of the internal auditor include:</p> <ul style="list-style-type: none"> <li>• Evaluate the adequacy of the internal control structures of the District.</li> <li>• Assess compliance with written policies and procedures.</li> <li>• Investigate reported occurrences of waste and fraud, and recommend controls to prevent or detect them.</li> <li>• Conduct audits, reviews and examinations of activities and transactions throughout the District.</li> <li>• Assist management in evaluating district financial activity.</li> <li>• Assist in internal investigations by documenting, compiling, analyzing and maintaining custody of evidence.</li> <li>• Review systems established to ensure compliance with policies, plans, procedures, laws and regulations which could have a significant impact on operations.</li> <li>• Review the reliability and integrity of financial and operating information and the means used to identify, measure, classify and report such information.</li> <li>• Review the means of safeguarding assets and, as appropriate, verify the existence of such assets.</li> <li>• Review and appraise the economy and efficiency with which resources are employed.</li> <li>• Review operations or programs to ascertain whether results are consistent with established objectives and goals and whether the operations or programs are being carried out as planned.</li> </ul>	<ul style="list-style-type: none"> <li>• Review current operations to determine if they are in compliance with board policy and administrative regulations.</li> <li>• Working with the District, implement all corrective action recommended by an internal or external audit.</li> </ul>

Function	District	College (including Continuing Education)
<p><b>Purchasing</b></p>	<ul style="list-style-type: none"> <li>• Assure compliance with federal, state, district rules and regulations.</li> <li>• Execute procurement of all merchandise and services required by the District, in accordance with the appropriate government regulations and board policy.</li> <li>• Manage competitive quotation or bid process, and use cooperative purchasing when feasible.</li> <li>• Prepare, evaluate, analyze and recommend awards of bids for service contracts, equipment and supplies.</li> <li>• Maintain contractor insurance and bonding certificates.</li> <li>• Maintain database and control for service contracts, independent contractors/consultants, leases and rental of property and facilities.</li> <li>• Execute service contracts, and manage services for maintenance agreements which are centralized. (Copiers, hardware/software maintenance, elevators, parking lot sweeping, landscape, etc.)</li> <li>• Provide training for the online requisitioning system and maintain training manuals.</li> <li>• Maintain the Record Retention &amp; Destruction Board Policy.</li> </ul>	<p>Prepares purchase requisitions identifying the specific product or service required and forwards them district Purchasing to prepare purchase orders.</p>
<p><b>Warehouse &amp; Inventory Control</b></p>	<ul style="list-style-type: none"> <li>• Ensure shipments of received supplies and equipment are correct, undamaged and delivered to departments and sites.</li> <li>• Make arrangements for the return of items to vendors.</li> <li>• Follow-up on non-delivery or late delivery of orders.</li> <li>• Deliver surplus property from surplus storage site to requestor.</li> <li>• Maintain moveable equipment inventory (fixed assets), upgrades or equipment, deletions and transfer of equipment.</li> <li>• Prepare inventory reports and reconcile inventory.</li> <li>• Tag all inventoriable equipment.</li> <li>• Coordinate public auction of surplus property and make arrangements for disposal of remaining items.</li> <li>• Maintain district records and when requested, coordinate the delivery and return of record to Schick Storage facility.</li> </ul>	<ul style="list-style-type: none"> <li>• Maintains a nominal amount for furniture and equipment which is intended for re-use at the college. Identifies other surplus furniture and equipment to be sent to the district Warehouse.</li> <li>• When a need for furniture or equipment surfaces, contacts the district Warehouse to determine if the item is available .</li> </ul>
<p><b>Mailroom</b></p>	<ul style="list-style-type: none"> <li>• Provide mail services to all sites.</li> <li>• Prepare mail for delivery to post office.</li> <li>• Sort incoming U.S. mail and distribute to departments and sites.</li> <li>• Sort packages from U.S. post office, UPS, Fed Ex, etc.</li> <li>• Send and receive fax correspondence.</li> <li>• Maintain department and faculty mailboxes.</li> </ul>	<ul style="list-style-type: none"> <li>• Each college and continuing education center has their own mailroom where U.S. mail, outside deliveries and intra-district mail is received and sorted.</li> <li>• Each college and continuing education center also prepares mail and packages for pick up by the district mail service, delivery companies and the U.S. Postal Service.</li> </ul>

Function	District	College (including Continuing Education)
<b>Safety &amp; Security</b>	<ul style="list-style-type: none"> <li>• Monitor scheduling of district Safety Officers to ensure adequate and appropriate security coverage exists at all sites and for special events</li> <li>• Spearheaded state-of-the-art security surveillance systems in strategic locations within district property and various campus locations.</li> <li>• Coordinate response to serious incidents and emergencies</li> <li>• Respond to changes in the environment at and around our facilities by recommending policy changes relating to safety and security</li> <li>• Facilitate, coordinate and conduct training activities for district safety staff</li> <li>• Conduct safety and security surveys</li> <li>• Review and update department policies and procedures</li> <li>• Provide training support for district safety officers at all sites</li> <li>• Maintain accurate crime statistics and ensure they are reported to the District and college communities and to the federal Department of Education</li> <li>• Advise district and site administrators on safety and security concerns, and provide updated information regarding significant incidents</li> <li>• Provide technical expertise to administration, staff, faculty regarding possible solutions to safety and security problems</li> <li>• Participate in shared governance discussions at colleges, sites, and centers</li> <li>• Perform payroll and purchasing recordkeeping functions for district safety and security department</li> <li>• Support and advise College Safety Committees and College Emergency Preparedness committees</li> <li>• Liaison with local law enforcement agencies to ensure cooperation and coordination with department</li> <li>• PAGR communicates, shapes and directs internal and external communication during times of crisis.</li> </ul>	<ul style="list-style-type: none"> <li>• Monitor crime reports and direct increased patrol activities to those areas where crime occurs.</li> <li>• Conduct crime prevention and awareness programs, including alert bulletins, awareness presentations to staff and student groups, safety posters, and email reminders.</li> <li>• Work with Administrative Services staff and Maintenance and Operations Department to identify and correct safety hazards.</li> <li>• Monitor fire and life safety alarm systems, and intrusion alarms systems to ensure proper functioning and to ensure timely response to activated alarms.</li> <li>• Respond to criminal incidents and other emergencies rapidly and appropriately.</li> <li>• Maintain accurate documents about incidents and daily activities.</li> <li>• Maintain effective Lost and Found Property procedures.</li> <li>• Work closely with other departments in handling student disciplinary problems.</li> <li>• Patrol campuses effectively to deter crime and to be available to provide assistance, information and safety and security related services to students, staff and guests.</li> <li>• Enforce parking regulations and direct traffic on campus.</li> <li>• Provide security coverage for special events.</li> <li>• Working with the Administrative Services Department, prepare and maintain an emergency preparedness plan for each site.</li> <li>• Conduct emergency drills</li> </ul>

Function	District	College (including Continuing Education)
<p><b>Environmental Safety &amp; Emergency Services</b></p>	<ul style="list-style-type: none"> <li>• Develops, implements, and maintains procedures, guidelines and/or training programs to ensure federal and state compliance in the following: Environmental Health, Occupational Safety, Emergency Preparedness, Hazardous Materials Management, Hazardous Waste Management, Laboratory Safety, and other programs necessary to ensure a safe and healthful environment for faculty, staff, students, and visitors.</li> <li>• Develop web-based communication systems for dissemination of environmental health, safety and emergency preparedness information</li> </ul> <p>*PAGR supports this function by shaping and disseminating information to employees regarding emergency preparedness and related safety issues.</p> <ul style="list-style-type: none"> <li>• Serves as the District Office recycling coordinator</li> </ul>	<p>Performs, and coordinates district-wide facilities inspection programs to ensure that hazards are identified and corrected.</p> <p>Serves as the District’s liaison with CAL/OSHA and other regulatory compliance inspectors and participates in their inspections of the campuses.</p> <p>Provides training and technical expertise to faculty, staff, and administration in areas of safety, and environmental health, and emergency services.</p>
<p><b>College Advancement</b></p>		<ul style="list-style-type: none"> <li>• Responsible for the overall development and maintenance of programs that generate community goodwill and financial support for the college.</li> <li>• Develop and monitor college fundraising activities in close collaboration with college foundation.</li> <li>• Direct college alumni activities and serve as community liaison.</li> <li>• Develop and oversee student-centered programs and events that generate revenue for college and student needs</li> <li>• Solicit and disburse funds for scholarships and other program needs.</li> </ul>
<p><b>Transportation</b></p>	<ul style="list-style-type: none"> <li>• Review driving records and maintain vehicle inventory for insurance purposes.</li> </ul>	<ul style="list-style-type: none"> <li>• Responsible for maintaining vehicles assigned to the college. This would include passenger vehicles, trucks, vans, and all utility carts. Administrative Services is also responsible for the assignment of owned or leased vehicles as well as arranging for all rental vehicles including those used for athletic teams and class field trips.</li> </ul>
<p><b>Facilities Usage</b></p>	<ul style="list-style-type: none"> <li>• Review liability exposures for users of district facilities and assist uninsured users with obtaining insurance coverage.</li> </ul>	<ul style="list-style-type: none"> <li>• Handles all requests from external groups who request usage of college facilities.</li> </ul>

Function	District	College (including Continuing Education)
<b>Policies</b>	<ul style="list-style-type: none"> <li>• Oversee and coordinate revision and development of new board policies and administrative regulations with appropriate staff.</li> <li>• Provide liaison to Chancellor's Cabinet and Board Policies Committee for BPs and ARs.</li> <li>• Provide liaison with CCLC policy subscription service, using their service for consultation and updated legal news.</li> <li>• Responsible for finalizing BP and AR text.</li> <li>• Maintain BP and AR manuals on Intranet.</li> <li>• Communicate BP and AR changes and updates to faculty and staff.</li> <li>• Prepare board docket items related to new or revised BPs.</li> <li>• Answer questions regarding RSCCD BPs and ARs.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide advice and input relative to new and revised BPs and ARs, as requested.</li> <li>• Identify needed revisions, as appropriate.</li> <li>• Ensure faculty and staff awareness of BPs and ARs.</li> <li>• Ensure compliance with BPs and ARs.</li> </ul>
<b>Planning</b>	<ul style="list-style-type: none"> <li>• Facilitate annual review and revision of Board vision and goals.</li> <li>• Facilitate implementation of RSCCD "Plan to Plan".</li> <li>• Provide external and internal environmental scanning information for planning.</li> <li>• Implement special plans, as requested.</li> <li>• Provide planning expertise to colleges, as requested.</li> </ul>	<ul style="list-style-type: none"> <li>• Implement college portions of RSCCD "Plan to Plan" model, i.e., use Board vision and goals to inform and update college plans and goals.</li> <li>• Provide feedback to Chancellor and Board regarding progress towards goals and review of Board vision and goals.</li> <li>• Maintain college master plans and other plans, implement college plans, and evaluate college planning process and progress towards goals.</li> </ul>
<b>Resource Development/Grants</b>	<ul style="list-style-type: none"> <li>• Provide research, coordination, writing and editorial support for planning and development of grant proposals.</li> <li>• Submit grant proposals to funding agencies.</li> <li>• Develop line-item expenditure budgets.</li> <li>• Take budgets, grant-related contracts, and subcontract agreements to docket.</li> <li>• Provide timely grant-related information to relevant departments and individuals.</li> <li>• Provide Grant Development and Management Handbooks on the Intranet.</li> <li>• Provide ongoing grant management technical assistance to grant-funded project staff.</li> </ul>	<ul style="list-style-type: none"> <li>• Define college approval process for seeking grant funding.</li> <li>• Obtain college leadership approval for submission of grant proposals.</li> <li>• Plan and develop grant proposals.</li> <li>• Implement and manage most grant-funded projects, including budgets.</li> <li>• Responsible for completing forms, including status change forms, budget change forms, transfer of expenditure forms, purchase requisitions, load sheets, and payroll sheets.</li> <li>• Complete non-financial progress and final reports required by funding agency.</li> <li>• Responsible for compliance of project activities with funding agency.</li> <li>• Cooperate with Resource Development and Accounting department staff to ensure proper execution of grant project.</li> <li>• Share responsibility between college and District for liaison with funding agencies.</li> </ul>

Function	District	College (including Continuing Education)
<p><b>Economic and Workforce Development</b></p>	<ul style="list-style-type: none"> <li>• Provide customized training, testing and assessment services for business and industry on a fee basis.</li> <li>• Maintain close liaison with district credit and non-credit sites as well as with community colleges statewide.</li> <li>• Manage the <u>EWD</u> Workplace Learning Resource Center services with community college economic development programs both within and outside of the District.</li> <li>• Develop and enhance training programs designed to serve local workforce needs.</li> <li>• Identify and expand new and developing markets.</li> <li>• Create partnerships.</li> <li>• Responsible for the operations/program, resource development, and promotion of the Workplace Learning Resource Center and the ACT Center.</li> <li>• Strategic planning and system building for workforce development.</li> <li>• Serve as a resource for district and statewide community college system for training needs.</li> <li>• Deliver economic development services by contract.</li> <li>• Provide no-cost business consulting and low-cost training for existing small businesses and future entrepreneurs.</li> <li>• Conduct job market studies for potential, new and ongoing vocational programs.</li> <li>• Develop labor market surveys for occupational programs.</li> <li>• Manage district VTEA contract.</li> <li>• PAGR provides support to key events with publicity and strategic counsel. Examples include the annual Feria Para Empresarios event, the SBDC, IWE and the programs of the California-Mexico Trade Center.</li> </ul>	<ul style="list-style-type: none"> <li>• Coordinate career education and workforce development programs and services.</li> <li>• Represent college on district, local, regional and state workforce committees.</li> <li>• Develop and implement strategies for achieving college goals and objectives related to career/occupational/workforce education.</li> <li>• Plan and develop new certificate and degree programs.</li> <li>• Provide leadership for marketing and outreach for high schools, special populations and community.</li> <li>• Collaborate with college departments to plan, develop and implement programs and partnerships with business and industry.</li> <li>• Plan, develop and maintain the college's compliance with appropriate state and federal regulations and policies related to workforce development programs.</li> <li>• Research and prepare a variety of regular and special reports related to career education and workforce development programs.</li> <li>• Provide leadership and supervision for the articulation program with K-12/ROP.</li> <li>• Develop instructional contracts with business and industry.</li> <li>• Create working partnerships.</li> <li>• Review and revise as necessary existing programs to meet industry needs; work with Technical Advisory Committees.</li> <li>• Seek out new training program and expansion opportunities for economic development to meet industry needs.</li> <li>• Market and promote opportunities for job training to community, high schools and special populations.</li> </ul>

Function	District	College (including Continuing Education)
<b>Research</b>	<ul style="list-style-type: none"> <li>• Conduct and coordinate institutional research function for colleges and district.</li> <li>• Complete some government mandated reporting (such as IPEDS, SRTK).</li> <li>• Coordinate, monitor and report state performance measures (ARCC, VTEA).</li> <li>• Design, conduct, and publish “regular” statistical studies (such as enrollment trends, graduates and persistence reports) to assist in RSCCD’s policy and program planning and development.</li> <li>• Design, conduct, and publish “special” studies to meet departmental, institutional, community, and state/federally-mandated requirements.</li> <li>• Coordinate, assist, guide, and/or support faculty, staff and other individuals conducting research activities.</li> <li>• Coordinate college and district data collection requests from outside agencies.</li> <li>• Validate assessment test course placement instruments used at the colleges.</li> <li>• Respond to research needs in support of departmental activities and grant proposals.</li> <li>• Administer surveys to students, staff and community members.</li> <li>• Develop and maintain outside data sources (NSC, OCLBC, CalPass).</li> <li>• Maintain online data query tools for staff.</li> <li>• Collaborates with PAGR on surveys for employees as part of the PAGR employee relations program.</li> <li>• Collaborates with PAGR on other surveys and research efforts to support the District’s communication program.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify and request research, as needed.</li> <li>• Provide input for the annual research agenda and prioritize research needs of the college.</li> <li>• Conduct routine research to support college program needs, such as program monitoring.</li> <li>• Assist in data gathering for research, as needed.</li> <li>• Review report drafts, disseminate research findings, and use research results appropriately in planning and decision making.</li> <li>• Use “research protocol” for requesting permission to conduct research for non-college-specific purposes.</li> </ul>
<b>Child Development Services &amp; Centers</b>	<ul style="list-style-type: none"> <li>• Provide oversight for operation of CDC’s at all district sites.</li> <li>• Monitor regulations for operation of centers.</li> <li>• Monitor enrollments in relation to contract awards for state, federal and local funding.</li> <li>• Maintain all records and reporting requirements – personnel, financial, grant, state and federal.</li> <li>• Facilitate outreach/marketing plan for all centers.</li> <li>• Collaborate with other divisions/departments.</li> <li>• Supervise all staff (management, certificated, classified) at all centers.</li> </ul>	<ul style="list-style-type: none"> <li>• Refer students for service at the centers.</li> <li>• Coordinate services for special classes of students such as CalWORKS.</li> <li>• Provide maintenance for physical environment.</li> <li>• Facilitate integration between Centers and the Human Development Instructional Departments.</li> </ul>



Function	District	College (including Continuing Education)
<p><b>Digital Media Center (DMC)</b></p>	<ul style="list-style-type: none"> <li>• Incubate digital media companies that demonstrate the potential for high growth and the creation of livable-wage jobs.</li> <li>• Conduct needs assessments and provide services to help businesses achieve their goals.</li> <li>• Augment and enhance services through relationships and partnerships with other service providers</li> <li>• Monitor businesses to assure that agreed upon milestones are met and resources are used prudently and cost-effectively</li> <li>• Work with incubator companies and affiliate clients to establish their operations in the surrounding area.</li>   <li>• Schedule and coordinate facilities maintenance and operations services.</li> <li>• Manage the facility. Schedule and coordinate facilities maintenance and operations services.</li> <li>• Oversee DMC advisory group that assists in advocating the program and identifying qualified candidates for incubation.</li> <li>• Schedule and reserve incubator facilities.</li> <li>• PAGR advises the DMC leadership on marketing, advertising, PR, branding and key events.</li> <li>• PAGR promotes and publicizes the DMC to the media and key constituency groups.</li> </ul>	<ul style="list-style-type: none"> <li>• Promote the economic development/job creation mission of the DMC by developing and participating in collaborative, integrated programs within the DMC, that prepare students for employment.</li> <li>• Promote and supervise college instructional programs that foster digital media in the region.</li> <li>• Provide student services for students attending instructional programs at the DMC.</li> <li>• Participate in the collaborative environment among faculty, staff, students, businesses and clients of the DMC.</li> <li>• Purchase and maintain instructional equipment.</li> <li>• Schedule and reserve two instructional conference rooms, three classrooms, and TV/video studio spaces.</li> </ul>

Function	District	College (including Continuing Education)
<b>Board of Trustees</b>	Establish structure and create policies related to governance.	
<b>Academic Senates</b>	Provide input directly to the Board on professional and academic matters.	<ul style="list-style-type: none"> <li>• Academic Senate Presidents attend all Board meetings.</li> <li>• Serve as representatives on all college and district governance committees.</li> <li>• Recommend to the Board annual approval of the college curriculum to include new, revised and/or deleted programs and courses.</li> <li>• Maintain a relationship directly with the Board of Trustees per AB1725.</li> </ul>
<b>ASB/ASG</b>	Provide input to the Chancellor and Board of Trustees on student matters as they pertain to governance.	<ul style="list-style-type: none"> <li>• Coordinate programs and events for a diverse student body.</li> <li>• Institute variety of programming for students focusing on social, intellectual, and emotional development.</li> <li>• Provide advisory assistance to student clubs via the ASB/ASG Inter-Club Council (ICC).</li> <li>• Coordinate student body president and vice-president elections each spring and Senator elections each fall.</li> <li>• Work directly with the ASB/ASG President as he/she selects the Executive Cabinet.</li> <li>• Provide an environment where students can make recommendations to improve the college student experience.</li> <li>• Coordinate the interview process for the selection of the Student Trustee.</li> <li>• Edit ASB/ASG publications to ensure appropriateness of language and content.</li> <li>• Oversees the allocated budget.</li> <li>• Empower students to be proactive regarding student concerns and causes.</li> <li>• Develop student leadership opportunities through conferences and workshops.</li> <li>• Ensure adherence to high ethical standards.</li> <li>• Provide resources for club advisors to effectively oversee the campus organizations.</li> <li>• Participate in various campus wide committees through shared governance.</li> </ul>

Function	District	College (including Continuing Education)
<p><b>Community Relations</b></p> <ul style="list-style-type: none"> <li>Enhance, monitor and manage community relationships primarily with external constituents.</li> </ul>	<ul style="list-style-type: none"> <li>The District shares responsibility for community relations with the colleges.</li> <li>It creates and maintains programs that build goodwill for the organization and improve the quality of life within the service district, as well as with communities of common interest. These include: the community advisors program, speakers' bureau, participation in community events, voter education and registration efforts, publication of a newsletter with college collaboration, participation on community improvement committees, and the production of an annual report.</li> <li>The college District participates in capacity-building initiatives that increase the residents' ability to benefit from college programs.</li> </ul>	<ul style="list-style-type: none"> <li>The colleges facilitate communications with neighbors and neighborhood associations, seeking their counsel, as well as sharing plans that affect that locality.</li> <li>Public Information Officers (PIOs) at the colleges represent the college to the community, providing them with timely information about matters of local interest and significance.</li> <li>The PIOs write and edit newsletters about the colleges that are mailed to adjacent households, foundation members and alumni.</li> <li>The PIOs support the college presidents with communications strategies and participation with neighborhood/homeowners association meetings and other appropriate community groups, gathering insights into current issues affecting the colleges and their operations.</li> <li>The PIOs support college leaders with public relations strategies and speech-writing; and plan, write collateral for and support the coordination of special events - directed toward internal and external audiences.</li> <li>College community also shares key information with the PIO to support a strong community relations program.</li> </ul>

Function	District	College (including Continuing Education)
<p><b>Employee Communications</b></p> <ul style="list-style-type: none"> <li>• Provide opportunities and tools that facilitate two-way communication amongst employees, administrators and faculty.</li> <li>• By engaging employees, build employees' understanding of the colleges and istrict's internal "brand" that manifests itself in the programs and services delivered to the community and students.</li> <li>• By creating a sense of community, goodwill is created among employees in support of RSCCD's mission.</li> </ul>	<ul style="list-style-type: none"> <li>• In concert with the colleges, the district PAGR staff helps facilitate dialogue amongst all employees about workplace issues and trends.</li> <li>• The PAGR staff coordinates luncheons with the Chancellor—small group, informal gatherings held at sites throughout the District.</li> <li>• PAGR produces the <i>Rancho View</i> newsletter, which promotes communication and understanding amongst employees district-wide.</li> <li>• PAGR leads internal communication strategy development for particular issues/events that incorporate tactics, including employee surveys, employee forums, and Eblasts.</li> <li>• PAGR frames internal communications efforts about potentially negative or controversial issues/events to ensure that key stakeholders are well informed.</li> </ul>	<ul style="list-style-type: none"> <li>• The PIOs take the lead on facilitating intra-college communication, especially on single-college or single-site issues.</li> <li>• PIOs produce employee newsletters that are distributed within each college, updating employees on key events and initiatives specific to the college.</li> <li>• The PIOs support employee-focused special events using print and electronic channels.</li> <li>• The PIOs frame college-specific internal communications efforts about potentially negative or controversial issues/ events to ensure that key stakeholders are well informed.</li> <li>• The PIOs provide the college president and top-level campus cabinet leaders with strategies relating to internal communications.</li> <li>• The college community provides information about staff recognitions and achievements to the PIOs for employee communications tools and PR activities.</li> </ul>

Function	District	College (including Continuing Education)
<p><b>Governmental Relations</b></p> <ul style="list-style-type: none"> <li>• Advises the Chancellor, the Board of Trustees, and campus leaders about public policy agendas and legislative issues.</li> <li>• Serves as the liaison to elected officials at all levels of government.</li> <li>• Monitors and advocates for legislation at a state and federal level to optimize services to students and the community, and to safeguard and/or advance the interests of the college district.</li> </ul>	<ul style="list-style-type: none"> <li>• The District leads this functional area, representing the colleges and their issues to elected and appointed representatives at all levels of government.</li> <li>• With counsel from the Board of Trustees, the Chancellor and Cabinet, the public affairs Executive Director develops state and federal public policy agendas.</li> <li>• Researches the legislative impact of specific bills on students, programs and services.</li> <li>• Serves as the District's chief liaison to elected officials and their staff, meeting with them annually and sustaining lines of communication to ensure our collective voice is considered and heard in decision making at local, state, and federal levels.</li> <li>• Initiates strategic activities, supervises and directs contracted political consultants, and participates in legislative committees of county and state Chambers of Commerce, the Orange County Legislative Task Force, and the Orange County Business Council.</li> <li>• Arranges for elected officials to recognize stellar students, staff, programs and achievements.</li> </ul>	<ul style="list-style-type: none"> <li>• College employees provide information about the impact of specific legislation on students, programs, and services to support the District's advocacy efforts.</li> <li>• College leaders, employees and students may also be asked to accompany the Executive Director, Board members and/or Chancellor on key legislative visits and/or to participate in the annual legislative advocacy trips to Sacramento and Washington, D.C.</li> <li>• College leaders also share information, gleaned from key meetings and industry associations, about current and pending legislation to support the construction of public policy agendas for the District.</li> <li>• Campus public information units work closely with the executive director to ensure that governmental relations support campus-level Public Relations (PR) activities, events, etc.</li> </ul>
<p><b>Graphic Communications</b></p> <ul style="list-style-type: none"> <li>• Communicate college and district values in print and electronic media.</li> <li>• Support brand identities and graphic standards of excellence.</li> </ul>	<ul style="list-style-type: none"> <li>• District graphic communications team designs for print and electronic media in consultation with the public affairs communicators and publications team.</li> <li>• Organizes and prioritizes projects, including those intended for instructional, informational, public relations and marketing purposes.</li> <li>• Projects are allocated among graphic designers and desktop publishers based upon initiating source, project familiarity, scheduling availability, and practitioners' specialized expertise.</li> </ul>	<ul style="list-style-type: none"> <li>• Graphic designers and desktop publishers are assigned to each college primarily to support college-initiated communications.</li> <li>• They work with college employees, PIOs and other communications professionals within PAGR to produce of a wide range of projects and applications.</li> <li>• Each supports selected district-initiated requests.</li> <li>• Particular effort is made to keep the college brand identities strong and maintain high standards of visual design in print and electronic media.</li> </ul>

Function	District	College (including Continuing Education)
<p><b>Marketing</b></p> <ul style="list-style-type: none"> <li>Sustain enrollment, sustain the visibility of the colleges and college district brands, and support enrollment growth through a variety of internal and external marketi</li> </ul>	<ul style="list-style-type: none"> <li>Marketing responsibilities are a collaboration between the communications professionals within PAGR, the college president designees and other departments.</li> <li>PAGR leads the District’s Marketing Committee.</li> <li>The Marketing Committee’s efforts focus on advertising messages and medium selection, employing well structured ads and promotional tools that advance the visibility of college programs and services.</li> <li>PAGR communications professionals, located at the District Operations Center, support marketing assistance requests from District Operations Units.</li> </ul>	<ul style="list-style-type: none"> <li>Public Affairs and graphic design professionals manage requests for marketing assistance originating with college-located managers.</li> <li>The PIOs at the colleges identify marketing needs in consultation with departmental managers, ascertain budgets, develop appropriate messages and mediums, and then coordinate collateral production and advertisement placements.</li> <li>All such efforts are designed to sustain and increase college program enrollments or stimulate sales of specific services.</li> </ul>

Function	District	College (including Continuing Education)
<p><b>Media Relations</b></p> <ul style="list-style-type: none"> <li>Seek third-party credibility by working directly with persons responsible for the editorial (news and features), public service and sponsored programming products of mass media in all mediums—print and electronic.</li> <li>Take a leadership role in shaping crisis communications plans and strategies to ensure that critical messages are delivered in a timely manner to the community in times of crisis.</li> </ul>	<ul style="list-style-type: none"> <li>As outlined in AR 1000, the PAGR communicators at the District Office take a leadership role in recommending and implementing the most appropriate strategies, tactics and channels for the release of newsworthy information having district-wide implications or impacting both colleges.</li> <li>PAGR communicators advise and support campus PIOs and the communications units enable the colleges to seek and seize all available media opportunities to advance the visibility of stellar programs, staff and students.</li> <li>The PAGR communicators assess how to position the District in national, regional or local media coverage by analyzing current trends, events, and news and crafting media pitches that maximize positive exposure for the institution(s) and program(s).</li> <li>The PAGR communicators at the District Office manage media relations for administrative appointments, events, economic development programs, fiscal operations or Board actions, including bond measure-related matters.</li> <li>The PAGR Executive Director, Director of Communications and Internal Affairs, and Director of Community Relations and External Affairs serve as secondary media spokespersons for the District; primary spokespersons include the Chancellor and other designated district spokespersons.</li> <li>The PAGR communicators at the District Office are constantly seeking significant stories of potential media interest.</li> <li>The PAGR communicators at the District Office are readily available to provide counsel in media relations matters.</li> <li>As outlined in AR 1000, employees who receive media inquiries directly are requested to refer callers to PAGR and asked to notify PAGR regarding the call.</li> <li>On an ongoing basis, the PAGR communicators help prepare district spokespersons for media interviews.</li> <li>The PAGR staff tracks, evaluates and quantifies the impact of the District and colleges' collective media relations activities.</li> <li>During crises, PAGR communicators serve as spokespersons, prepare the chancellor, Board and college presidents, and establish and direct the media center. PAGR communicators shape, communicate, direct and control internal and external communication to sustain open lines of communication during crises.</li> </ul>	<ul style="list-style-type: none"> <li>As outlined in AR 1000, the college PIOs take a leadership role in determining the most appropriate strategies, tactics and channels for the release of newsworthy information by the colleges.</li> <li>The college PIOs initiate coverage about college-oriented programs, services and events.</li> <li>The college PIOs serve as secondary media spokespersons for the campus; primary spokespersons include the president and other designated spokespersons on the campus.</li> <li>The college PIOs support the college presidents and other top leaders in preparation for media interviews.</li> <li>The college PIOs take a leadership role in creating and directing media relations strategies to position the colleges in the most favorable light.</li> <li>The college PIOs actively solicit story ideas from the college community.</li> <li>The college PIOs collaborate with the PAGR communicators at the District Office on stories and issues that involve both colleges.</li> <li>The college PIOs interface with the Director of Communications and Internal Affairs and the Director of Community Relations and External Affairs on possible media strategies for college-related stories.</li> <li>As outlined in AR 1000, employees who receive media inquiries directly are requested to refer callers to the college PIO or to the PAGR staff at the District Operations Center.</li> </ul>

Function	District	College (including Continuing Education)
<p><b>Publications</b></p> <ul style="list-style-type: none"> <li>• Provide print bindery and photocopy materials to support instructional, marketing, public relations and other organizational communications goals.</li> <li>• Consult with employees on publications provided by outside vendors.</li> </ul>	<ul style="list-style-type: none"> <li>• The district Publications Department provides reprographic and offset products for administrative operations, public relations and marketing purposes.</li> <li>• Employees throughout the District are encouraged to submit reprographic job requests electronically using the web submission system.</li> </ul>	<ul style="list-style-type: none"> <li>• The Publications Department provides reprographic and offset print products to the colleges for academic, administrative operations, public relations and marketing purposes.</li> <li>• Faculty and staff are encouraged to submit reprographic jobs through the Web submission system.</li> <li>• College copy centers provide attended and self-service quick copy service. Printing or copy services requiring large quantities or special features (e.g., binding, special paper, etc.) are forwarded to district Publications.</li> <li>• College copy centers serve as a distribution point for district publications jobs.</li> <li>• College copy centers train faculty and staff on Web submission.</li> <li>• Provide attended and self-service quick copy service. Printing or copy services requiring large quantities or special features, e.g., binding, special paper, etc. are forwarded to district Publications.</li> <li>• Serve as the distribution point for district publications jobs</li> </ul>



Function	District	College (including Continuing Education)
<p><b>Sports Information</b></p> <ul style="list-style-type: none"> <li>By communicating about the colleges' athletic programs through external channels, including media outlets, websites and publications, the positive image of the colleges is increased within the community attracting more students and encouraging greater community support.</li> <li>By communicating about the colleges' athletic programs through internal channels, including newsletter articles, Eblasts and events, goodwill is sustained among the student body and the employees for the college.</li> </ul>	<ul style="list-style-type: none"> <li>The campus PIO and Director of Community Relations and External Affairs interfaces with the college's Athletic Director and division Dean to ensure that college needs are being met and to forecast any anticipated future needs.</li> <li>The Director of Community Relations and External Affairs is available to provide counsel on the best practices for athletic publications and events on an as-needed basis.</li> </ul>	<ul style="list-style-type: none"> <li>The Sports Information Coordinators manage the media relations for intercollegiate athletic teams, college golf tournaments, Hall of Fame events, and all athletic-related events and recognitions.</li> <li>The college PIOs supervise the Sports Information Coordinators on each campus to ensure that sports information is fully integrated into the campus' and District's communications plans.</li> <li>At Santa Ana College, the Sports Information Coordinator manages the content of the athletic website and provides maintenance for the site to ensure its pages are kept current.</li> <li>At Santiago Canyon College, the Sports Information Coordinator provides content for the athletic website.</li> <li>The Sports Information Coordinators at both colleges plan, write and manage the production of publications, including athletic schedule cards, media guides and brochures.</li> <li>The Sports Information Coordinators provide statistical record-keeping at home athletic events and select away competitions as needed.</li> <li>The Sports Information Coordinators seek stories that highlight athletic and academic achievement of student-athletes.</li> <li>The Sports Information Coordinators keep the college PIOs informed about the athletic programs and the PIOs keep the college presidents abreast of the progress of the athletic programs.</li> <li>The Sports Information Coordinators respond to public inquiries about the colleges' athletic programs and interface with sports information coordinators from other area colleges.</li> <li>The Sports Information Coordinator regularly interfaces with the coaches, the athletic director and dean to ensure that college needs are being met.</li> <li>The Sports Information Coordinators communicate with the college community through channels including Eblasts, the college newspaper and internal newsletters about the athletic programs.</li> <li>The college PIOs lend support and counsel to athletic events of importance on an as needed basis.</li> <li>The college PIOs review and edit all key athletic publications and releases to ensure for consistent quality and graphic standards.</li> </ul>

Function	District	College (including Continuing Education)
<p><b>Web Sites</b></p> <ul style="list-style-type: none"> <li>Provide an online presence for the community, faculty, staff, students, prospective students and media to access general, registration and event information related to RSCCD, Santa Ana and Santiago Canyon colleges and educational centers within the District.</li> </ul>	<ul style="list-style-type: none"> <li>Web content management responsibilities for the district web site are a collaborative effort of PAGR, ITS and the nearly 40 content publishers from district departments.</li> <li>With the addition of the Electronic Media Specialist position (Spring 2006), PAGR oversees the branding and messaging of the web site and trains and assists the content publishers in maintaining web pages for their respective departments.</li> <li>PAGR collaborates with ITS on any recommended functional or design changes of the district web site.</li> </ul>	<ul style="list-style-type: none"> <li>Santa Ana College and Santiago Canyon College currently take responsibility for maintaining their own web site content.</li> <li>Content is maintained through a collaborative effort of the college web committees and educational and service departments.</li> <li>The college PIOs provide content for the areas that they maintain and update.</li> <li>College graphic designers provide support in designing new web pages as needed.</li> </ul>
<p><b>Intranet</b></p> <ul style="list-style-type: none"> <li>Create a vibrant employee Intranet with updated and relevant information, news and initiatives that allows for two-way communication as appropriate.</li> <li>Provide an online presence for administration, faculty and staff to access to district policies, handbooks, reports, forms and directories.</li> </ul>	<ul style="list-style-type: none"> <li>The district intranet is currently a collaborative effort of PAGR, ITS and the content publishers from district departments.</li> <li>When requested, the Electronic Media Specialist posts calendar items of district-wide import on the Intranet, collaborates in the construction of web pages for district-hosted special events including the Chancellor's Ball.</li> <li>PAGR also collaborates with ITS on any recommended functional or design changes.</li> </ul>	<ul style="list-style-type: none"> <li>Upon request, the PAGR staff at the colleges posts information on the Intranet calendar regarding upcoming events and collaborates in the construction of web pages for college-hosted special events.</li> </ul>
<p><b>Media Services</b></p>	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li>Provide and maintain audio visual equipment used in classrooms for college activities and for many district events.</li> </ul>





# **CERTIFICATION OF ELIGIBILITY**

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## **1. Authority**

The authority for Santa Ana College (SAC) is the Board of Trustees. The board derives its authority from California Education Code 70902 and from its status as the elected community entity which holds the institution in trust for the benefit of the public.

Santa Ana College is accredited by the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges.

## **2. Mission**

The current educational mission of Santa Ana College (SAC) was revised and adopted by the Board of Trustees in November 2007. It is the responsibility of the SAC Institutional Effectiveness and Assessment Committee (IE&A) to review the mission statement on an annual basis and make recommendations for revision and updating.

The mission statement is included in the college catalog and class schedule, it appears on all college meeting agendas, and it is posted on the website and in many public locations. It appears in all publications deemed appropriate.

## **3. Governing Board**

Elected by the voters from the three trustee areas, the governing board of RSCCD consists of seven members who are responsible for the quality and integrity of the institution and who ensure the efficacy of the institution's mission.

The board exercises the right to be an independent policy-making body in accord with the California Education Code and reflects constituent and public interest in activities and decisions as reflected in the minutes of the regularly scheduled board meetings.

The Board of Trustees has adopted Board Policy (BP) 9002 "Statement of Ethical Conduct" and annually reviews compliance with this policy to ensure that none of the RSCCD board members has employment, family, ownership or other personal financial interest in the district.

## **4. Chief Executive Officer**

The Chief Executive Officer of Rancho Santiago Community District is the Chancellor, Edward Hernandez, Jr.; he has served in this capacity since 1997.

## **CERTIFICATION OF ELIGIBILITY**

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The Chief Executive Officer of SAC is Erlinda Martinez, appointed president of the college by the chancellor of RSCCD and confirmed by the Board of Trustees in February 2005. She commenced her duties and responsibilities with SAC in March 2005. The president's primary responsibilities to the institution are to ensure implementation of federal, state and local statutes and regulations as well as board policies; to efficiently manage fiscal and human resources; to provide effective leadership to define goals, develop plans and establish priorities for the college; and to ensure communication and cooperation among SAC constituencies.

### **5. Administrative Capacity**

The training and experience required for each administrative position, as well as duties and responsibilities, are clearly set forth in recruitment publications. The administrative screening process ensures that Santa Ana College administrators have appropriate preparation and experience to provide the administrative services necessary to support the institution's mission and purpose.

Since the last Self Study in 2001, SAC has undergone several changes 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). There was an interim president from July 2004 until March 2005, an interim vice president of academic affairs from July 2004 until June 2006, and a second interim vice president of academic affairs from July 2006 until January 2007. There was an interim vice president of administrative services from August to December 2004, a permanent replacement from January 2005 until January 2008, and an interim vice president of administrative services from February until June 2008. The vice president of the SCE retired in June 2008.

### **6. Operational Status**

The college enrolls approximately 27,097 full and part-time credit 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. Additionally, students were enrolled in fee-based community service classes. All courses offered on the SAC main campus, Centennial Education Center and adjunct community facilities are listed in the Schedule of Classes each semester. Community Services classes are published in a separate class schedule.

**7. Degrees**

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. 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. Course outlines of record are on file in the division offices and may be found on WebCMS.

**8. Educational Programs**

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 the mission of California Community Colleges. All courses, degrees and certificates of completion fulfill California *Title 5* Regulations, including those addressing collegiate-level quality and rigor. Completion of associate degree and general education requirements for the associate degree and articulation agreements with four-year institutions ensure that degree programs are of sufficient content and length and are conducted at levels of quality and rigor appropriate to degrees offered.

**9. Academic Credit**

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 (together with the required two hours of preparation for each class hour) or three hours of laboratory work each week for a full semester.

**10. Student Learning and Achievement**

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 student learning outcomes to the broader seven *Core Competencies* of the college. Through program review processes, SLOs are revised as needed in academic programs. Direct SLO assessment

## **CERTIFICATION OF ELIGIBILITY**

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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 2007–2015* are then based on the program review work of departments and broad-based interdisciplinary dialogue.

Specialized training on SLO writing and assessment is conducted through the Teaching Learning Committee (TLC), the Center for Learning and Instruction (CLI), and through the work of department chairs with the institutional effectiveness and assessment coordinator. SLOs and student achievement inform the work of the basic skills/literacy coordinator and the faculty development coordinator as well. Administrators, faculty and staff are working cooperatively on an ongoing basis to facilitate and assess student achievement.

### **11. General Education**

Santa Ana College's general education philosophy and the seven college *Core Competencies*, which inform the comprehensive general education student learning outcomes, ensure that students acquire breadth of knowledge and intellectual inquiry.

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. All of these academic areas, appropriate to higher education quality and rigor, have articulation agreements with the University of California and California State University systems as well as various other private institutions of higher education throughout the US.

There are specific courses required for the major, with a minimum of eighteen units for each degree. Students must complete these courses with a grade of C or better.

### **12. Academic Freedom**

RSCCD Board Policy 4201 addresses and ensures that SAC maintains an atmosphere in which intellectual freedom and academic independence exist, and it ensures that the faculty and students at SAC are free to examine and test all knowledge appropriate to their disciplines as judged by the general academic community. The *Academic Freedom Policy* is in the college catalog and in the *Faculty Handbook*, both of which are on the college website.



**13. Faculty**

The institution has a substantial core of qualified and experienced full and adjunct faculty to support educational programs. All faculty meet the teaching and hiring requirements of *Title 5*.

The responsibility of faculty to develop and review curriculum and use adequate assessment is outlined in each job announcement. In addition, requirements for full-time faculty hiring include having a working knowledge of, and experience with, student learning outcomes and assessment.

SAC currently has 254 full-time faculty and 1225 adjunct faculty in both credit and SCE programs. There has been a net gain of two full-time faculty since 2000. New full-time faculty positions will increase support and commitment to existing and new educational programs in the future. However, due to fiscal restraints and district-wide budget cuts resulting from statewide cuts to community colleges, there is a hiring freeze in the RSCCD for 2008–2009.

**14. Student Services**

Student Services provides services and programs consistent with student characteristics and institutional mission. Services and programs address the needs of a highly diversified student population characterized as ethnically diverse, educationally and economically disadvantaged, re-entry and students with learning disabilities. Monitoring student characteristics and needs has been an ongoing activity. The Student Services division now engages in annual program review and maintains department portfolios which include research-based data as well as student learning outcomes analysis.

**15. Admissions**

Santa Ana College's published admissions policies are consistent with the mission, appropriate for programs, and follow practices that are consistent with policies in specifying the qualifications for students appropriate for programs. Applications for admissions forms are routinely available through the Office of Admissions and Records, published in the schedule of classes and are available on the SAC website.

SAC has an open enrollment policy for high school graduates, those in possession of a California High School Proficiency Certificate, those eighteen years of age and older who can profit from instruction, and high school students who qualify for the career advancement placement program.

## CERTIFICATION OF ELIGIBILITY

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### **16. Information and Learning Resources**

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. Library services include a large collection of books, periodicals and online journals and databases. Library staff offer bibliographic instruction and provide reference desk services to students in credit and non-credit programs, faculty and community members. The School of Continuing Education (SCE) has Marketplace Education Center (MEC) Computer Lab, CEC Learning Skills Lab, Centennial Education Center (CEC) Main Computer Lab, CEC Small Lab and CEC Computer Skills Lab.

### **17. Financial Resources**

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. Copies and information regarding the district and college budgets and funding base, as well as statements of assets, fund balances and accounting of the auxiliary foundation of the college are made available. Information regarding the student default rate is also made available in the Financial Aid Office

### **18. Financial Accountability**

The institution can demonstrate financial accountability through the findings of an independent public agency secured by the Board of Trustees to perform regular audits. In all fiscal matters, the college adheres to specific board-approved policies and procedures governing responsible allocation of funds to support educational programs and services.

### **19. Institutional Planning and Development**

The institution provides evidence of basic planning for the development of the institution through planning documents such as the *Strategic Plan 2007-2015*, Academic, Student Services, Administrative Services and President's Cabinet Program Review, the *Department Planning Portfolios*, the *Technology Plan*, the *LPA Facilities Master Plan* and Budget Committee goals, all included in the *Educational Master Plan*. These documents reflect the identification and integration of human and fiscal resources, as well as learning resources and facilities. Program review is systematic and conducted on an ongoing basis by all departments.

**20. Public Information**

The college catalog contains 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 administrators; and other items relevant to student attendance and withdrawal.

**21. Relations with the Accrediting Commission**

The institution 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. SAC further agrees to comply with all Commission requests, directives, decisions and policies, including making complete, accurate and honest disclosures of its programs, staff and activities in its Self Study report.



**Standard I: Institutional  
Mission & Effectiveness**





# STANDARD I: INSTITUTIONAL MISSION AND EFFECTIVENESS

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The institution demonstrates strong commitment to a mission that emphasizes achievement of student learning and to communicating the mission internally and externally. The institution uses analyses of quantitative and qualitative data and analysis in an ongoing and systematic cycle of evaluation, integrated planning, implementation, and re-evaluation to verify and improve the effectiveness by which the mission is accomplished.

## I.A. MISSION

The institution has a statement of mission that defines the institution's broad educational purposes, its intended student population, and its commitment to achieving student learning.

### ***Descriptive Summary***

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Santa Ana College (SAC) confirms its strong commitment to its students and community as verified by the SAC Mission Statement 2007 (IA-1, V). That statement verifies that the college addresses and meets the broad educational needs of its community, including students wishing to transfer to other institutions of higher learning as well as students wishing to improve their skills and prepare for employment. The statement is reviewed annually and updated when needed. On February 7, 2005, the Board of Trustees approved changes to an earlier version (IA-2, SAC Mission Statement Approval 2005).

More recently, as a result of ongoing dialogues at the department, division and service-area levels, a college-wide planning retreat was convened on April 13, 2007 (IA-3, SAC Planning Retreat). Participants included faculty, students, administrators and classified staff members. They studied new data about community demographics, enrollment trends, graduate satisfaction levels, student achievement, workforce education needs and evaluations of student learning outcomes (IA-4 SAC Snapshot, March 2007). Participants reflected on student and community needs and how the college can facilitate success. At that meeting, a new, shorter mission statement was proposed. Through work by the college's Institutional Effectiveness and Assessment Committee (IE&A), the President's Cabinet and College Council, the new mission statement was forwarded to the Board of Trustees and approved on November 19, 2007 (IA-5, RSCCD Board of Trustees Agenda and Minutes). The mission reads as follows:

## **STANDARD I: Institutional Mission and Effectiveness**

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*The mission of Santa Ana College is to be a leader and partner in meeting the intellectual, cultural, technological, work force and economic development needs of our diverse community. Santa Ana College prepares students for transfer, employment, careers and lifelong intellectual pursuit in a dynamic learning environment.*

The mission statement recognizes that SAC serves a very demographically diverse constituency with many educational interests and needs. The *Santa Ana College Snapshot* of March 2007 verifies that according to the 2005 census estimates, “Fifty percent of the adult population does not have a high school diploma,” “eighty-five percent speak a language other than English at home,” and “sixty percent of Santa Ana Unified School District students and forty-seven percent of Garden Grove Unified School District students are English learners.” Reflecting on these and other reports and data from the Institutional Research Office, a focus on “student learning” rather than the college’s “delivery of instruction” has led to an ongoing, college-wide discussion for the last several years (IA-6, RSCCD Enrollment and Persistence Fact Sheet, Feb. 6, 2006; IA-7, Focus on Assessment Conference, September 22, 2006). After much deliberation at the department, division and College Council level, SAC’s Curriculum and Instruction Council (C&I) adopted the seven college Core Competencies and the general education student learning outcomes (O—College Core Competencies). Subsequently, departments have revised their course outlines of record (COR) to incorporate the core competencies embedded with student learning outcomes more explicitly stated and to indicate which learning outcomes the course content covers and to what degree. Departments are now assessing a broader array of assessment tools to measure student learning and program-level outcomes (IA-8, 2007-2008 SAC Catalog, p. 31, Student Learning Outcomes).

Beyond the college credit classroom, SAC recognizes and responds to other needs of the community. With fifty percent of Santa Ana residents foreign born (Snapshot, March 2007), SAC’s School of Continuing Education (SCE) hosts Citizen Workshops on a regular basis. At one event on July 21, 2007, more than 2500 individuals participated (IA-9, The Paper SAC, Summer 2007). During the year, four major workshops were held assisting close to 10,000 permanent residents in applying for citizenship.

The SAC website explains:

- Santa Ana College prepares students for transfer, employment, and careers and lifelong intellectual pursuit in a dynamic learning environment.



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## STANDARD I: Institutional Mission And Effectiveness

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- The college Core Competencies and Student Learning Outcomes include communication skills, thinking and reasoning, information competency, diversity, civic responsibility, life skills, and careers\_ (IA-10, O-SAC Core Competencies)

### **Self Evaluation**

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This standard is met. The mission statement of SAC, which is reviewed and evaluated annually, and revised as needed, defines SAC's broad educational purposes to serve the college's intended student population. It communicates efforts to achieve student learning.

### **Planning Agenda**

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None. The current process ensures that the mission statement is reflective of the goals of the college.

**I.A.1. The institution establishes student learning programs and services aligned with its purposes, its character, and its student population.**

### **Descriptive Summary**

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SAC recognizes the many interests, goals and diverse needs of its students and community. In fall 2005, 20,752 students were enrolled in credit coursework, and 13,710 students were enrolled in non-credit coursework. In describing the student body, the Santa Ana College *Snapshot, March 2007* states that: "Fifty percent are first-generation college students..." SAC focuses on student learning for a variety of purposes including transfer, vocational, basic skills, economic development and citizenship training. It addresses credit and non-credit (SCE) as well as community services programs. The college offers innovative programs and services including expansive outreach programs, interdisciplinary courses, learning communities, sections with specialized content, televised and online sections, as well as compressed and week-end scheduling of courses. SAC stresses the importance of preparing students for leadership and lifelong learning as they prepare to be successful in a rapidly changing, complex and interrelated world.

Research is conducted on a regular and cyclical basis to assess the college's efforts. The Institutional Research Department maintains records which are easily accessible through the district's website: <http://rscdd.org>. Clicking on the "Research" area tab and then "Reports Directory" will take readers to a wealth of research results. Typical reports include the *SAC Student Satisfaction Study August 2006*, *SAC Graduate Student Study June 2007*, *Survey Results of Former Santa Ana College Students who Transferred to Four-Year Universities in 2004-2005*, *Fall 2003-2007 Rancho Santiago Community College District Enrollment Trends and Student*

## **STANDARD I: Institutional Mission and Effectiveness**

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*Characteristics, Pathways of Student Persistence and Performance at Santa Ana College 2007, and the 12 Measures of Success 2007 (IA1-11 to IA1-16).* These reports are distributed widely, and they foster discussions at the department, division, and committee and council levels. The college meets the needs of the community and student population by offering a wide range of educational programs including, but not limited to:

- AA degree programs
- Athletics and Intercollegiate Sports
- Basic Skills
- Career and Workforce Training
- Certificates
- Citizenship
- Community Services
- English as a Second Language
- ESL Lab
- Freshman Experience and Learning Communities II
- High School Diploma Program
- Honors Program
- Inmate Education Program
- Math Study Center
- MESA
- Modern Languages Lab
- Nursing
- Older Adults Program
- Online Classes/Distance Education
- Parenting Education Program
- Puente Program
- Reading Lab
- Success Center
- Teacher Education Center
- Counseling Center
- Tech Prep
- Transfer Center

## **STANDARD I: Institutional Mission And Effectiveness**

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- Tutoring
- Writing Center

SAC also provides a variety of student services programs to assist students in meeting their goals:

- Academic Computing Center
- Acquired Brain Impairment Program
- Assistive Technology Center
- Disabled Students Programs and Services (DSPS)
- Extended Opportunity Programs and Services (EOPS)
- Financial Aid
- Career/Job Resource Center
- Health and Wellness Center
- Job Placement services
- Outreach
- Physical Disabilities
- Psychological Services
- Service Learning Center
- Scholarship Office
- Student Support Services Program (TRIO)
- Work for Your Book

### ***Self Evaluation***

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This standard is met. SAC continues to successfully demonstrate that it establishes and maintains programs and services that respond to the needs of students and the community.

### ***Planning Agenda***

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None.

**I.A.2. The mission statement is approved by the governing board and published.**

### ***Descriptive Summary***

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SAC's mission statement is reviewed annually and revised as needed to accurately reflect the college's commitment to providing broad educational programs for students and the community served. The

## **STANDARD I: Institutional Mission and Effectiveness**

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document was formerly principally reviewed and discussed annually by the Curriculum and Instruction Council (C&I). Currently the mission statement is primarily reviewed every fall by the IE&A committee, the college planning oversight committee. IE&A refers any recommended changes to President's Cabinet and the College Council. Then final approval is required by the RSCCD Board of Trustees. On February 7, 2005, the Board of Trustees approved changes proposed for the SAC mission statement. As a result of the district-wide meeting discussions on February 2, 2007, and the SAC college-wide April 13, 2007 Planning Retreat, the statement was revised again and was approved by the Board of Trustees on November 19, 2007. The mission statement is published in the college catalog and the schedule of classes, and it appears on the agendas of councils and committees (including the College Council, C&I, Academic Senate, IE&A, Teaching and Learning Committee (TLC), Accreditation Committee, Facilities Committee, SAC Technology Advisory Committee (SACTAC), academic and student services deans' agendas, etc.) (IA2-17, 18, 19). It also appears on the college website and is included in the appropriate publications and publicity of the college.

### ***Self Evaluation***

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This standard is met. The latest revised mission statement of SAC was recommended to the president of SAC in October and approved by the Board of Trustees on November, 19, 2007.

### ***Planning Agenda***

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None.

**I.A.3. Using the institution's governance and decision-making processes, the institution reviews its mission statement on a regular basis and revises it as necessary.**

### ***Descriptive Summary***

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IE&A, a participatory governance committee first established in 2005, is the gatekeeper of the *Strategic Plan* (AB) and the college planning calendar as well as the mission statement. As IE&A updates the *Strategic Plan* annually within the context of the mission statement, it simultaneously reviews the mission statement. IE&A has representation from administration, faculty and classified staff. If changes are recommended, broad-based dialogue at the Academic Senate and at college-wide meetings occurs. IE&A then formulates the revised mission statement and refers it to President's Cabinet and College Council for consideration. The recommendation is then sent to the Board of Trustees for adoption. Prior to formation of IE&A, the C&I traditionally reviewed the mission statement each fall semester. Since IE&A has been given

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## **STANDARD I: Institutional Mission And Effectiveness**

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planning oversight, the role of C&I in mission statement review has changed. C&I will continue to review the mission statement in the fall semester as it did prior; however, if there is a recommendation to change the mission statement, the council will refer those recommendations to IE&A. Periodic and regular review of research about students' progress, satisfaction, persistence, etc. leads to discussions about the focus of the mission statement. The most recent review of the mission statement occurred at a broader college-wide Planning Retreat on April 13, 2007. On that day, representatives of all college constituencies, including students, met to identify, discuss and evaluate college strategic plans for the next eight years. As part of the agenda, alternatives to the previous mission statement were suggested and forwarded to the IE&A for revision and recommendation of a final version to the President's Cabinet and College Council. The current version was accepted by the latter body on October 10, 2007 and forwarded to the Board of Trustees, which adopted it on November 19, 2007.

### ***Self Evaluation***

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This standard is met. The procedures for analyzing the SAC mission statement on an annual basis, recommending changes and gaining board approval are working well. The mission statement is widely distributed and is available to all faculty, staff and students on a regular basis.

### ***Planning Agenda***

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None.

**I.A. 4. The institution's mission is central to institutional planning and decision making.**

### ***Descriptive Summary***

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The mission of the college as expressed in the college's mission statement is central to institutional planning and decision making. In order to ensure that the mission of the college is at the foundation of decisions, the mission statement is included on the agenda of councils and committees as a referent guidepost. It is a reminder that the purpose of the college is to promote learning and to meet a wide array of student and community needs.

The organizational structure of the college includes formal mission-centered committees such as the College Council, IE&A, Budget, Student Success, Facilities, SACTAC, and Accreditation Committees, and informal work-groups such as the Basic Skills Task Force and the Academic Literacy and Learning Committee ([N—Santa Ana College Participatory Governance Structure; IA4-20, Shared Governance Manual and Recent Plans to Revise](#)). Also critical to the planning activities is the annual

## **STANDARD I: Institutional Mission and Effectiveness**

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Department Planning Portfolio (DPP) submitted by each department (IA4-21, Portfolio for Planning Timelines 2004, W, X, Y). Those portfolios and goals reflect discussions about student demographics, enrollment patterns, grade distributions, any needs for additional staff and budget requests (IA4-22, Sample Departments' Goals and Progress Plans). Using the mission statement, research reports, department planning portfolios, various college planning documents, and budget analyses, the groups make policy decisions and resource allocations that honor the college's core interest of offering and supporting educational programs (IA4-23, SAC Budget Committee and Minutes, May, July, and September 4, 2007).

Responses to the Santa Ana College Spring 2007 Staff Accreditation Survey (IA4-24, AA) indicate the vast majority of administrators (one hundred percent), faculty members (eighty-nine percent) and classified staff (eight-two percent) are familiar with the mission statement (AA—SAC Spring 2007 Accreditation Survey). Also, completing the statement "I am aware of people and groups using the mission statement as a guide when they plan, work, and make decisions," administrators (eighty-three percent), faculty (sixty-nine percent), and classified staff (sixty-eight percent) agreed (AA—SAC Spring 2007 Accreditation Survey). Based on interviews with leaders from all constituencies of the college, there is strong conviction that the mission statement is considered central to their planning and decision-making roles at the college (IA4-25, Electronic Interview Responses).

### ***Self Evaluation***

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This standard is met. The college community is widely aware of the SAC mission statement. Survey results and interviews confirm that the statement is actively used in both planning and decision making at department, division and college levels.

### ***Planning Agenda***

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None.

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## STANDARD I: Institutional Mission And Effectiveness

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### I.B. IMPROVING INSTITUTIONAL EFFECTIVENESS

The institution demonstrates a conscious effort to produce and support student learning, measures that learning, assesses how well learning is occurring, and makes changes to improve student learning. The institution also organizes its key processes and allocates its resources to effectively support student learning. The institution demonstrates its effectiveness by providing 1) evidence of the achievement of student learning outcomes and 2) evidence of institution and program performance. The institution uses ongoing and systematic evaluation and planning to refine its key processes and improve student learning.

**1.B.1. The institution maintains an ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes.**

#### ***Descriptive Summary***

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The statement “SAC faculty and staff frequently engage in dialogue about improvement of student learning process” appeared in the Santa Ana College Spring 2007 Staff Accreditation Survey. Results showed that overall seventy-two percent “agree” or “strongly agree,” and of the faculty responses seventy-five percent “agree” or “strongly agree” ([IA-24, Question Four](#)).

All district full-time employees were called together on February 2, 2007 to attend “Learning by Heart,” a day-long retreat at which current and future trends impacting student learning and the operations of the district were discussed. A presentation from a Toffler Associates futurist began the day (IB1-26, [Rancho View, Spring 2007, pp 1, 6](#)). The focus was on change and how the district and all of its employees can best prepare students for the future. Participants discussed new paradigms about lifelong learning, non-traditional types of students and the impact of changing technology.

As a follow-up to that event, on April 13, 2007 a group of sixty faculty, classified staff and managers met for a Santa Ana College-Wide Planning Retreat. Participants reviewed SAC planning models, discussed data about the students and community, created goals and themes for the next eight years, and reviewed the mission statement. The result of that session was a set of six *Vision Themes* for strategic planning for the college, which after work by the IE&A committee, have evolved into the college’s *Strategic Plan 2007-2015* (IB1-27, [AG—SAC Vision Themes](#)). These outcomes were shared with the broader campus community to facilitate further and ongoing discussion. In April 2008, the president of the college released a special message regarding the anniversary of the Vision

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Themes and highlighted the *Strategic Plan* with an update of progress toward goals.

More recently, another district-wide meeting was held for all full-time faculty and staff on February 7, 2008 entitled “Is Our Iceberg Melting?” Attendees were asked to read in advance John Kotter’s book *Our Iceberg is Melting* as preparation for focused questions and discussion. Participants discussed and assessed the strengths and weaknesses of programs and services for our students and communities. They examined how the colleges and district were preparing for changing circumstances and how the institutions could adapt in ways that would promote continual improvement (IB1-28, [District-wide Meeting, January 7, 2008](#)).

In addition, the college has a variety of venues where ongoing dialogue and efforts to improve student learning take place, including departments, division curriculum committees, C&I, Student Testing and Placement Committee, the Academic Literacy and Learning Workgroup (ALL) and the Teaching Learning Committee (TLC). The latter committee is made up of faculty representatives from across disciplines and meets regularly through the fall and spring semesters. The TLC was established as a sub-committee of the C&I and now has a link to IE&A as well. The dialogue of the committee is carried back to the college through the representatives of the committee and through the curriculum representatives who receive information from the TLC via the C&I. The TLC created the framework and process for writing Student Learning Outcomes (SLOs), which are now a part of the course outline of record (COR) for all new courses and all current courses that must come before the C&I for quadrennial review. The TLC is also the primary resource for all departments to write program and course-level SLOs. The effect on student learning has been instruction with a greater emphasis on learning outcomes (IB1-29, [AH—Sample Course Outlines from WebCMS](#)).

The TLC is also the body that receives reports from the division curriculum committees regarding *Direct Assessment of SLOs* from the departments conducting quadrennial *Portfolio Assessment/Program Review* (PA/PR). After thorough interdisciplinary dialogue, the TLC forwards recommendations to IE&A, including grant proposal recommendations, FTE requests, faculty development requests, technical and other requests with fiscal implications. The IE&A then forwards priorities to College Council and the Budget Committee, SACTAC, Facilities Committee, etc. as appropriate and in an end-of-year report. Minutes, including the end-of-year report from IE&A can be found at <http://www.insidesac.net/committee>. IE&A also conducts dialogue regarding the *Strategic Plan* on a regular basis and updates the plan annually. Status of the *Strategic Plan* is reported to College Council and the Academic Senate every spring.



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By creating the format for writing student learning outcomes, the TLC leads the dialogue on how to measure student learning. Minutes from the TLC meetings can be found at <http://www.insidesac.net/committee>. Faculty workshops on writing and assessing SLOs have been another means of fostering discussion about student learning. Completing the college's Title V grant on September 30, 2006, the college held a workshop with presentations and practical applications of rubrics and various approaches to assessing learning. Information about some of the workshops and meetings can be found at [http://www.insidesac.net/academic/vice\\_president/slo.asp](http://www.insidesac.net/academic/vice_president/slo.asp).

The Institutional Effectiveness and Assessment Committee has as its mission "to review all college planning efforts, and make recommendations to the College Council regarding systematic, integrated planning." Its membership includes the present and past presidents of the Academic Senate, the institutional effectiveness and assessment coordinator, the vice president of academic affairs, the vice president of student services, the vice president of administrative services, the vice president of SCE, one academic dean, the district assistant vice chancellor of educational services, the associate dean of information and learning resources, and other faculty and classified staff. The institutional effectiveness and assessment coordinator chairs IE&A. IE&A has created the *Educational Master Plan*, a document containing the mission statement, the college Core Competencies, the *Strategic Plan*, the *Facilities Plan*, the *Technology Plan*, Academic, Student Services, Administrative Services and President's Cabinet Program Review models, college and district budget information, and historical information about the college. The IE&A conducted its first annual assessment of the *Strategic Plan* in April 2008 (**Q—*Educational Master Plan*; *Strategic Plan with Progress on Goals***). More information about the IE&A may be found at <http://www.insidesac.net/academic/IEA/IEACCommittee.asp>.

Academic departments often discuss student learning, use research to assess and evaluate their courses and programs, and make curricular and programmatic changes as a result of the discussions and research through the Department Planning Portfolios (DPP) quadrennial PA/PR, in which *Direct Assessment of SLOs*, as well as program assessment using indirect methods (e.g., persistence rates), is conducted.

Department minutes and annual goals attest to the cyclical nature of dialogue, research and further dialogue in the English department. Due to faculty dissatisfaction with student placement in developmental English courses, research was requested to provide data on placement test scores and course success. As a result, the faculty recognized the need to implement a writing sample as part of the placement process, developed a model to implement it, and achieved validation from the

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state Chancellor's Office (IB1-30, Request for Approval of an Assessment Instrument: Locally Developed Writing Sample for English Course Placement.

The mathematics department minutes of 2006-2007 show repeated discussions of SLOs. As all courses were scheduled for quadrennial reviews, the SLOs were examined course by course, and sequentially through the course progression. The SLOs of several courses can be found on the department's file on WebCMS, the college's curriculum management database. The math department frequently requests specific reports from the Institutional Research Office to evaluate student progress and performance in certain courses or programmatically. For example, the fall 2005 report "Math Course Success and Withdrawal" (Math Success Fall 2005 SAC (2).xls) provided grade summaries by courses and sections. These data were a springboard for department dialogue that resulted in writing annual department goals. Another example can be found on the college's [Department Planning Portfolio Database \(P\)](#).

As a result of the history department's Student Satisfaction Survey, October 2003, the history department resolved to "tailor our classes for the students we have: many non-native English speakers who have jobs out of necessity—while maintaining the high academic standards on which our transfer students depend" (IB1-31, email interview with Dr. Thomas Osborne).

The chemistry department tracked students who completed the Chemistry 209-219 sequence to see if there was any relation between student grades in Chemistry 209 and their success in Chemistry 219. Based on the research, they "evaluated the minimum standard that should be met in Chemistry 209 in order to have a reasonable ability to be successful in Chemistry 219, and made some modifications to the material" used in both classes (email from Dr. Jeff McMillan and RSCCD Research Reports 2001-2002 internal).

The TV/video communications department has used research to help plan and develop the Digital Media Center. It also "keeps track of alumni" and their jobs. (Email from Terry Bales to Maryanne Anthony and RSCCD Research Reports 2003-2004 internal)

The reading department has led a discussion of reading and its impact on student learning in various college forums, such as meetings of the C&I, staff development activities, and with the Freshman Experience Program faculty (FEP Fall #1 '04.doc, FEP Fall #1 '05.doc, Fresh Ex sp3 05.doc). In the past few years, the department has done "various projects ... [including] getting feedback from faculty regarding their perception of their students' reading abilities, surveying students about their habits in completing reading assignments, and correlating students' reading levels

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with success in courses” (IB1-31, email from Molly Colunga to Maryanne Anthony).

The School of Continuing Education (SCE) has used research to measure its effectiveness in transitioning students from SCE into college credit classes (IB1-31, email from Kathy Mennealy to Maryanne Anthony).

In addition to academic departments, a variety of programs maintain an ongoing dialogue about the continuous improvement of student learning and institutional processes. The Honors Transfer Program, and its advisory committee, the Honors Committee, uses research data to plan and evaluate its course offerings. As a result of data, for example, the required number of units was lowered and there has been more outreach about the program (IB1-31, email from Kathy Patterson to Maryanne Anthony). The Center for Teacher Education collects data on “AA degree completion, transfer success, CBEST success, and general demographic profiles” of its students. Based on needs that came to light through the data, a new AA degree in Elementary Education was created, university articulation agreements were prioritized, CBEST preparatory modules were written and offered, and outreach staff is targeting specific populations for enrollment (IB1-31, email from Steve Bautista to Maryanne Anthony).

### ***Self Evaluation***

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This standard has been met. In a variety of venues (college-wide, council, committee and department meetings), discussions are ongoing about methods to improve student learning and success. To concretize dialogues, PA/PR as well as student services PR is utilized to inform curricular changes, faculty development activities, human resources requests, technology requests and facilities, as well as other fiscally-related requests.

### ***Planning Agenda***

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- ❖ The *Portfolio Assessment/Program Review* will be ongoing and consistent with interdisciplinary dialogue leading to systematic and continuous improvement at the program level.
- ❖ All departments will complete a cycle of PA/PR by spring 2011.

**I.B.2 The institution sets goals to improve its effectiveness consistent with its stated purposes.**

### ***Descriptive Summary***

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The two recent annual district-wide meetings coupled with SAC’s college-wide meeting in April of 2007 reflect the college’s ongoing commitment to dialogue about methods to improve student learning and institutional

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processes. Each of these events emphasized analyses and assessments. The SAC *Vision Themes* (AG) were translated into the *Strategic Plan 2007-2015* (AB) with numerous specific goals, strategies, measures, timelines and persons/groups responsible. The *Strategic Plan* is assessed and updated annually.

Santa Ana College supports student learning by actively planning for it, carrying out evaluations, disseminating information and linking these efforts to financial resources. All departments complete a Department Planning Portfolio (DPP) every year in which faculty or staff conduct direct SLO assessment and review data from research reports, grade distribution and student demographic reports and then establish department goals to improve learning, identify needs, determine plans of action, timelines and identify resources required. The purpose behind these decisions is to actively support student learning and improve courses, services and technology at the department's disposal to achieve those goals. The portfolios are submitted each year to the supervising academic dean or administrator. That administrator subsequently submits the proposed budget, personnel, facility modification and equipment requests with justifications and prioritization to the appropriate vice president. Those requests are taken forward for consideration and action to President's Cabinet and the committees or councils within the institutional framework with jurisdiction or responsibility for decision-making. In addition to the annual DPP analyses, departments conducting PA/PR also include their PA/PR results in the DPP. (Results of the program review is referred to the division curriculum committee, then the TLC, and then IE&A for Academic PR; Student Services PR is referred directly to IE&A.)

College organizational structures and leadership groups (Academic Senate, vice presidents, division deans, department chairs) work collaboratively to ensure an ongoing focus on student learning outcomes. Academic departments work closely with the Academic Senate, C&I, the division curriculum committees and the TLC. Departments develop clear and consistent SLOs that are an integral part of every COR (C; AH— Sample COR from WebCMS). The institution has provided seven core competencies and general education SLOs (O) and offers guidelines and appropriate language to guide departments designing their course SLOs. After three or four years of implementing course-level SLOs, departments have begun to explore assessment of the SLOs more fully and to revise SLOs as appropriate through the direct SLO assessment process of the *Portfolio Assessment/Program Review* (Y). Departments are also creating rubrics to measure the SLOs for all courses offered. The goal is to evaluate the success of projected student learning outcomes and make continuous and systematic improvements.

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SAC allocates monetary funding for program needs (technology, speakers, supplies, equipment, personnel, etc.) when departments can show evidence of a link to student learning and when those needs are articulated and planned for by inclusion into annual department goals (Department Planning Portfolios at [www.insidesac.net](http://www.insidesac.net) and *Samples of Department Goals*). Data from department and institutional research is integral to that process. SAC provides every division with measurable data of program performance on a yearly basis. The data are available in such reports as *Portfolio Data for Departments CR 017 and CR 1110, (IB2-32)*; the data are now posted in the Department Planning Portfolio. These data help departments evaluate the success of programs using direct SLO assessment and tangible markers such as course completion numbers, persistence percentages and pass/fail rates of students. This information allows department chairs and division deans to analyze not only enrollment figures but to also examine more closely student retention numbers and then plan for improved completion rates. It also allows for systematic improvement of learning for students.

### **Self Evaluation**

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This standard has been met. Recognizing the transition the college has undertaken from paper to electronic portfolios, the linkage will be more firm as the electronic process is completely implemented.

### **Planning Agenda**

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- ❖ All departments will fully utilize the electronic Department Planning Portfolio process.

**1.B.3. The institution assesses progress toward achieving its stated goals and makes decisions regarding the improvement of institutional effectiveness in an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. Evaluation is based on analyses of both quantitative and qualitative data.**

### **Descriptive Summary**

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The institutional planning derived from the Vision Themes (AG) and goals of April 2007 have not yet been in effect long enough to be fully assessed. The development and adoption of the *Strategic Plan (AB)* confirms the need and provides for strengthened institution-wide assessment of effectiveness, and it provides a framework and timeline in which that assessment will take place. Nevertheless, the IE&A committee has updated progress on meeting the goals and activities of the *Strategic Plan* in April 2008 and will continue to update progress every spring. In addition, historically, departments and divisions have planned

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annually through the department planning portfolio process. The portfolio includes annual department goals, resources needed, progress toward goals completion, schedules of courses and staff, data on student demographics and grade distribution, and projections for enrollment in the future, and annual direct SLO assessment, utilizing the data with an eye to quadrennial program review.

The planning cycle is an annual one. The portfolio includes assessment of the prior year's goals as well as goals for the current year. The evaluation begins at the department level and is reviewed by the division dean and the appropriate vice presidents. Additional planning for career technical education (CTE) departments includes a five-year plan that is required for funding through the Career Technical Education Act. Those plans must address course completion rates, program completion rates, job placement, job retention and the services offered to underserved populations. The plans are evaluated yearly.

Recommendations and requests for funding are tied to the department goals. Allocations of resources are dependent upon department planning and necessary linkages to efforts to improve student learning. Recommendations in which departments prioritize their division requests are forwarded to the division dean. Those prioritized requests are forwarded to the appropriate vice president. Discussions and reviews occur at President's Cabinet, College Council, IE&A and the Budget Committee. The IE&A and the Budget Committee serve in an advisory capacity to the College Council. Based on input from representatives on Budget Committee (including administrators, faculty and classified staff), the committee establishes a list of top-level priorities that are used for the allocation of funds.

Evaluation processes of decision-making and planning make use of many forms of research and data. Information used includes surveys (climate, student satisfaction, graduates, departments), enrollment trends, grade distribution reports, FTES reports, student utilization of services and student tracking. Data on assessment and testing, student demographics, student outcomes and accountability, student retention, persistence, performance and satisfaction, transfer and graduates and enrollment management can be found at: <http://www.rscdd.org/apps/rpub.asp?Q=442>. Data on student enrollment and trends can be found on the district's intranet at executive dashboard: <https://intranet.rscdd.org/rscddasp/ExecDB/Research/index.asp>. CTE programs plan using data from the yearly reports from the Orange County Business Council, CSUF Economic Development Forum and the district ITS generated CR1110, which reports enrollment, grade distribution and student characteristics. The CTE programs also plan using data from the *College Core Indicators*, produced by the state, which includes data on course completion,

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program completion and service to underserved populations (taken from the SAC MIS report and job placement and retention data from the Employment Development Department).

### **Self Evaluation**

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This standard is met. Assessment at the department and division level based on analyses of both quantitative and qualitative data is ongoing and systematic. The *Strategic Plan* implemented in 2007-2008 confirms the need for strengthened institution-wide responsibility for continuous assessment of effectiveness. The *Educational Master Plan* also serves to interconnect all college plans, including the *Strategic Plan*, the *Facilities Plan*, the *Technology Plan*, budget priorities, and the Academic, Student Services, Administrative Services, President's Cabinet program review models.

### **Planning Agenda**

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- ❖ The Institutional Effectiveness and Assessment Committee will continue to provide the *Strategic Plan with Progress on Goals* document to the college president and appropriate governance committees every spring.
- ❖ The Institutional Effectiveness and Assessment Committee will continue to aggregate all program review documentation and advise the appropriate governance committees every spring.

**1.B.4. The institution provides evidence that the planning process is broad based, offers opportunities for input by appropriate constituencies, allocates necessary resources, and leads to improvement of institutional effectiveness.**

### **Descriptive Summary**

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SAC ensures a broad-based planning process through the use of its shared governance committees and councils for planning and allocation of resources. These entities provide the vehicles for a continuous and ongoing dialogue about student learning. As listed in the *Santa Ana College Participatory Governance Structure (N)*, representatives from classified staff, faculty and administrators constitute the membership of the following key decision-making bodies: College Council (formerly SAC President's Council), and committees on Accreditation, Budget, Facilities, Student Success, and SAC Technology Advisory (SACTAC). A recent addition to the shared governance structure is the Institutional Effectiveness and Assessment Committee (formerly a sub-committee of Accreditation).

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The responsibilities and scope of the committees is detailed in the Santa Ana College *Participatory Governance Structure (N)*. Membership in these bodies is composed of specific numbers of administrators, faculty, staff and Associated Student Government participants, all selected by their respective constituencies. The members are expected to represent the views, concerns and perspectives of their constituencies. They are also expected to share information about decisions reached at the committees and councils with the groups they represent.

The college annually creates its priorities for allocations of its funds. President's Cabinet and the College Council review proposals for funding and reach consensus about the year's expenditures (IB4-33, President's Council and College Council Agendas, Minutes Samples). Interviews with faculty and administrative leaders indicate that the department planning portfolio process is the benchmark for budget meetings and the vehicle the administration uses when the college decides how to allocate resources.

SAC is a proactive college which frequently takes the initiative to seek additional funding from outside sources. The college was active and successful in seeking community support for the passage of the *Measure E* bond (IB4-34, *Measure E Milestones and Descriptions*). Also, in collaboration with the district's Resource Development Office, the college seeks both government and private grants. The Resource Development Office staff provide grant writing training and ongoing grant management training as well as assistance with funded projects. The list of grants received by SAC is long and prestigious including a 2002 Title V (Developing Hispanic-Serving Institutions), Kellogg Foundation ENLACE, Gear Up, Title IV Student Support Services, St. Joseph's Hospital Clinical Training Affiliation, Tech Prep, and multiple grants focusing on increasing nursing program capacity. A new Title V grant for academic literacy across the curriculum will commence October 2008 (IB4-35, Special Project Summary and Grants Awarded to Nursing; Resource Development Office Special Projects 02/03-07/08).

Changes in the last few years have focused on bond money to fund renovations of buildings C, D and S. Renovations have included new classroom furniture, carpeting, interior and exterior painting of buildings C, D and S, and an increased number of mediated classrooms. Other buildings on campus have also added mediation equipment to better meet the need of varied teaching methodologies. Athletic fields were upgraded and expanded, a new Exercise Science Complex was established, the Digital Media Center and Small Business Incubator were built, and most recently the SAC Orange County Sheriff's Regional Training Center was completed. In March 2008 ground was broken for a new classroom building on the SAC campus.



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### ***Self Evaluation***

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This standard is met.

### ***Planning Agenda***

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None.

**1.B. 5. The institution uses documented assessment results to communicate matters of quality assurance appropriate to constituencies.**

### ***Descriptive Summary***

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Administrators, division deans and faculty members regularly request statistical studies to assist in program planning, development and evaluation. With the assistance of the Institutional Research Department, studies are conducted to collect data that will inform and guide departments, assist in college plans for enrollment management and program development, and meet community, state and federal agencies' expectations. The studies are disseminated both internally and externally as appropriate.

Research Department reports inform decision makers and help to promote quality assurance. Examples of such reports include: “*12 Measures of Success*”(A), *Santa Ana College Student Satisfaction Study* (H), *Survey Results of Former Santa Ana College Students Who Transferred to Four-Year Universities in 2004-2005*(G), *Pathways of Student Persistence and Performance at Santa Ana College*, and published and distributed on a cyclical basis. Additionally, the district annually publishes its Safety and Security Information Report in accordance with the Jeannie Clery Act (IB5-36, 2007 Annual Safety Report). The information is available and used by division deans, department chairs, faculty members and other administrators.

Within the *Educational Master Plan*, there are four program review models: I. Academic—Portfolio Assessment/Program Review; II. Student Services; III. Administrative Services; and IV. President's Cabinet (Y). Within these program review models, indirect data from research reports is utilized for assessment and to inform continuous improvement. Programs are assessed at differing intervals, depending on the needs of the unit. For example, student services programs are assessed annually, while academic departments assess SLOs annually but the entire program quadrennially.

The college president annually solicits information from all departments for the Santa Ana College End of Year Report (R). This report includes highlights and accomplishments of all departments, and it is distributed to the college's Management Council, College Council and the Board

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of Trustees. Information is also provided to the college's many partners (CSUF, Santa Ana Unified, UCI, Garden Grove Unified School District, community advisory groups, and neighborhood associations and groups). The president also informs the campus personnel about a wide array of issues through her president's monthly electronic communication.

### ***Self Evaluation***

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This standard is met.

### ***Planning Agenda***

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None.

**1.B.6. The institution assures the effectiveness of its ongoing planning and resource allocation process by systematically reviewing and modifying, as appropriate, all parts of the cycle, including institutional and other research efforts.**

### ***Descriptive Summary***

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The planning and resource allocation processes at Santa Ana College are reviewed and modified on an ongoing basis at a variety of levels. The College Council, which is chaired by the college president and consists of the President's Cabinet, the Academic Senate president, classified representatives and a member of the Associated Student Body, regularly receives reports from the college committees that are charged with various planning responsibilities. These committees include IE&A, SAC Budget, Facilities, Technology Advisory (SACTAC) and Student Success. Each of the shared governance committees has representatives from all college constituencies to ensure broad college participation (College Council agendas and minutes). It is at the College Council level that large-scale planning process comes together for review, evaluation and any modifications necessary.

Department-level planning is the level that has the most immediate impact on student learning and is the foundation for all other planning processes. Each department maintains a Department Planning Portfolio (DPP), which describes the specific goals, activities, plans, timelines and needed resources for the department ([www.insidesac.net](http://www.insidesac.net)). Within the DPP, *Portfolio Assessment/ Program Review* (PA/PR) is conducted quadrennially. Direct SLO assessment, which is conducted annually, is an integral process of the PA/PR process. In addition, on an annual basis, each department evaluates progress toward goals, which is reported to the division dean, the appropriate vice president and then to the college president. SAC's End of Year Report (**R**) by the president is an aggregate of the accomplishments of the college departments, divisions and

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programs and is used by the College Council as one tool to evaluate the effectiveness of the overall planning process.

Awareness of these processes and procedures for planning, planning review and modification is widespread as indicated by responses to several questions in the Santa Ana College Spring 2007 Staff Accreditation Survey Results (AA). For example, ninety-six percent of administrator/supervisor employees, sixty-five percent of classified employees and eighty-four percent of faculty agreed with the statement: “I am aware that budget, technology, and personnel allocations are directly linked to department and planning efforts” (Standard One, question 14). In response to “Decisions in my area or department are based upon department goals,” one hundred percent of administrator/supervisor, seventy percent of classified, and eighty-eight percent of faculty agreed (Standard One, question 9). Regarding college discussions and dialogue about goals, one hundred percent of administrator/supervisor, sixty-six percent of classified and seventy-seven percent of faculty agreed that: “In my area or department we regularly discuss progress toward our goals” (Standard One, question 8).

### **Self Evaluation**

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This standard is met. The use of the *Strategic Plan* as the guide for planning and resource allocation has worked well in its first year of implementation, 2007-2008. However, it has not yet completed its first eight-year cycle and therefore has not been thoroughly evaluated. Thus far, decision-making bodies and departments have begun implementation. The PA/PR model has also been through one year of a four-year cycle. All academic departments will complete a full cycle by spring 2011.

### **Planning Agenda**

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- ❖ The IE&A committee will update the *Strategic Plan* annually. Upon completion of the first eight-year cycle of the Strategic Plan, IE&A will conduct a thorough evaluation which it will forward to College Council.

**1.B.7. The institution assesses its evaluation mechanisms through a systematic review of their effectiveness in improving instructional programs, student support services, and library and other learning support services.**

### **Descriptive Summary**

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A “culture of evidence” is deeply embedded in SAC tradition and behaviors. The director of research, as well as the assistant vice chancellor of education services, work closely with faculty, staff and committees,

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specifically by participating in the Student Success Committee, the TLC, and the IE&A, to evaluate assessment procedures and processes.

For example, the IE&A has been examining and refining the academic, student services, administrative services and President's Cabinet program review models, and the DPP process for the past year. This committee's mission is to create and assess planning and evaluation mechanisms (IB7-37, [IE&A web page on InsideSAC](#)).

The academic PA/PR has been approved by the Academic Senate, the C&I, IE&A and College Council. The IE&A coordinator has conducted ongoing training for individual departments, department chairs and the members of the TLC in direct assessment of SLOs, rubrics and quadrennial PA/PR to be included in the DPP. All academic programs, including library and student services support programs conduct program review either within the academic or student services program review model. Analysis based on direct and indirect data is utilized to assess the status of goals and to create new goals for the purpose of continuous improvement of student learning as well as program health (Y—Portfolio Assessment/Program Review).

The *Strategic Plan (AB)*, contained within the *Educational Master Plan (Q)*, includes persons responsible, timelines, and action plans for regular review and evaluation toward progress. The *Portfolio Assessment/Program Review (PA/PR)* will also be evaluated by the IE&A.

The *12 Measures of Success (A)* has been discussed widely in district and college forums and accepted as measures of institutional effectiveness assessment. The Board of Trustees, at its annual goals and vision retreat, the Chancellor's Council, and the IE&A have reviewed this annual report regularly and have thoughtfully integrated those measures within ongoing dialogue. Discussion which led to the [Vision Themes \(AG\)](#) and the *Strategic Plan (AB)* began with *12 Measures of Success*.

The *Accountability Review of Community Colleges (ARCC)* reports for each college, from the California Community Colleges Chancellor's Office, are currently being considered in terms of their usefulness by college and district leadership; analysis and additional questions have been generated as a result of those reports.

The Institutional Research Department identifies its department goals on an annual basis, and those goals result from an internal analysis of the department's effectiveness working with college committees, departments and faculty/staff for their program effectiveness. In fall 2007, the Research Department surveyed all faculty and staff as part of a formal program review process. More than a hundred respondents provided feedback about the helpfulness and effectiveness of evaluation mechanisms employed by the Research Department (IB7-38, [Research Department](#)

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Self Study 2007). In 2004, a survey of faculty and staff was used by the Research Department to analyze the usefulness of its research reports.

In addition, the Research Department continually evaluates its processes related to the college planning, evaluation and improvement practices. The most recent program review findings have overall concluded that the research and evaluation component of this cycle is effective.

The Student Success Committee analyzes student achievement data regularly and requests additional evaluative information for its planning purposes. The Teaching and Learning Committee has oversight for *Direct Assessment of SLOs* and has recently determined that additional professional development is needed for rubric creation as well as assessment methods for specific SLOs. Interdisciplinary dialogue, after receipt of the PA/PR reports for 2008, also yielded recommendations for the Academic Senate, IE&A, Student Success Committee, Budget Committee and College Council (Minutes TLC).

Other committees and departments explore and refine evaluation strategies with Research Department staff on a continual basis. The annual listings of Research Department reports and activities over the past several years demonstrate the pervasive use of evaluative information at the program level (IB7-39, Research Department Report Directory). Other examples of evaluation mechanism fine-tuning include those of the math department, the learning communities/freshman experience program, and the honors program. These departments have worked with the Research Department every year on an individual basis to hone their evaluation strategies.

### ***Self Evaluation***

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This standard is mostly met. SAC's planning, evaluation and improvement processes are currently being assessed and modified as needed by the IE&A, in concert with the Academic Senate and the College Council. Since the last self study, new senior-level administrative leadership, the *Educational Master Plan*, the *Strategic Plan* and program review models have been put in place. By 2011, all departments will have conducted comprehensive program review. The *Strategic Plan* will also have been in place, updated annually and comprehensively evaluated by 2015.

### ***Planning Agenda***

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- ❖ In 2008-2009, under the aegis of IE&A, SAC will engage in a college-wide dialogue to evaluate the effectiveness of the *Strategic Plan* and to determine how that plan and its processes have affected the various departments, disciplines, programs and student learning.

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- ❖ The TLC will continue to sponsor training for faculty in direct SLO assessment, rubric development, best practices and other topics salient to student learning.
- ❖ The TLC will evaluate the effectiveness of the PA/PR model with regard to *Direct Assessment of SLOs*, and recommendations for model clarification will be made if needed.

### **Standard I: Institutional Mission and Effectiveness**

#### **Evidence**

<b>Number</b>	<b>Name</b>
IA-1 (V)	SAC Mission Statement 2007
IA-2	SAC Mission Statement 2005
IA-3	SAC Planning Retreat
IA-4	<i>SAC Snapshot</i> , March
IA-5	RSCCD Board of Trustees Agenda and Minutes, November 19, 2007
IA-6	RSCCD Enrollment and Persistence Fact Sheet, February 6, 2006
IA-7	Focus on Assessment Conference, September 22, 2006
IA-8 (M)	2007-2008 SAC Catalog, p. 31, Student Learning Outcomes
IA-9	<i>The Paper SAC</i> , Summer 2007
IA-10 (O)	SAC Core Competencies
IA1-11 (H)	SAC Student Satisfaction Study August 2006
IA1-12 (I)	SAC Graduate Student Study June 2007
IA1-13 (J)	Survey Results of Former Santa Ana College Students who Transferred to Four-Year Universities in 2004-2005
IA1-14	Fall 2002-2006 Rancho Santiago Community College District Enrollment Trends and Student Characteristics
IA1-15 (G)	<i>Pathways of Student Persistence and Performance at SAC 2007</i>
IA1-16 (A)	<i>12 Measures of Success 2007</i>
IA2-17	Agendas from College Council, Curriculum and Instruction Council, Academic Senate, various committees (IE&A, Teaching and Learning, Accreditation, and Facilities), SACTAC, and Academic and Student Services Deans' Meetings

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## STANDARD I: Institutional Mission And Effectiveness

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- IA2-18 Mission Statement in Class Schedule
- IA2-19 Mission Statement in College Catalog
- IA4-20 (N) Participatory Governance Structure
- IA4-21 (W, X, Y) Portfolio for Planning Timelines 2004
- IA4-22 Sample Departments' Goals and Progress Plans
- IA4-23 SAC Budget Committee Minutes, May, July, September 2007
- IA4-24 (AA) Spring 2007 Staff Accreditation Survey
- IA4-25 Electronic Interview Responses
- IB1-26 *Rancho View*, Spring 2007
- IB1-27 (AG) SAC Vision Themes
- IB1-28 District-Wide Meeting, January 7, 2008
- IB1-29 Sample Course Outlines
- IB1-30 Request for Approval of an Assessment Instrument, 2005
- IB1-31 Email Interviews
- IB2-32 (P) Department Planning Portfolios Data (CR1110, CR017)
- IB4-33 President's Council and College Council Agendas, Minutes
- IB4-34 *Measure E* Milestones and Descriptions
- IB4-35 Special Projects Survey
- IB5-36 2007 Annual Safety Report
- IB7-37 Institutional Effectiveness and Assessment web page
- IB7-38 Research Department Self Study, 2007
- IB7-39 Research Department Reports Directory









## **STANDARD II: STUDENT LEARNING PROGRAMS AND SERVICES**

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The institution offers high-quality instructional programs, student support services, and library and learning support services that facilitate and demonstrate the achievement of stated student learning outcomes. The institution provides an environment that supports learning, enhances student understanding and appreciation of diversity, and encourages personal and civic responsibility as well as intellectual, aesthetic, and personal development for all of its students.

### **II.A. INSTRUCTIONAL PROGRAMS**

The institution offers high-quality instructional programs in recognized and leading to degrees, certificates, employment, or transfer to other higher education institutions or programs consistent with its mission. Instructional programs are systematically assessed in order to assure currency, improve teaching and learning strategies, and achieve stated student learning outcomes. The provisions of this standard are broadly applicable to all institutional activities offered in the name of the institution.

**II.A.1. The institution demonstrates that all instructional programs, regardless of location or means of delivery, address and meet the mission of the institution and uphold its integrity.**

#### ***Descriptive Summary***

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Santa Ana College (SAC) meets the goals of the mission of the college in all programs regardless of location and means of delivery. The college has adopted a student learning outcomes format that supports this mission (O—SAC College Core Competencies & Student Learning Outcomes). SAC has ensured that programs and services are of high quality and appropriate to an institution of higher learning by engaging in dialogue that begins at the department level; that a process is observed for program review, including annual *Direct Assessment of SLOs* as well as quadrennial indirect assessment (*19 Question Template—19QT*), including the use of course progression statistics and student satisfaction surveys; and that systematic evaluation for program improvement is in place in order to fulfill the promises made in the mission statement (Y—PA/PR; H—Student Satisfaction Study: August 2006).

One of the major goals of Santa Ana College since its last accreditation site visit was the development, implementation and systematic assessment of college-wide Core Competencies (O) that are in concert with the

## **STANDARD II: Student Learning Programs and Services**

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mission statement (V). In spring 2002, the Curriculum and Instruction Council (C&I) established the *ad hoc* General Education Task Force to review the college mission, review Plan A (General Education AA degree requirements), develop core competencies and student learning outcomes for general education, and revise the Course Outline of Record (COR) (C) to reflect the college-wide core competencies. Interdisciplinary dialogue, which occurred over the period of one year, yielded the completion of this work. As a result, the seven Core Competencies were approved and included in the 2003 college catalog (IIA1-1, 2003 catalog). In 2003 the COR was also revised to include the seven college Core Competencies: Communication Skills; Thinking and Reasoning; Information Competency; Diversity; Civic Responsibility; Life Skills; Careers. The faculty began incorporating the core competencies throughout all courses and creating course-level SLOs that reflect the competencies. In 2003, concurrently, the Department Planning Portfolios (DPP) were created to include department goals and assessment of those goals (P).

To connect SLOs to the program level and conduct systematic assessment of programs as well as courses, in 2003 the C&I established the SLO Committee as a permanent committee to oversee SLOs. In 2004, the SLO committee was given expanded oversight to include assessment and the aspects of faculty development in alignment with SLOs and program review, and it was renamed the Teaching Learning Committee (TLC). In 2004, C&I also issued a policy that course-level SLOs would be included on the COR. The council established a timeline for completion of SLO development at the course level which coincided with the regular quadrennial course revision schedule: Almost one hundred percent of course-level SLOs were completed by spring 2008.

Fall 2007 the *Portfolio Assessment/Program Review* (PA/PR), a course embedded approach for program-level review kept in alignment with the mission of the college as well as the *Strategic Plan 2007-2015* (AB), was created and juxtaposed with the existing Department Planning Portfolio (DPP) (Y—Academic PA/PR). It includes *Direct SLO Assessment* and a template for PA/PR, the *19 Questions Template* (19-QT), along with indirect data, e.g., persistence rates, grade distribution.

The institution maintains the consistency of programs and courses with the college mission through the department PA/PR process, which is embedded within the DPP. The Department Planning Portfolio Assessment/Program Review philosophy notes: "...concern and attention to continuous improvement, keeping in mind the mission of the institution, will result in identifying program strengths as well as areas that need improvement or that might need to be changed due to the changing need of the community and student body" (Y—Program

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## STANDARD II: Student Learning Programs and Services

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Review Philosophy Statement). Every four years each department participates in a reporting mode for PA/PR, which consists of *Direct SLO Assessment* in a course-embedded program review approach to appraise student learning, as well as indirect assessment in the *19-QT* (Y) to appraise the overall program. Both, direct and indirect assessment, enable departments and the institution to gauge student learning and program health (Q—Educational Master Plan; Y—Program Review Part I: Academic Portfolio Assessment/Program Review).

For direct SLO assessment, at the beginning of the quadrennial cycle at the first department meeting of the fall, the faculty create a timeline to determine how the course-level SLOs will be assessed within the context of the seven Core Competencies. To assess the individual core competency, individual instructors/departments select one major assignment/ examination/demonstration to measure student learning. Instructors create/use a rubric to assess the performance. Instructors keep a record of the assessment and identify any needs or issues and plan for changes that may be needed to improve teaching and learning. At the first department meeting of the next spring semester, instructors share assignments, rubrics, results and analyses. The department discussion leads to a department plan and timeline for appropriate strategies to improve teaching and learning, which is incorporated into the DPP. Department chairs record the issues and suggestions and attach that record to the DPP. This repeats until all course-level SLOs are assessed within the context of all courses and core competencies. In the quadrennial reporting year, a copy is sent to the division curriculum committee for interdisciplinary dialogue. Certification by the committee is forwarded to the dean of the division, who forwards it to the Institutional Effectiveness and Assessment Committee (IE&A). The division curriculum committee also sends an aggregate report to the Teaching and Learning Committee (TLC) for broader interdisciplinary discussions regarding faculty development, teaching best practices, as well as facilities implications and possible requests for technology or equipment that affect the college broadly. The chair of the TLC sends a summary report to the IE&A (AI) for broad discussion regarding facilities, technology, human resources or budget implications and possible *Strategic Plan* activities. After this dialogue, the chair of IE&A sends an end-of-the-year report to the Academic Senate, College Council, FARSCCD, the Budget Committee, the Facilities Committee and SACTAC (E).

Following the recommendation of the last accreditation team visit, SAC faculty and staff had meetings and discussed revisions to the mission statement. Over the last six years, the mission statement has been honed twice through dialogue among faculty, staff and students to reflect more clearly Santa Ana College's obligation to students and the community

## **STANDARD II: Student Learning Programs and Services**

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(IIA1-2, Santa Ana Planning Retreat April 2007). The first revision was approved by the Board of Trustees in February 2005. The latest revision of the mission was approved by the Board of Trustees in November 2007 and is included in the 2008-2009 catalog.

The mission statement of Santa Ana College asserts that: *Santa Ana College is to be a leader and partner in meeting the academic, cultural, technological, work force and economic development needs of our diverse community. Santa Ana College prepares students for transfer, employment, careers and lifelong intellectual pursuit in a dynamic learning environment* (V—Mission Statement adopted November 2007).

Selection of fields of study is based on community need and requests including labor market studies and enrollment statistics from the RSCCD Institutional Research Department and Admissions and Records. Statistics of student satisfaction, enrollment, degree and certificate completion, employment and transfer rates are reviewed. Career technical education (CTE) programs maintain a current curriculum through faculty expertise, review of the current skill set requirements and the use of content-specific advisory committees. The programs demonstrate high quality through qualitative regional and national accreditations.

### **Self Evaluation**

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This standard is met. In fall 2007, the *Educational Master Plan* was revised to include the *Strategic Plan* (IE&A oversight), Department Planning Portfolios, Student Services Portfolio, the program review processes, the *LPA Facilities Master Plan* (Facilities Committee Oversight), the budget documents (Budget Committee oversight) and the *Technology Plan* (SACTAC oversight) as plans of operation. SAC uses multiple research studies, analysis and outside advisory and accrediting bodies to ensure programs and courses meet the goals of the college mission. The college is responsive to comment, need and request.

Santa Ana College has made significant progress in SLO development at the course and program level. After creation of the college Core Competencies and SLOs, C&I developed a plan that ensured that all courses have complete SLOs on the course outline of record (COR) through the quadrennial review process. The *Academic Portfolio Assessment/Program Review* process was approved by the Academic Senate in February 2008. All departments will have completed the first cycle by spring 2011.

The college believes: “*Program Review* is an institution-wide, integrated process that works toward the common goal of institutional effectiveness as an organic whole. The *Portfolio Assessment/Program Review* evaluation process should be conducted by professional educators working in the program who participate in continual dialogue. Clearly-defined

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## STANDARD II: Student Learning Programs and Services

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goals, assessment of those goals, and plans for improvement should be ongoing and cyclical” (Y—Program Review Part I: Academic Portfolio Assessment/ Program Review). The **Department Planning Portfolio** (DPP) process was revised in fall 2007 to include PA/PR, and fifteen departments completed the cycle of this process spring 2008: management/marketing, paralegal, English/ESL/EMLS, SCE ESL, nursing, philosophy, mathematics, human development, chemistry, speech, SLPA, fire technology, intercollegiate athletics, sign language and auto/diesel/welding. All departments will complete the PA/PR cycle by spring 2011 (IIA1-3, Program Review Calendar— 2007/2008-2010/2011).

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### **Planning Agenda**

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None.

**II.A.1(a) The institution identifies and seeks to meet the varied educational needs of its students through programs consistent with their educational preparation and the diversity, demographics, and economy of its communities. The institution relies upon research and analysis to identify student learning needs and to assess progress toward achieving stated learning outcomes.**

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### **Descriptive Summary**

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SAC is an open enrollment institution that offers a variety of educational programs designed to fit the needs of a diverse student population. The college relies heavily on the RSCCD Institutional Research Department to identify student needs. The Research Department provides assistance to SAC through the development of assessment tools, conducts surveys and publishes special studies to meet faculty, program and college planning needs. To ensure that all programs meet the mission of the institution and uphold institutional integrity, SAC has developed an *Educational Master Plan* (EMP) (Q). The EMP serves as an “umbrella document” to integrate practice and operations. The assessment cycle will be a “minimum of three years and a maximum of five years” (Q—SAC Education Master Plan, Conceptual Document).

There are three regularly published reports: the *Student Satisfaction Study* (annual) (H—SAC Student Satisfaction Study: August 2006), *Pathways of Student Persistence* (annual) (G) and the *Survey Results of Former Santa Ana College Students Who Transferred to Four-Year Universities* (biannual) (J), which aid SAC in determining the need for new programs or courses and/or the need to use off-site locations to meet specific student needs.

**Student Satisfaction Survey** (August 2006). This survey rated student satisfaction with overall experience at SAC, the campus environment, faculty, staff and campus safety. The majority (eighty-two percent) rated these areas as “good” to “excellent,” and eighty percent of the students

## **STANDARD II: Student Learning Programs and Services**

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expressed satisfaction with the effectiveness of the classroom learning experience. This study also gathered information on student learning outcomes, as respondents rated their preparation in the sixteen areas of skill and knowledge related to the seven core competencies of student learning (O). Respondents rate SAC to have contributed greatly in the areas of “communication” and “diversity” (H).

**Pathways of Student Persistence** (July 2007). These data provide information regarding semester-to-semester persistence rates for each program and demonstrated “Students with a goal to transfer and/or earn an AA degree persisted at a high rate (seventy percent). Financial Aid and EOPS students persisted to a second semester at high rates (ninety and ninety-one percent respectively), and twenty-three to twenty-four percentage points above the overall SAC rate” (G).

**The Graduate Student Study** (June 2007). This report includes student satisfaction with SAC in-classroom learning experience and support programs and services, as well as level of preparation and participation in activities that support student learning outcomes developed by SAC faculty. Ninety percent stated that SAC prepared them for upper-division coursework, and 865 graduated in the amount of time planned (I).

These data, along with requested specific surveys and studies called for by individual programs and conducted by the Research Department, provide information for individual programs for future planning and to assess if modifications are necessary. For example, *Pathways for Persistence and Performance* at SAC (G) and *12 Measures of Success* (annual college measures) (A) for Santa Ana College and Santiago Community College are directly linked to the three SAC vision themes and goals addressed in the Title V project proposal submitted in fall 2007 (IIA1-4). The identified needs include integrating literacy and learning with student outcomes (SLOs) and assessment strategies into historically difficult courses, placing students accurately with a writing sample to increase persistence in English/ESL sequences, and organizing efforts to centralize learning assistance with designated faculty and staff to improve academic literacy.

Further, research is conducted to ensure that the educational needs of the community are met and to assist in college planning regarding trends in the economy, vocational growth clusters, and growing occupations in Orange County for new programs and skill development. Emerging trends are given major consideration in Career technical education (CTE) program planning. For example, using labor market information, the health sciences/nursing department, in conjunction with a partnership with St. Joseph Hospital, created an *Extended Campus Nursing Program* with an alternative schedule of evening and Saturday/Sunday classes in addition to the traditional program with week-day classes to help meet the needs of students who are working and to help alleviate the nursing



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## STANDARD II: Student Learning Programs and Services

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workforce shortage (IIA1-5, Board of Registered Nursing, approval letter for program at St. Joseph Hospital).

In addition to the Research Department, programs implement and review qualitative local surveys, quantitative MIS data, standardized tests and enrollment trends in the DPP and student learning outcomes to increase or decrease the number of course sections offered. For example, research showed a low success rate for English N50 students. The English department used these data to develop the writing sample component in a *Title V* grant proposal (IIA1-6, MIS reporting data, IIA1-4, Title V grant).

Student educational preparedness is assessed via standardized placement tests offered through the Testing Center. Matriculation tests are completed on entry to place students in math and English, and students are placed in these courses based on their respective scores. The tests are evaluated for validity and reliability by the Testing and Placement Committee and have been approved by the California Community College Chancellor's Office.

*Early Alert* is a follow-up program designed to identify and monitor students experiencing academic difficulty between the 4th and 8th weeks. This is a joint effort between the counseling department and Admissions and Records. Students who receive special services, Disabled Students Programs and Services (DSPS), Extended Opportunity Programs and Services (EOPS), and Financial Aid or are in special programs (athletics) are assessed by faculty (IIA1-7, Early Alert).

The following programs offer specialized instruction:

- The Success Center, started with funding by a Title III grant in 1997, targets students in the basic skills courses such as English, ESL, math, and reading using computer aided instruction. Credit and non-credit classes are held concurrently in the Success Center (IIA1-8, Success Center Brochure).
- The Tutorial Learning Center evaluates the effectiveness of delivery methods by sending out student satisfaction surveys. Feedback from surveys is implemented into program improvement. For example, students requested that the hours of the Tutorial Learning Center be expanded; the center is now open on Saturdays. Results from a survey conducted February 2007 showed ninety-eight percent of respondents "strongly agreed" or "agreed" that tutors were knowledgeable and understood course content; ninety-four percent "strongly agreed" or "agreed" that tutor(s) explained the course material/concepts clearly; ninety-three percent "strongly agreed" or "agreed" that they had a better understanding of the course content due to tutoring; and ninety percent "strongly agreed" or "agreed"

## **STANDARD II: Student Learning Programs and Services**

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that attending tutoring sessions improved their performance in the course(s) tutored. Also, the Research Department includes the tutorial learning center among the programs/services evaluated by the respondents in the SAC *Graduate Student Studies*. The most recent study (June 2007) stated that eighty-three percent rated the quality of this program as “good” or “excellent.” In 2006-2007, 2,140 students were tutored (I).

- EOPS, DSPS, and Student Support Services Program (SSSP) tutoring offer additional tutoring services for students in these programs. DSPS offers specialized instruction for students with a variety of disabilities. DSPS learning disability instruction is evaluated by students each semester. The results of a survey are compiled into an annual report for the learning disabilities program. The deaf and hard of hearing, acquired brain injury, and the communication disabilities programs also offer additional supplemental support instruction for students to assist them in successfully completing their other academic courses on campus (IIA1-9, DSPS).
- Santa Ana College Technology Advisory Committee (SACTAC) develops strategies to diversify delivery methods of instruction (e.g., podcasting) (IIA1-10, Minutes from SACTAC).
- Santa Ana College School of Continuing Education (SCE) clearly identifies education options from Spanish literacy through transfer to community college or university (IIA1-11, Schedule of Classes SCE Summer 2008).
- The Community Learning Center (CLC) provides ESL students individualized as well as small group and computerized instruction on a variety of ESL-related topics. Some of these include ESL, ABE, citizenship, parent education and others (IIA1-12, Community Learning Center).

There are a variety of programs that address student learning needs:

- Freshman Experience, a nationally recognized program, works with Outreach, the counseling department, and the local high school districts to recruit students who will enroll in a block of two or three classes as freshmen. Skills classes such as math or English and a counseling class are combined in a cohort. Success and retention rates have been extremely high and show a higher retention and successful course completion rate than the general student population (Z, IIA1-13, Freshman Experience web page).

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## STANDARD II: Student Learning Programs and Services

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- Learning Communities II, a sophomore component of the Freshman Experience program, offers students the opportunity to enroll in a cohort such as a history and literature class. The students collaborate with peers and work on assignments that reinforce the concepts discussed in both classes (**Z**—Spring 2008 Class Schedule).
- Middle College High School offers high school students the opportunity to receive both the high school and community college degrees simultaneously (IIA1-14).
- Intersession allows students the opportunity to complete classes in four weeks (**Z**).
- Multiple online classes offer students the opportunity to earn an AA degree online.
- The Summer Student Transfer Institute (SSTI) at the University of California, Irvine (UCI) is a ten-day residential summer institute for community college students held at UCI. All courses offered are included in the *Intersegmental General Education Transfer Curriculum* (IGETC) to facilitate transfer to the University of California system. The courses are staffed by a faculty instructor, a counselor, and a teaching assistant (TA) (IIA1-15, SSTI announcement).
- The SAC Honors Program is an interdisciplinary program that consists of course conducted in seminar style. Honors Transfer Alliance agreements between SAC and four-year institutions grant priority entrance to students who complete the program. Respondents to a student survey stated that the Honors Program met their needs: seventy-six percent felt that the program “absolutely” met their needs (IIA1-16, Honors Transfer Program Survey September 2007; IIA1-17, Honors Transfer Alliance Agreements list).
- University Link (U-link) is a transfer-oriented program that guarantees admission to UCI to students who meet specified requirements and provides academic support for students applying to any of the University of California and California State University campuses. For example, UCI reserves approximately one hundred slots for SAC students annually (IIA1-18, U-Link University Link Program).
- The SAC School of Continuing Education (SCE) offers California High School Exit Examination (CAHSEE) preparation. Graduate Success Program courses are also offered at all Santa Ana Unified School District High School sites and Jackson Elementary School (IIA1-19).

## **STANDARD II: Student Learning Programs and Services**

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- The Student Transition Program provides one-on-one assistance to students making the transition from SCE to the credit program (IIA1-20).

### ***Self Evaluation***

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This standard is met. The institutional Research Office supports the research needs of many constituencies at SAC. SAC makes extensive use of research and analysis to identify learning needs and to assess progress toward learning outcomes.

### ***Planning Agenda***

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None.

**II.A.1 (b) The institution utilizes delivery systems and modes of instruction compatible with the objectives of the curriculum and appropriate to the current and future needs of its students.**

### ***Descriptive Summary***

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To meet the needs of a diverse student population, SAC offers instruction in a variety of delivery systems and modes of instruction. Classes begin early in the morning and extend late in the evening. Week-end classes are also scheduled. The college's primary mode of delivery is traditional face-to-face instruction; however, alternative instruction delivery methods from courses presented with web enhancement to courses completely online are offered. Courses offered at SAC use the latest technology available: computers, world wide web, television, fax, and video conferencing via California Community College Confer (CCCConfer). Hybrid sections, which typically combine face-to-face instruction with an online component, have grown at the college. The college offers the option of the associate degree online (IIA1-21, SAC, Credit Fall 2008 Online Classes).

An example of the disciplines working together work to address the instructional needs of students regardless of the mode of delivery is the Success Center. The Success Center is an academic learning center that provides computer-aided instruction in reading, English as a Second Language, mathematics, English and essential basic skills. Credit and non-credit faculty from various disciplines provide concurrent instruction in the Success Center to address the needs of students. An example of this is in response to the registered nursing degree program's rising attrition in the first semester. Utilizing the expertise of the health sciences/nursing department, the Success Center offered an intensive program in reading, writing and math skills necessary for retention in the nursing program (IIA1-22, Boot Camp for incoming and at-risk students).

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## STANDARD II: Student Learning Programs and Services

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Individualized instruction is also available through these additional centers:

**Academic Computing Center.** This is an open computer lab that provides students an opportunity to complete assigned work from academic classes. There are small group courses available through the center on résumé writing, research, interviewing and presentations. Instructional assistants are provided to assist with any computer or technology concerns (IIA1-23, Academic Computing Center).

**Modern Language Lab.** This lab is open to students enrolled in modern language and specified speech ESL classes. There are technicians available to assist students with computer programs geared to language mastery (IIA-24, Modern Language Lab Brochure).

**Reading Center Lab.** The Reading Center Lab provides individualized instruction for students in multi-level Reading N90 A, B and 100 A, B. This center is responsible for administration of the Reading Proficiency *Exam*, which is one of the methods available for students to meet the reading proficiency requirement for the associate degree (M— 2007-2008 catalog; IIA1-25, Reading Department web page).

**ESL Lab.** This lab is used for students enrolled in the ESL/EMLS courses. The focus is on improving listening skills (IIA1-26, Sample Course Outline-ESL 055).

**Writing Center.** English N60, 061, and EMLS 112 students must attend the Writing Center and are required to complete one hour per week of supplemental instruction. The Writing Center served 1,160 students in fall 2007. Limited individual assistance may be provided to students in other composition courses (IIA1-27, Sample Course Outline-English N60).

**Math Study Center.** The Math Study Center, funded by a *Title V* grant, serves students enrolled in developmental and college-level courses. Fall 2006 student contact hours were over 15,600, and in spring 2007 were over 18,150. Math faculty and tutors are available. There are TI-83 and TI-84 graphing calculators available for student use, as well as textbooks, computer tutorial programs and video tapes (IIA1-28, MSC flyer).

The DPP and PA/PR demonstrate how the regular review of student performance has led to improvements in curriculum and instructional delivery. Modes of instruction are compatible with the objectives of the curriculum and appropriate to the needs of students. Changes are made through the program review and quadrennial curriculum process (Y—Program Review Part I, II; AF—SAC/SCC Joint Curriculum and Instruction Handbook).

## **STANDARD II: Student Learning Programs and Services**

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### ***Self Evaluation***

This standard is met. SAC offers a variety of educational approaches to meet the needs of students through different delivery systems and instructional modes. Courses are available at varying times throughout the week, the semester and the year in different scheduling patterns. The college uses enrollment data and institutional research to measure effectiveness of delivery systems and modes of instruction. Faculty examine research about the delivery systems in order to review strategies that will improve student performance.

Finding space on the SAC campus is challenging. However, based on analyses of several departments, there has been dialogue at the TLC and the Academic Literacy and Learning Committee (ALL) that indicates that student success may be enhanced if tutorial centers are housed in close proximity. The TLC aggregate PA/PR report to the Institutional Effectiveness and Assessment Committee (IE&A) recommends combining the tutorial centers in one location (AI).

### ***Planning Agenda***

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- ❖ The vice president of academic affairs and the Facilities Committee will consider alternatives to house the Writing Center, Math Study Center, Tutoring Center and Student Success Center in close proximity.

**II.A.1 (c) The institution identifies student learning outcomes for the courses, programs, certificates, and degrees; assesses student achievement of those outcomes; and uses assessment results to make improvements.**

### ***Descriptive Summary***

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In 2002, interdisciplinary faculty on the SLO Task Force recommended that seven core competencies be reflected throughout all academic work. After multiple inter-departmental dialogues, core competencies were created in the areas of communication skills, thinking and reasoning, information competency, diversity, civic responsibility, life skills, and careers. In 2003 the SAC Core Competencies were added to the catalog, and the COR was revised to reflect the core competencies as a basis for course-level SLOs (O—SAC Core Competencies & Student Learning Outcomes).

In 2004 C&I designated the SLO Task Force to become the Teaching Learning Committee (TLC), a permanent oversight group of SLOs, assessment and academic course/program-level review. C&I charged the committee to: (a) define “program”; (b) disseminate information to other faculty members and individual departments regarding the

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## STANDARD II: Student Learning Programs and Services

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Core Competencies and General Education SLOs; (c) conduct staff development workshops on how to write and to assess SLOs using multiple measures as well as to develop rubrics.

After the college-wide core competencies were agreed upon by the TLC and approved by C&I and the Academic Senate, each department held meetings, discussed the core competencies, and assigned individual faculty members the task of tailoring course curriculum to develop specific course SLOs based on the core competencies. Some departments held workshops, the chair of C&I attended department meetings and met with chairs, and the college held workshops on SLOs (IIA1-29, SAC SLO and Assessment Conference at Orange Hill, Sept. 2006 funded by Title V). After the PA/PR model was developed, the TLC was also designated as the oversight committee for *Direct SLO Assessment* included in the DPP. After departments complete the PA/PR, the TLC receives the reports and conducts in-depth cross-disciplinary dialogue. The result of this dialogue then leads to broad college-wide recommendations which are sent to IE&A for possible inclusion within the *Strategic Plan* (IIA1-30, TLC web page).

In spring 2008 all departments had completed course-level SLOs for almost one hundred percent of the courses, completing the C&I four-year plan for development of course-level SLOs. In addition, twenty-five percent of departments completed the PA/PR cycle, with *Direct Assessment of SLOs*, as well as the *19-Question Template for Department Planning Portfolio/Program Review (19QT)*. This is a course-embedded approach to program-level review (P—Template for DPP; Y—PA/PR). As a result of the PA/PR, course-level SLO's and assessment of SLOs have been reviewed and revised as needed. All new courses have also been written with SLOs and multiple assessment measures. Faculty evaluate student learning and adjust objectives, delivery systems, modes of instruction, and/or SLO criteria and weighting. This is included in the DPP. For example, the English/ESL/EMLS department used a writing assignment in the Writing Center to evaluate one of the core competencies, communication skills (reading and writing), to assess student achievement. The department met to evaluate sample student essays. Using a rubric, faculty assessed the level of mastery. After dialogue, the department analyzed the validity of specific outcomes for the SLOs of Eng N60, Eng 061 and EMLS 112 and evaluated student performance based on a rubric. The department then identified three areas of concern and developed specific plans for improvement included in the DPP with a timeline and specific activities (IIA1-31, English Department Report to TLC).

The nursing program utilizes standardized testing by the Assessment Technology Institute to review mastery of content. Adjustments to

## **STANDARD II: Student Learning Programs and Services**

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curriculum occur when trends in the testing indicate mastery has not been achieved. For example, the pharmacology standardized testing showed students had not grasped full understanding of drug classification and usage. As a result, concept mapping in the first semester of the program has been incorporated to broaden student knowledge to link concepts (IIA1-32, Research Documents about Pass Rates).

The Institutional Effectiveness and Assessment Committee (IE&A), the oversight committee of the *Strategic Plan* and institutional program review, has developed a Month-by-Month Planning Calendar (**W**), which includes the department portfolio planning cycle and the link between planning and budget requests at the department level.

Students were asked to rate the preparation they were receiving at SAC in sixteen areas of skills and knowledge that are connected with six of the seven core competencies established by SAC faculty. Respondents rated SAC to have contributed greatly in the areas of “communication” and “diversity.” The three most highly-rated skills preparation at SAC were the ability to “listen actively and respectfully of others” and “to respect and work with people of different cultural and linguistic backgrounds and abilities” (both seventy-nine percent for the two previously mentioned skills), and lastly, “to interact with others with integrity and awareness of others’ opinions and values” (seventy-six percent) (**H**—SAC Student Satisfaction Study: August 2006).

SAC utilizes the Web Curriculum Management System (WebCMS) to store course outlines on a web database. This allows for easy tracking and ranking of the core competencies as well as the extent to which they are emphasized across all courses or a given grouping of courses (**AH**).

### **Self Evaluation**

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This standard is met. SLOs are in place at the course, certificate and degree levels. Course-embedded assessment is conducted for program-level review in general education and career technical education (CTE) programs. The use of the results for improvement is part of the program review process. In terms of using assessment results for improvement, individual departments use a variety of types of assessment for planning and improvement currently. Course-embedded assessment of SLOs is systematically conducted through academic program review and is used to assess and to develop goals within the DPP annually. In addition, the *19QT* within the PA/PR is utilized quadrennially to assess overall program function. All departments will have completed an academic PA/PR cycle by spring 2011.

### **Planning Agenda**

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None.



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## STANDARD II: Student Learning Programs and Services

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**II.A.2. The institution assures the quality and improvement of all instructional courses and programs offered in the name of the institution, including collegiate, developmental, and pre-collegiate courses and programs, continuing and community education, study abroad, short-term training courses and programs, programs for international students, and contract or other special programs, regardless of type of credit awarded, delivery mode, or location.**

### ***Descriptive Summary***

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Santa Ana College courses are developed and evaluated for quality at the discipline level. Faculty propose courses to departments and follow a curriculum approval process from the division level through the Curriculum and Instruction Council (C&I). Primary responsibility for course content, credit type, delivery mode, location and its quality resides with discipline faculty. Because board policy dictates that both SAC and SCC maintain a common curriculum, a district Curriculum and Instruction Council acts as an oversight committee to maintain common policies, curriculum and CSU/IGETC patterns. This body adjudicates disputes in the rare event like departments at the two colleges cannot reach agreement on curriculum revisions. The SAC and SCC C&I councils send all catalog/curricular changes to the Board of Trustees for approval simultaneously. The *SAC/SCC Joint Curriculum & Instruction Handbook (AF)* and guidelines from the California Community College Chancellor's Office outline curriculum processes (IIA2-33, RSCCD BP 6117).

Although there are varying definitions of the terms “collegiate,” “developmental” and “pre-collegiate,” the college defines pre-collegiate as any course below the AA degree level, such as English N60 or Math N05, and collegiate as any course that meets the AA degree or is at the transfer level. The basic skills/literacy coordinator has led discussions regarding newer and broader definitions of developmental education within the Basic Skills Task Force and the Academic Literacy and Learning Committee (ALL). Basic Skills Task Force members have been seeking ways to better assist faculty to take a more inclusive approach to the needs of all students. Martha E. Cassaza's work is one element that informs the view of this group: “It is a mistake to look at learners who need help through a narrow lens; we are all developmental learners who need help depending on the context in which we find ourselves” (IIA2-34, “Who Are We and Where Did We Come From?” in the *Journal of Developmental Education*, Volume 23, Issue I, Fall 1999).

Evaluation of courses and programs occur through multiple measures. In addition to direct SLO assessment, course evaluations, quadrennial program review, department meetings concerning curriculum, student

## **STANDARD II: Student Learning Programs and Services**

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progress statistics and student satisfaction surveys assist in the evaluation and modification, if needed, of courses and programs. (IIA2-35, Agendas and minutes from sample department meetings; IIA1-6, Research documents on student progress in sample departments).

The Community Services Program develops courses independently from the college curriculum process. Community services has an advisory committee that assists in identifying courses that would be of interest to the community. College representatives from various divisions participate on this committee. The community services schedule is then distributed throughout the college. To enhance the quality of class offerings, student evaluations are done on each course and the end of the session (IIA2-36, Community Services Program).

### **Self Evaluation**

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This standard is met. All courses, programs, certificates and degree options follow an established curriculum development and review process regardless of the type of credit awarded, delivery mode or location.

### **Planning Agenda**

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None.

**II.A.2 (a) The institution uses established procedures to design, identify learning outcomes for, approve, administer, deliver, and evaluate courses and programs. The institution recognizes the central role of its faculty for establishing quality and improving instructional courses and programs.**

### **Descriptive Summary**

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The college has established policies and institutional processes that assure the quality and improvement of all instructional courses and programs. The process begins in the department and is faculty-driven. New and revised courses as well as programs are reviewed at the department level, then at the division level, and finally at the C&I. Each course offering is reviewed on a quadrennial basis at the division's Curriculum Committee and then at C&I. The SAC articulation officer and the following documents: *Curriculum Standards Handbook for the California Community Colleges*; *California Community Colleges Guidelines for Title 5 Regulations, Chapter 6, Part 1, Good Practices for Course Approval Process*, and the *SAC/SCC Joint Curriculum and Instruction Council Handbook* guide faculty. Courses can be revised through the division and CIC when changes in curriculum are needed sooner than through the quadrennial review process (IIA2-37, Curriculum Standards Handbook for the California Community Colleges; IIA2-38, California Community Colleges Guidelines for Title 5 Regulations, Chapter 6, Part 1, IIA2-39,

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## STANDARD II: Student Learning Programs and Services

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Good Practices for Course Approval Processes; **AF**—SAC/SCC Joint Curriculum and Instruction Council Handbook).

Faculty develop the Course Outline of Record (COR). The outline includes content, teaching methodologies, SLOs, resources and student evaluation processes. Once a course is approved through the college curriculum process, it is placed in the SAC college catalog. (**AF**—SAC/ACC Joint Curriculum and Instruction Handbook; **M**— College Catalog)

Instructional courses and programs are also evaluated through student course evaluations and grade reports for improvement. Faculty receive feedback on course workload, exams and the evaluative system on the Survey of Student Opinion of Teaching Instructor. Changes that occur based on these reports could include development of new courses, a change in teaching modality, revision of student evaluations, as well as others. Student progress toward achievement of SLOs is evaluated on the individual projects or assignments within the COR. Strategies that will enhance student successful attainment of SLOs are discussed at the TLC meetings (**H**—Student Satisfaction Surveys; IIA1-30 TLC agendas and minutes on web page).

The college uses a process of Department Planning Portfolios (DPP), with annual goals and evaluation of goals. Juxtaposed within the DPP is the quadrennial *Portfolio Assessment/Program Review* (PA/PR) utilized to improve programs and to coordinate department level planning with college planning and budget development. “The portfolio instrument provides cyclical segments including: identification of goals based on projected outcomes; resource development, if applicable; research; curriculum development and/or program development; faculty development; and assessment of goal outcomes” (Portfolio Timelines, 2004). The portfolio process promotes efficient planning to support faculty instructional efforts and the assessment of program quality and modifications which lead to improvement (**P**—DPP Template & Database; **Y**—Academic Program Review: Part I).

### **Self Evaluation**

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This standard is met. Santa Ana College institutional processes support the central role of faculty in establishing quality and improving instructional courses and programs.

### **Planning Agenda**

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None.

## **STANDARD II: Student Learning Programs and Services**

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**II.A.2 (b) The institution relies on faculty expertise and the assistance of advisory committees when appropriate to identify competency levels and measurable student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution regularly assesses student progress towards achieving those outcomes.**

### ***Descriptive Summary***

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Courses are developed at the instructional level. Faculty utilize the *SAC/SCC Joint Curriculum and Instruction Handbook (AF)*, course outline of record forms (C), established college Core Competencies (O) and CCCCCO guidelines to develop curriculum. On occasion, the community might request the initiation of a particular type of course as well. In this case, faculty who teach in the content area develop the specific course(s) to meet that need.

Faculty apply the college core competencies to specific course outlines. Faculty determine the SLO competency expectation based on their expertise in the field. The “weighting” of the SLOs ensures that the course is focused on the most important outcomes for the students in the class (IIA1-27, English N60; IIA1-30, TLC Minutes and Agendas; AH—Sample COR from WebCMS).

Student competency is assessed through identified competency levels outlined in the catalog. C&I review of curriculum, regarding SLOs, and the Teaching Learning Committee’s (TLC) work to implement the assessment of SLOs, provides a structure for the development of courses which clearly identify outcomes for students to achieve (AF—SAC/SCC Joint Curriculum and Instruction Handbook; IIA1-30, TLC Minutes and Agendas).

Sequencing is required for some degrees and certificates. An example of required sequencing is in the occupational therapy assistant program. A specific set of courses must be taken in a specific order to educate the student with simple knowledge and skills before progressing to more complex knowledge and skills (M—College Catalog).

Career technical education (CTE) programs that wish to qualify for Career Technical Education Act (CTEA) funds must have advisory committees in place. The role of the advisory committee is to provide information to programs on current standards in industry or business. They assist in curriculum review for relevance to the current job market. For instance, the registered nursing, occupational therapy assistant, pharmacy technician, fire technology, diesel and fashion design programs all have advisory committees. In addition, these programs have outcomes established by regional, state or national accrediting or certifying agencies. An example of this would be the registered nursing program,

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## **STANDARD II: Student Learning Programs and Services**

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which uses the pass rate on the state licensing exam as an indicator of success in meeting programmatic outcomes. Occupational therapy assistant students complete the national certification examination, administered by the National Board of Certification for Occupational Therapy. During the 2005 academic year, this program achieved a ninety-five percent pass rate with twenty-nine students completing the examination. In the subsequent years, the program achieved a ninety-three percent pass rate and one hundred percent with nineteen testing in 2007 (IIA2-40, R—End of Year Report, 2006-2007).

The automotive technology department tracks certificate completions. During 2006-2007, it awarded the highest number of certificate completions of any program at SAC except the fire academies. There were thirty-eight certificates. Automotive technology had forty-one certificate completions at the end of the fall 2007 semester. The speech language pathology assistant (SLPA) program tracks the placement of students in the work force after graduation as an outcome measure. In a review of 2006-2007 graduates, seventy-five percent acquired employment across settings of schools, and clinics (IIA2-40, R—End of Year Report, 2006-2007).

The chemistry department draws upon established standardized examinations to gauge a student's progress with a broad perspective. Students completing the general chemistry sequence (Chemistry 219/Chemistry 229) performed well on the standardized final exam prepared by the American Chemical Society (ACS). Using the Composite National Norms provided by ACS, the students completed the sequence with an average score at the sixtieth percentile (summer 2006 and spring 2007) with eighteen percent scoring greater than (or above) ninetieth percentile and twenty-nine percent scoring greater than (or above) eightieth percentile. A similar exam from ACS is given to students completing the organic chemistry sequence (CHEM 249/Chem 259). The average score was at the forty-eighth percentile (fall 2006 & spring 2007) with fifteen percent scoring above the eightieth percentile (IIA2-40, R—End of Year Report, 2006-2007).

### ***Self Evaluation***

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This standard is met. The college relies primarily on faculty expertise and the assistance of advisory committees to identify competency levels and exit skills for course levels, certificates and programs, including general and vocational education and degrees.

### ***Planning Agenda***

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None.

## **STANDARD II: Student Learning Programs and Services**

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**II.A.2 (c) High-quality instruction and appropriate breadth, depth, rigor, sequencing, time to completion, and synthesis of learning characterize all programs.**

### ***Descriptive Summary***

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The Curriculum and Instruction Council (C&I) is the body that is responsible for the academic integrity of all credit and non-credit courses and programs. Departments must review their courses on a rotating four-year cycle that is monitored by C&I. Articulation agreements with community colleges, CSUs and UCs and approximately fifteen private colleges can be viewed at the following website: <http://www.sac.edu/students/counseling/sacstg/independent.html>. Courses and programs are scrutinized at various levels of the curriculum review process including the department, division and college level to ensure breadth, depth, rigor, sequencing, time for completion and synthesis of learning are appropriate. Faculty are an integral part of this process (AF—SAC/SCC Joint Curriculum and Instruction Handbook).

Quality of instruction and academic rigor are addressed through the faculty hiring process, tenure review, approval of new programs and program review monitored by deans and administration. Additionally, the catalog lists number of degrees and certificates of completion as a testimony to the quality of the programs (D—FARSSCD Contract, M—2007-2008 College Catalog).

CTE programs, such as the registered nursing, fire technology, and occupational therapy assistant programs follow curriculum patterns modeled or mandated by state, regional or national accrediting organizations. The criteria are set through state and national standards and advisory committees for the career education programs (IIA2-41, National League for Nursing Accrediting Commission, Accredited Regional Training Program, Accreditation Council for Occupational Therapy Education, Carl Perkins Act).

The curriculum patterns for the associate degree are listed in the college catalog and reflect the mission statement of the college and the philosophy of general education requirements in breadth of courses necessary for general education. The breadth and depth of curricular content are used to determine the collegiate versus pre-collegiate level (M—2007-2008 College Catalog, p. 31).

The transfer requirements for California state universities and the universities of California are identified in the college catalog. The California Articulation Number system (CAN) identifies comparable courses. Completion of one of these patterns allows students to be fully GE-certified, meaning they will not be required to complete additional lower division general education courses after transfer to any UC

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## **STANDARD II: Student Learning Programs and Services**

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(IGETC) or CSU (IGETC or CSU-GE Breadth) campus (M— 2007-2008 College Catalog, pp 32-33).

There is also an annual distance education report. The Distance Education Taskforce monitors and suggests ways to maintain the academic rigor of online courses. It developed a Faculty Readiness Checklist along with a *Timeline for Blackboard Presentation* to ensure quality online instruction (IIA2-42, Faculty Readiness Checklist; IIA2-43, Timeline for Blackboard Preparation).

### **Self Evaluation**

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This standard is met. The college's review process requires discipline faculty to play a significant role in the determination of the appropriate breadth and depth and quality of instruction.

### **Planning Agenda**

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None.

**II.A.2 (d) The institution uses delivery modes and teaching methodologies that reflect the diverse needs and learning styles of its students.**

### **Descriptive Summary**

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SAC recognizes the diverse needs and learning styles of students by offering a variety of courses and schedules. Within the sixteen-week semester, courses of eight, six, four, two and one week are also offered. January intersession and summer school classes are also offered. Diverse methods of instruction include online, hybrid and television courses in addition to lecture and lab course delivery. Training is available to teach faculty different methodologies for online, hybrid or web enhanced courses to address student learning styles. There are also flex-day activities to update knowledge and understanding of instructional techniques and assessment (Z—Class Schedule; IIA2-44, Flex Activities from the Associate Dean of Information and Learning Resources).

Different learning styles are supported by student learning centers, such as the Success Center, The Math Study Center, the Writing Center and the Reading Lab. For students who want to learn more about their individual learning styles, study skills courses are available to assess learning styles. Furthermore, all courses utilize multiple measures of assessing student learning to account for the fact that students demonstrate learning in different ways. Each COR contains multiple measures of assessing student learning and instruction delivery methods to assist with individual student learning (IIA2-45, Study Skills Course Outlines; AH—Sample COR from WebCMS).

## **STANDARD II: Student Learning Programs and Services**

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There is a commitment to meeting the needs of the diverse student population as reflected in the DSPS mission statement: “The mission of Disabled Students Programs and Services at Santa Ana College is to provide equal access to educational opportunities for students with verifiable disabilities. Through the utilization of specialized instructional programs and disability related services, DSPS encourages and fosters independence and assists students in attaining their educational and vocational goals” (IIA1-9, DSPS Mission Statement).

In fall 2007, faculty development coordinator (FDC) and basic skills/literacy coordinator positions were created. These coordinators add to the faculty and staff’s knowledge of the diverse needs and learning styles of students. Workshops regarding basic skills, developmental learning and academic literacy were held in spring 2008. The basic skills coordinator has created a Basic Skills Task Force and Academic Literacy and Learning Work Group (ALL), which have convened and developed a plan to improve the retention and successful course completion rates for developmental students. Issues regarding development learning have also been discussed at the TLC. The basic skills/literacy coordinator position will expand teaching workshops through a Title V grant in October 2008. The FDC has also conducted surveys of full-time faculty in each department to identify faculty development workshops regarding learning styles and has set up an advisory committee. The FDC also participates in the Academic Senate and the TLC to ascertain the needs of faculty (IIA2-46, Minutes and Agendas from Basic Skills Task Force; IIA2-47, Minutes and Agendas from Academic Literacy and Learning Work Group; IIA2-48, Surveys from Faculty Development Coordinator).

Students complete matriculation testing for reading, math, English and ESL as needed. Based on this testing and input from the counseling division, students are placed in appropriate classes. The SAC Testing Center validates student placement with faculty to determine the appropriateness of the placement.

Some of the diverse teaching methodologies used include an open entry/open exit format for math courses, group exercises, podcasting and hybrid courses. Blackboard is used to support a variety of courses in different content areas. Faculty are supported through flex days/common days offerings on available methodologies, creating SLOs and technology and instructional skills, such as how to make online courses available (AH— Sample Course Outlines and Overviews from Math and Other Departments; IIA2-43, Timeline for Blackboard Preparation; IIA2-44, Flex Activities Fall 2008).

The SACTAC, through its Web Development sub-committee, monitors and ensures that the entire SAC website and online course schedules are accessible. A full-time alternate media specialist works directly



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## STANDARD II: Student Learning Programs and Services

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with the distance education coordinator to ensure online courses are also accessible. All distance education courses are delivered in a format consistent with guidelines issued by the CCCCCO Chancellor pursuant to Section 409 of the *Procedures and Standing Orders of the Board of Governors*. Regular effective contact is an academic and professional matter pursuant to Title 5, Section 53200. The SAC/SCC Regular Effective Contact Guidelines in the *Faculty Handbook (S)* provide guidelines for faculty teaching the courses (IIA2-49, SACTAC Policies and Guidelines posted on InsideSAC—<http://www.insidesac.net/committee/sactac/webcomm/policy.asp>; IIA2-50, SCE Faculty Handbook).

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### Self Evaluation

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This standard is met. The college encourages and assists faculty in alternative methods of instruction and teaching strategies. Multiple modes of delivery in multiple timeframes utilizing a variety of teaching strategies for the various learning needs of the students are fully supported by the college and faculty.

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### Planning Agenda

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None.

**II.A.2 (e) The institution evaluates all courses and programs through an on-going systematic review of their relevance, appropriateness, achievement of learning outcomes, currency, and future needs and plans.**

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### Descriptive Summary

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SAC evaluates all courses and programs through the existing quadrennial course and program review process monitored by the C&I. Courses and programs evolve from student demand and workforce needs through the DPP. The quadrennial review process systematically relies on faculty discipline experts to review each course, including course descriptions, content, methods of instruction, evaluation methods and appropriateness of the required textbook. Departments use indirect data from the Research Department, such as successful course completion, grade distribution, certificates, degrees, student satisfaction, and transfer data to make determinations about student achievement of learning outcomes and to change and improve course and program offerings. Relevance, appropriateness of course content, currency and future needs of courses and programs are reviewed and evaluated by faculty through the quadrennial course and PA/PR process. CTE programs additionally utilize advisory committees, workplace changes, employment and industry standards to review and evaluate the courses and programs (AF—SAC/SCC Joint Curriculum and Instruction Handbook;

## **STANDARD II: Student Learning Programs and Services**

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Y—Program Review Part I: Academic Portfolio Assessment/Program Review; IIA2-51a, b, c, Sample Department Data from Research Department).

The Institutional Effectiveness and Assessment Committee (IE&A) is a shared governance committee which works conjointly with the Teaching Learning Committee (TLC). It is responsible for overseeing institutional effectiveness and coordination of all college plans. The *Educational Master Plan* identifies program review as an institution-wide, integrated process that works toward the common goal of institutional effectiveness. Both credit and non-credit programs use established and revised evaluation procedures to ensure systematic and comprehensive review of courses and programs. They include:

- Quadrennial course and program review
- Portfolio Assessment/Program Review every four years
- Annual revision of department/discipline/program plans
- Three to five-year assessment and revision of the plans within the 2007 *Educational Master Plan* (per conceptual document).
- Student evaluations
- Student satisfaction and needs research

(IIA2-52 a, b, c, Institutional Effectiveness and Assessment Committee Minutes and Agendas; IIA2-53 Teaching and Learning Committee Minutes and Agendas; Q—Educational Master Plan)

The IE&A maintains oversight of program review at the academic affairs, student services, administrative services and the President's Cabinet level. The TLC is made up of inter-disciplinary colleagues who receive information from division curriculum committees regarding direct SLO assessment. This body discusses common college-wide issues yielded by department assessment and then recommends possible changes to the *Strategic Plan* through IE&A (IIA2-53, AI— Teaching and Learning Minutes and Agendas; IIA2-52, E— IE&A Minutes).

### ***Self Evaluation***

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This standard is met. Santa Ana College evaluates all courses and programs through an ongoing review of curriculum for relevance, currency, articulation and future needs.

### ***Planning Agenda***

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- ❖ All departments will complete one cycle of PA/PR by 2011.

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## STANDARD II: Student Learning Programs and Services

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**II.A.2 (f) The institution engages in ongoing, systematic evaluation and integrated planning to assure currency and measure achievement of its stated student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution systematically strives to improve those outcomes and makes the results available to appropriate constituencies.**

### ***Descriptive Summary***

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Planning to meet student needs and delivering a quality education are ongoing and an integral part of the college. Courses are reviewed and revised as needed by discipline area experts after dialogue among members of the department. The courses are taken through the quadrennial curriculum review process to the division curriculum committees and through the C&I (AF—SAC/SCC Joint Curriculum and Instruction Handbook).

The college has a process for assessing student learning outcomes. The academic program review process was developed under the guidance of the IE&A coordinator with assistance from C&I, TLC, the Academic Senate and instructional deans. It includes evaluation of programs and services with input from the institutional Research Department, students, faculty and course evaluations. Analysis of the data leads to changes and improvements as needed with timely reevaluation (Y—Program Review Part I: Academic Portfolio Assessment/Program Review).

The budget process is tied to academic planning through the annual DPP and the PA/PR reports, which are aggregated by the TLC and IE&A. Although program review *per se* takes place on a quadrennial basis, a detailed portfolio with goals and assessment of those goals is conducted annually. SLO assessment is also ongoing and follows the institutional cycle (W—Month-by-Month Planning calendar). All budget requests are a result of planning efforts and must have rationale. Where appropriate, valid and reliable multiple measures (qualitative as well as quantitative data) are collected and utilized in the preparation of objective and viable planning/goals and in requests for resources. All departmental goals and needs, such as faculty hiring requests and instructional equipment must be tied to the DPP, and therefore, the budget. For example, for 2007-2008, both the math and English departments included requests for new faculty and instructional equipment in their department goals and portfolios (IIA2-54, Math and English Department Goals). In addition, programs that wish to qualify for CTEA funds must submit a competitive proposal for funding identifying mandated and permissive activities identified by Carl Perkins IV Core indicators (IIA2-55, B). The SAC Budget Committee, including both faculty and administrative presence, is the participatory governance committee that supervises and monitors the

## **STANDARD II: Student Learning Programs and Services**

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allocation of college resources to ensure allocation is in alignment with college planning (IIA2-56, Budget Committee Minutes and Agendas).

The institution relies on a number of reports generated by the RSCCD Institutional Research Department to implement planning of new courses and revision of existing courses. For example, in fall 2007 the English/EMLS department instituted a new requirement for three developmental courses: mandatory attendance of one hour per week in the Writing Center. The department has asked the Research Department to compare success rates and grade distribution of fall 2006 (before the requirement) to fall 2007 (the first semester of the requirement) to see if this one hour has resulted in improvement in student learning (IIA2-51).

The college community has materials and publications readily available regarding programs, student success and planning. These materials include the college website, SAC class schedule, the award-winning student newspaper *el Don*, the district published *Rancho View*, and numerous councils, college and district meetings (<http://www.rsccd.org>; Z— Class Schedule; IIA2-57, *el Don*; IIA2-58, *Rancho View*; InsideSAC).

### **Self Evaluation**

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This standard is mostly met. A basic skills/literacy coordinator will be funded by a Title V grant in October 2008. The IE&A coordinator, established spring 2008, will be partially funded through the *Title V* grant and will also be responsible for SLOs within basic skills throughout the curriculum. These positions will enhance the SLO development and assessment.

There needs to be more clarity in the process of allocating funds for programs per DPP/student services portfolio/administrative services portfolio requests. President's Cabinet, College Council and the Budget Committee need to coordinate the process.

### **Planning Agenda**

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- ❖ President's Cabinet, College Council and the Budget Committee will coordinate the process of prioritizing requests with fiscal implications from the DPP, student services portfolio and the administrative services portfolio.

**II.A.2 (g) If an institution uses departmental course and/or program examinations, it validates their effectiveness in measuring student learning and minimizes test bias.**

### **Descriptive Summary**

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SAC uses the California Community College Chancellor's Office (CCCO) validated CTEP to place students in English and Reading courses, the

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## **STANDARD II: Student Learning Programs and Services**

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TELD for ESL and the Math Diagnostic Testing Project (MDTP) for math courses. Content area faculty were involved in choosing the assessment tools (IIA2-59, Placement Tests).

The math department uses a uniform/standard final examination in some courses. These exams were implemented after working with the Research Department to analyze the exams, student course success and the sequence of course curriculum. The Research Department has also conducted studies to compare the course success of math students placed in a course by placement test compared to students who progressed through sequential courses. Students who complete a series of math courses sequentially are more successful in the courses and on the final exams than students who are placed according to placement testing scores (IIA2-60, Algebra Readiness test practice; IIA2-61, Progress through Math Sequence Research Study).

DSPS uses standardized measurement instruments to determine eligibility for learning disability and developmentally delayed learner services in order to minimize test bias. These tests are standardized, norm-group validated and statistically reliable. DSPS follows the California Community College Chancellor's Office Eligibility Model in order to be consistent with applying statewide criteria to determine if students are eligible for learning disability and developmentally delayed learner services. All of the test data are entered into the chancellor's statewide database, and data are analyzed by CCCO for any bias against students based upon ethnic identification and other factors.

The School of Continuing Education (SCE) uses the Comprehensive Adult Student Assessment System (CASAS), a comprehensive competency-based assessment system designed to assess identified competencies of educational programs for all levels of ABE and ESL. The high school subjects and GED programs also administer CASAS test.

Another example of validating learning and minimizing test bias is seen in the nursing program. The Test of Essential Academic Skills (TEAS) by the Assessment Technologies Institute is now required of all nursing students entering the first semester as of spring 2008 (Scott, SB 1309, 2006). This test was found to be valid and reliable by the CCCO. Standardized testing by Assessment Technologies Institute also occurs throughout the nursing program. Each student must pass at least one standardized test each semester. Scores have been consistently higher than the national average. Nursing faculty have had staff development in writing exams that are modeled after the national licensing exam. There has been a curriculum and test review by a nationally-known expert and online review courses on writing questions.

## **STANDARD II: Student Learning Programs and Services**

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### ***Self Evaluation***

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This standard is met. Discipline area experts are primarily responsible for assessing student needs, developing courses and evaluating student progress through content. Student learning outcomes have assisted faculty in focusing expectations on what that learner is expected to achieve. There are disciplines where standardized tests are not used.

### ***Planning Agenda***

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None.

**II.A.2 (h) The institution awards credit based on student achievement of the stated learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education.**

### ***Descriptive Summary***

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Evaluation of student learning is based on clearly-stated and published criteria in the catalog and course outlines. “Grades are based on the quality of work done; that is, actual accomplishment in courses offered for credit.” The curriculum review process, which includes faculty at the department, division and institutional levels, ensures that credit is awarded based on the college core competencies/student learning outcomes and is consistent with accepted norms in higher education (M—2007-2008 College Catalog, p. 24).

Course content, instructional objectives, methods of instruction and assessment meet the state of California curriculum requirements, *Title 5* regulations, and the standard Carnegie unit formula. The number of units awarded for lecture or lab is based on the number of hours the class meets and state regulations. The C&I Technical Committee verifies the correctness of hours prior to council review of courses (AF—SAC/SCC Joint Curriculum and Instruction Council Handbook).

There are procedures in place for students to appeal a grade they feel has been unfairly awarded. Course outlines and proposals identify grading criteria for all courses. Students may request a determination of course equivalency for similar courses completed at other institutions. Equivalencies for courses are granted through a process involving counseling, Admissions and Records, deans and department chairs (M—2007-2008 College Catalog).

### ***Self Evaluation***

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This standard is met. The college awards credit based on established standards. The courses meet requirements of higher education and reflect appropriate rigor. Student learning outcomes are listed on the

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## STANDARD II: Student Learning Programs and Services

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course outlines of record (COR). The college has recently completed an audit of SLO levels with all courses having identified SLOs. This has been compiled into the *Core Competencies General Education Inventory* (IIA2-62) to demonstrate program-level review of the general education program.

### ***Planning Agenda***

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None.

**II.A.2 (i) The institution awards degrees and certificates based on student achievement of a program's stated learning outcomes.**

### ***Descriptive Summary***

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The requirements for the various degrees and certificates are listed in the college catalog. Based on a survey of courses in 2007, almost one hundred percent of the courses listed in the catalog have established specific student learning outcomes that are linked to the seven core competencies developed in 2002 by the General Education Task Force (now the TLC). The core competencies were discussed in a variety of department and institutional meetings and workshops at both at SAC and at other venues. Almost one hundred percent SLO implementation has occurred through the scheduled quadrennial review process of C&I. All course outlines have identified multiple methods of assessment of student learning such as portfolios, both written and oral exams, group presentations, peer evaluation and self-assessment. SAC has a course-embedded approach to program review, utilizing a direct SLO method for assessment of learning. The course-level SLOs, linked to the core competencies, are assessed annually within the DPP over the course of four years, when a complete PA/PR is conducted, including the 19QT.

CTE programs are designed to enable students to pass the targeted field's certification or licensing exam process. The number of units awarded for lecture and laboratory classes is based on the number of hours the class meets and state educational regulations. Course hours are reviewed and verified prior to C&I approval. A Philosophy for General Education Requirements is found in the college catalog (**M**—College Catalog; **AH**—Sample COR from WebCMS; **AF**—SAC/SCC Joint Curriculum and Instruction Handbook).

Student success in courses leads to successful completion of degrees and certificates. Generally, courses must be completed with a grade of "C" or better. Every course has an established benchmark for success to show mastery of content. An overall GPA of 2.0 is required for completion of a degree or certificate (**M**—College Catalog).

## **STANDARD II: Student Learning Programs and Services**

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Dialogue has occurred on campus regarding the learning outcomes expected of students in order to earn a degree or certificate. For example, the nursing faculty meet monthly for a departmental curriculum meeting, discussing objectives, SLO development and attainment and student progress (IIA2-63 Nursing Department minutes and agendas).

The *Summary of Degrees and Certificates Earned* (January 2008) in 2006-2007 shows that a total of 1978 associate degrees and 1135 certificates were awarded at RSCCD; 1295 AA degrees and 905 certificates were awarded at Santa Ana College. The largest number of degrees were in *Liberal Arts* (N=723) followed by *Fire Technology* (N=11), *Nursing* (N=107), and *Business Administration* (81). The number of degrees dropped by five since 2005-2006; the number of certificates increased by 438. The *Course Success Rates by Discipline Report* at SAC (Fall 2006) notes a forty-nine percent success rate in mathematics (N=3,871), chemistry sixty-nine percent (N=414), reading sixty-seven percent (N=571) and English multilingual students seventy-five percent (N=1000) (IIA2-64, *Summary of Degrees and Certificates Earned*; IIA2-65, *Course Success Rates by Discipline Report*).

### **Self Evaluation**

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This standard is met. Santa Ana College meets educational mandates.

### **Planning Agenda**

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None.

**II.A.3. The institution requires of all academic and vocational degree programs a component of general education based on a carefully considered philosophy that is clearly stated in its catalog. The institution, relying on the expertise of its faculty, determines the appropriateness of each course for inclusion in the general education curriculum by examining the stated learning outcomes for the course.**

### **Descriptive Summary**

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The mission of the college is reflected in the general education philosophy. Concern and attention to continuous improvement, keeping in mind the mission of the institution and the *Strategic Plan 2007-2015* (AB) results in identifying program strengths as well as areas that need improvement or that might need to be changed due to changing need of the community and student body. This results in program revisions, staff retraining, technology changes, etc. The catalog lists rationale that was developed by faculty for the general education requirements. "General Education requirements at Santa Ana College reflect the conviction that those who receive degrees must possess in common certain basic principles, concepts and methodologies, both unique to and shared



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## **STANDARD II: Student Learning Programs and Services**

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by various disciplines. Recognizing the need for students to embrace and adapt to increasingly and rapidly changing local, national and global conditions, the college seeks to ensure that students develop the necessary skills, knowledge and curiosity to better themselves and their community.” General education has comprehensive student learning outcomes for the students to demonstrate mastery: Communication Skills; Creative, Critical And Quantitative Thinking and Reasoning; Information Competency; Cultural, Social and Environmental Diversity; Ethical Responsibility; and Life Skills (M—2007-2008 College Catalog, p. 31).

When the General Education Task Force was formed by C&I, the committee was charged to review the college mission statement, review the list of courses placed in Plan A (general education), develop student learning outcomes for general education and review the COR. The mission statement was revised to highlight the college’s commitment to student learning, core competencies were developed for the college, the COR was revised to reflect the core competencies as a basis for SLO development, and a recommendation was made to have a permanent committee dedicated to SLOs and assessment. The Teaching and Learning Committee (formerly the SLO committee) became the committee responsible for ongoing review of course placement within Plan A. Faculty develop the course content, methodology, SLOs and assessment methods for courses. Division curriculum committees and the C&I then determine the appropriateness of including the courses in Plan A (M—2007-2008 College Catalog, p. 31; IIA3-62).

The general education for degree requirements at SAC are listed in the catalog: Natural and Social Sciences, Humanities, Fine Arts, Oral and Written Communication, Information Competency, Computer Literacy, Critical Analysis and Logical Thinking, and Cultural Diversity. The general education component of each degree program is clearly defined and specifies all courses that meet the general education requirements by academic department and course number (M—College Catalog).

### ***Self Evaluation***

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This standard is met. The college has clearly stated general education requirements with a process for course inclusion within general education. The TLC reviews direct SLO assessment through the PA/PR process and makes recommendations regarding general education to C&I.

### ***Planning Agenda***

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None.

## **STANDARD II: Student Learning Programs and Services**

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**II.A.3 (a) General Education has comprehensive learning outcomes for the students who completed it, including the following: an understanding of the basic content and methodology of the major areas of knowledge: areas include the humanities and fine arts, the natural sciences, and social sciences.**

### ***Descriptive Summary***

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The basic content and methodology of traditional areas of knowledge in the general education courses of humanities and fine arts, natural sciences, and social sciences are determined by faculty through the curriculum quadrennial revision process of C&I. This process ensures that discipline-area experts create and review the inclusion of the course in question as a general education requirement. The process also includes review of student learning outcomes tied to the college-wide core competencies, which requires students to understand the basic content and methodology of the general education courses. The process of general education course inclusion is overseen by the TLC and C&I. Successful understanding and application of this understanding to coursework, employment and other endeavors are documented by student success surveys, transfer rates, and employment rates in the various vocational programs (IIA2-53 Teaching and Learning Minutes and Agendas; AF—SAC/SCC Joint Curriculum and Instruction Council Handbook; H—Student Success Surveys).

The college requires three units of natural sciences, six units of social and behavioral sciences and three units in humanities. There are forty possible classes in natural sciences for the students to choose: eighteen in social and behavioral and fifty-five in humanities. The requirement for humanities and fine arts general education includes courses such as anthropology, art, dance and foreign languages. Natural science general education courses include anatomy, physiology and geology. The general education courses for social sciences include sociology, psychology and geography (M— College Catalog).

Discipline area experts apply the relevant SLOs to individual general education courses and also weight each SLO of the course. For example, the SLOs linked to the college-wide core competencies for written communication will be higher for an English course than for a ceramics course (IIA2-53, Teaching and Learning Committee Minutes and Agendas, AH— Sample Course Outlines from WebCMS, AF— SAC/SCC Joint Curriculum and Instruction Handbook).

A program is defined in two strands: 1. The general education program is considered as one complete program. Any *transfer courses*, and the *basic skills courses* that build the skills leading to transfer, are part of that program; and 2. Career Technical Education programs. Because there

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## STANDARD II: Student Learning Programs and Services

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is a course-embedded approach to program review, through the *Direct Assessment of SLOs* portion of the PA/PR, the general education program has been reviewed in the *Core Competencies General Education Inventory*, which demonstrates the weighting for SLOs in all the courses defined as “general education” (IIA2-62).

### **Self Evaluation**

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This standard is partially met. Courses are systematically placed within Plan A and are assessed through systematic cyclical program review. The general education program has been reviewed and an inventory of SLOs has been completed; however, since not all disciplines have completed the complete PA/PR model, they may not have linked all the course-level SLOs to the assessment portion of the COR.

### **Planning Agenda**

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- ❖ All departments will complete the direct and indirect assessment portion of the COR using multiple measures by 2011 utilizing the PA/PR model.

**II.A.3 (b) A capability to be a productive individual and life long learner, skills include oral and written communication, information competency, computer literacy, scientific and quantitative reasoning, critical analysis/logical thinking and the ability to acquire knowledge through a variety of means.**

### **Descriptive Summary**

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Courses must demonstrate SLOs for applicable core competencies from among the following: Communication Skills (Reading and Writing, Listening and Speaking); Thinking and Reasoning (Creative, Critical, Ethical and Quantitative); Information Competency; Diversity (Cultural, Social and Environmental); Civic Responsibility; Life Skills (Creative Expression, Aesthetic Appreciation, Personal Growth, Interpersonal Skills); Careers. The college ensures that all courses, either new or revised, state the relevant SLOs and methodologies. In order for students to become productive and lifelong learners, the AA degree requires that students must demonstrate minimal competencies in math, reading and writing by successfully completing at least Math 060 or the Math Proficiency Test, the Computer Proficiency Test and English 061. The language and rationality requirement is six units (three units in English composition and three units in communication and analytical thinking). There are thirty-one possible courses for the student to choose from (three in English and twenty-eight in communication/analytical thinking) (M—College Catalog).

## **STANDARD II: Student Learning Programs and Services**

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The college offers many computer skills courses, both credit and non-credit. The distance education office instruction offers multiple learning environments such as online and hybrid courses in addition to traditional face-to-face courses. The Digital Media Center (DMC) offers students opportunities to learn through a variety of means such as TV, online and hybrid courses. Lifelong learning skills are taught in a variety of disciplines such as counseling, nutrition, study skills and exercise science. Workshops in the Nealley Library assist students in acquiring research methods to continue learning (**Z**— Class schedule, Digital Media Center; **AH**—Sample Course Outlines of Record from WebCMS from Counseling, Nursing, Study Skills and Exercise Science; Library Workshop Schedule).

The process that the college uses for assuring that expected skill levels and measures are included in the course outlines is the curriculum process. The college has documented that students are able to apply these skills to subsequent coursework, employment and other endeavors through student success rates, persistence, transfer rates, numbers of degrees and certificates and student satisfaction surveys (**AF**—SAC/SCC Joint Curriculum and Instruction Handbook; **H**-- Student Satisfaction Surveys).

### ***Self Evaluation***

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This standard is met. Santa Ana College has a strong commitment to student success and recognizes that student must attain the necessary skills, knowledge and curiosity to better themselves and their communities. The categories of the college-wide core competencies reflect this philosophy.

### ***Planning Agenda***

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None.

**II.A.3 (c) A recognition of what it means to be an ethical human being and effective citizen: qualities include an appreciation of ethical principles; civility and interpersonal skills; respect for cultural diversity; historical and aesthetic sensitivity; and the willingness to assume civic, political, and social responsibilities locally, nationally and globally.**

### ***Descriptive Summary***

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Faculty, departments and divisions, after numerous discussions, determine course-level SLOs linked to the core competencies in the areas of cultural, social, and environmental diversity as well as ethical responsibility. The SLOs in individual courses are then weighted for the degree of relevance to the particular course. For example, the

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## STANDARD II: Student Learning Programs and Services

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appreciation of ethical principles would have a higher degree of relevance in a philosophy course versus in a welding course. The departments and divisions determine the weight for not only the characteristics of a lifelong learner but also the characteristics of what it means to be an ethical human being and an effective citizen. Further, the college general education requirement for cultural breadth is three units; lifelong understanding and self-development is three units. There are forty-eight possible courses for the students to choose from in cultural breadth; 119 in lifelong understanding (M—College Catalog)

The Vision Themes (AG) developed as a result of the college-wide Planning Retreat of April 2007 includes six vision themes utilized as the basis for the *Strategic Plan* (AB). *Theme VI, New American Community*, includes: A. Civic responsibility; B “Green” efforts; C. Integrated education; and D. Cross-Disciplinary Collaboration. In spring 2008 the Environmental Work Group was established to implement the activities of the *Strategic Plan* regarding “green efforts.”

The School of Continuing Education (SCE) offers a citizenship course that provides basic knowledge of local, state and federal government in preparation for the United States citizenship examination, including language development within the context of history and government.

### **Self Evaluation**

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This standard is met. The general education curriculum requirements address diversity; civic, political and social responsibilities; and aesthetic sensibility. The *Strategic Plan* is the action plan for the Vision Themes of the college, which also reflect these principles.

### **Planning Agenda**

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None.

**II.A.4. All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core.**

### **Descriptive Summary**

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SAC awards AS and AA degrees that provide students with the breadth and depth necessary to transfer to other institutions. Programs focus on major content with general education to provide breadth and include focused study in at least one area of inquiry or in an established interdisciplinary core. The liberal studies degree has been revised to be in compliance with new *Title 5* regulations requiring an area of emphasis of this degree. (M— 2008-2009 College Catalog)

In the 2008-2009 SAC catalog, the general education requirements for the associate degree (Plan A) include twenty-four semester units

## **STANDARD II: Student Learning Programs and Services**

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in six academic areas: Natural Science, Social and Behavior Sciences, Humanities, Language and Rationality, Lifelong Understanding and Self-Development, and cultural breadth (M—College Catalog).

All students seeking an associate degree must complete a minimum of sixty units. All degree requirements are listed in the catalog and include a focused area in at least one area of inquiry (minimum of eighteen units), plus a minimum of twenty-four semester units of general education courses (M—College Catalog).

In the SAC Credit Instructional Programs section of the 2008-2009 catalog, disciplines arrange the courses of each field of study to delineate clearly a sequence of knowledge and/or skills from broad introductory to more focused or advanced. For many disciplines, the first course listed is a beginning or introductory course followed by sequentially higher-numbered courses, which indicate increased difficulty.

### ***Self Evaluation***

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This standard is met. The degree programs provide students with a strong foundation of methods of inquiry and knowledge.

### ***Planning Agenda***

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None.

**II.A.5. Students completing vocational and occupational certificates and degrees demonstrate technical and professional competencies that meet employment and other applicable standards and are prepared for external licensure and certification.**

### ***Descriptive Summary***

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Students who complete vocational and occupational certificate and degree programs (i.e., Career Technical Education programs) meet employment competencies which are reflected in course-level SLOs. Some examples of vocational and occupational programs include the registered nursing, pharmacy technician, occupational therapy assistant and emergency medical technician programs. Advisory committees exist for all CTE programs and provide information on industry standards, worker expectations and feedback about students in the occupational areas (IIA5-67, Advisory Committee Minutes).

The registered nursing degree program has a national licensing exam pass rate of ninety-three percent for the 2006-2007 year. This is above the state average. The program was most recently approved by the California Board of Registered Nursing in April 2005. The National League for Nursing Accrediting Commission reviewed the program for reaccreditation in February 2007 and noted as a strength the “excellent

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## STANDARD II: Student Learning Programs and Services

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fit between the college and the nursing program mission, which is exemplified through the nursing program” (IIA5-68, California Board of Registered Nursing Accreditation Letter).

The pharmacy technician program was reviewed and accredited by the American Society of Health-Systems Pharmacists Commission on Credentialing in August 2004. The pharmacy technician program has an active advisory committee with representatives from various aspects of industry (IIA5-69, Pharmacy Tech Letter of Accreditation).

The occupational therapy assistant program is fully accredited by the Accreditation Council for Occupational Therapy Education until 2009-2010. The emergency medical technician program was approved in September 2006 by the County of Orange Health Care Agency (IIA5-70, Certificate of Accreditation).

In 2005-2006 the California Community College Systems Office reviewed and approved the district’s final report for fiscal year 2005-2006 Vocational and Career Technical Education Acts Fund. To qualify for these funds, programs must meet mandated activities directed at strengthening the academic, vocational and technical components through the integration of academics with vocational and technical education programs in a coherent sequence of courses. Advisory committees and partnerships with industry are mandated (IIA5-71, Approval of 2006-2007 VTEA 1C Final Reports).

SAC has also worked with the community to ensure that program curricula meet competency and training needs. For instance:

- Fire Technology—In 2005-2006, the SAC fire technology program awarded the second highest number of AA degrees (109) and fourth highest number of certificates (191) in the nation compared to its two-year and community college peers (IIA5-72, “Top 25 Fire Technology AA Degree and Certificate-Awarding 2-year Community Colleges in United States for 2005-06” Research Department).
- Nursing department— The Registered Nurse Graduate Questionnaire (RNGQ) is sent six to eight months after graduation; it shows one hundred percent employment in health care.
- The Automotive Technology department tracks the pass rates of graduates passing their Smog Licensure as well as the Automotive Service Excellence examinations by mailing surveys to students.
- The Speech Language Pathology Assistant (SLPA) program tracks the employment placements of graduates. Of the 2006-2007 graduates, seventy-five percent were employed across work settings including schools and clinics.

## **STANDARD II: Student Learning Programs and Services**

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### ***Self Evaluation***

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This standard is met. Partnerships exist between the CTE (i.e., vocational programs) and the community that have resulted in enhanced education for students that reflects current workforce standards and expectations. Resources for the college programs have increased due to the close community relationships that exist. Certificates awarded are tracked by the Graduation Office (IIA5-73, Certificates Awarded below 18 units). Pass rates on licensure and certifications are well above established norms. For those programs which do not function under certifying exams and licensure, advisory committee members favorably report a good fit between the vocational programs and their industries.

### ***Planning Agenda***

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None.

**II.A.6. The institution assures that students and prospective students receive clear and accurate information about educational courses and programs and transfer policies. The institution describes its degrees and certificates in terms of their purpose, content, course requirements, and expected student learning outcomes. In every class section students receive a course syllabus that specific learning objectives consistent with the institutions approved course outline.**

### ***Descriptive Summary***

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SAC clearly states information about programs, courses, degree requirements, course descriptions and transfer policies in the catalog and schedule of classes, which are available in printed and online format. Students have access to the college website at [www.sac.edu](http://www.sac.edu). Accuracy and currency of information are ensured through the quadrennial review process as well as several reviews by faculty, department chairs and deans (**M**—College Catalog; **Z**—Class Schedule; **AF**—SAC/SCC Joint Curriculum and Instruction Handbook).

The college *Core Competencies and the General Education SLOs* are printed in the catalog. The individual student learning outcomes are listed in all course outlines of record (COR). Faculty are encouraged to include course SLOs on their syllabi so students are able to evaluate the expected learning outcomes for their classes. Course outlines with the specific student learning outcomes are also available in division offices and hosted on WebCMS (**AH**). Elements of course overviews are identified in the *Faculty Handbook* (**S**). Each faculty member, whether full-time or adjunct, is required to distribute a course overview during the first two weeks of the semester and file the overview in the division office, where the dean, department chair and students have access to it. Tenure-track faculty are also required to include their syllabi as part of their



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## STANDARD II: Student Learning Programs and Services

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Self Evaluation portfolios. The college verifies that individual sections of courses adhere to the course objectives/learning outcomes through the evaluation procedure that is outlined in the FARSCCD contract (S—Faculty Handbook; D—FARSCCD Contract)

Students receive a *Student Handbook and Planner* (AD) and have the opportunity to receive information from counseling, the Outreach department, and Transfer Center.

### **Self Evaluation**

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The standard is met. Information is disseminated to students via multiple modalities. Information is reviewed on a regular basis. Departments update their web pages regularly to provide accurate information to students.

### **Planning Agenda**

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None.

**II.A.6 (a) The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission.**

### **Descriptive Summary**

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Transfer-of-credit policies are explained in the *College Policies* section of the catalog regarding transfer to institutions. The policies cover other areas of credit such as advanced placement, credit by exam, career advancement placement, college-level examination program (CLEP) and military service. Admissions and Records, counseling, and the appropriate department chair and division dean and the articulation officer address transfer issues from other institutions (M—2007-2008 college catalog).

Information about Transfer to Other Colleges can also be found in the catalog under Plan B (CSU GE Breadth) and Plan C (IGETC). Honors program transfer agreements are also listed in the catalog. Information is also available at the Transfer Center (M—College Catalog).

Courses completed at SAC may be transferred to colleges and universities throughout the nation. For transfer within the state of California, SAC maintains comprehensive lists of courses that can be applied to the Intersegmental General Education Transfer Curriculum (IGETC) or

## **STANDARD II: Student Learning Programs and Services**

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CSU GE Breadth. Completion of one of these patterns allows students to be fully GE certified for transfer to any UC (IGETC) or CSU (IGETC or CSU-GE Breadth) campus. These patterns are also accepted by a number of independent colleges and universities. Course listings for IGETC and CSU GE Breadth can be found in the college catalog, class schedule and in the Counseling and Transfer Centers. (M—College Catalog; Z—Class Schedule)

Articulation agreements are reviewed and maintained by the articulation officer, who advises the Curriculum and Instruction Council. The articulation officer also advises individual departments in new course development. New course development and revision also requires consultation with their appropriate colleagues at Santiago Canyon College (SCC) to maintain common curriculum *as per* BP 6117, attendant to common curriculum. Articulation with the local high schools has generally been maintained through student services, but individual departments such as English/EMLS/ESL and math periodically review articulation as well (AF—SAC/SCC Joint Curriculum and Instruction Handbook).

The college articulation officer also works to develop and maintain major, department, and general education articulation agreements with a large number of four-year colleges and universities. Most of these are available on [www.assist.org](http://www.assist.org), the official statewide database for articulation information. In 2006-2007 ASSIST reflected 1,982 major agreements, 1,119 departmental agreements and fourteen general education agreements for SAC with seventeen CSU and nine UC campuses. The ASSIST website is listed in the class schedule with links available on the SAC articulation website as well as the Counseling and Transfer Centers. An internal articulation website also includes links to agreements with twenty-two independent colleges and universities.

The catalog provides information on general course transferability, UC course transferability, and CAN numbers, which will be replaced by TCSU numbers. As curriculum and major requirements continually change at the community college and the four-year institutions, the process of developing, maintaining and publicizing articulation agreements is ongoing (M—College Catalog).

### **Self Evaluation**

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This standard is met. Santa Ana College publishes information on transfer and articulation with both public and private institutions in the catalog and through the Counseling and Transfer Centers. Statewide as well as internal websites are also accessible. Courses accepted for credit are reviewed by faculty and fulfill student learning outcomes.

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## STANDARD II: Student Learning Programs and Services

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### ***Planning Agenda***

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None.

**II.A.6 (b) When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.**

### ***Descriptive Summary***

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SAC has a policy that is clearly stated in the *SAC/SCC Joint Curriculum and Instruction Council Handbook* regarding programs that are eliminated or have significant changes (AF—SAC/SCC Curriculum and Instruction Handbook, p 173). Programmatic changes occur at the beginning of an academic year. If programs are eliminated, they are maintained long enough to ensure student program completion.

Board Policy 6134, Program Discontinuance, also details a process for elimination or significant change.

- Discipline faculty and the respective administrator working with the program identify aspects which apply to the specific program, using both qualitative and quantitative data.
- The department or discipline works internally for two years to review program goals and attempts to ameliorate the situation. There is a process that includes thorough research of the labor market and in-depth discussions in department, division and deans meetings.
- At the conclusion of two semesters, a comparative study is conducted and a preliminary analysis of items related to the mission of the college, enrollment trends, workforce related issues, completion rates, articulation issues, course availability (both lower and upper division), and outside agency requirements are reviewed.
- This information is included in the formal notice sent to the college president, the vice president of academic affairs, the chair of the C&I, and the president of the district faculty association (FARSCCD).

Should program elimination or major changes become necessary, the vice president of academic affairs is responsible for ensuring that students are properly notified by the respective division dean and that adequate arrangements are made so that affected students may complete the program in a timely manner with minimum disruption.

The last program discontinuance was electronics in June 2004. Accommodations were made for the students to complete certificates at Cerritos College, another local community college. SAC also has a process for determining course equivalency. On occasion, students

## **STANDARD II: Student Learning Programs and Services**

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will seek equivalence for a course that is not currently being offered to expedite program completion (IIA6-74—Program Discontinuance Policy, BP 6134).

Students are notified through multiple means of minor program changes as well. For example, the registered nursing program was mandated by the state to require diagnostic assessment testing for students prior to entry in the first semester. The registered nursing program notified students through letters, added language in the catalog and brochures, and held counseling and orientation meetings one year prior to making the change.

### ***Self Evaluation***

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This standard is met. Program discontinuance is rare. Students are notified of changes for at least one year prior through multiple means, and completion of their degree is facilitated with a minimum of disruption.

### ***Planning Agenda***

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None.

**II.A.6 (c) The institution represents itself clearly, accurately, and consistently to prospective and current students, the public, and its personnel through its catalogs, statements, and publications, including those presented in electronic formats. It regularly reviews institutional policies, procedures, and publications to assure integrity in all representations about its mission, programs, and services.**

### ***Descriptive Summary***

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The catalog, schedule of classes, publications and statements are reviewed for accuracy of the mission, programs and services of the college. The catalog and schedule of classes are available in printed and online format. The catalog is published annually. Catalog changes, including course revisions, development of new courses and policy changes are generated at the department level and approved by the division curriculum committees, which have representation at C&I, the oversight committee of the catalog. C&I approves all catalog changes prior to publication and recommends approval of the Board of Trustees annually. The catalog contains accurate information regarding the mission, SLOs, policies and curriculum.

The schedule contains accurate information on policies, registration procedures and course schedules. Class schedules are published on a semester basis, and production of schedule is initiated by the scheduling office with publication of the class schedule production timelines. The process for the schedule generation is initiated at the department level

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## **STANDARD II: Student Learning Programs and Services**

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and incorporates review by the division, college Scheduling Office and the vice president of academic affairs. The division deans oversee the process to meet target FTES goals and fulfill program needs.

The *Student Handbook and Planner (AD)* is published annually and reviewed for content and accuracy by the associate dean of student life, deans and the vice president of student services.

SAC has a Technology Advisory Committee (SACTAC) as one of the shared governance committees. SACTAC guidelines state: "It is the responsibility of each Designated Web Editor to ensure that group members are in compliance with general district computing policies, academic policies and Web publishing policies. Division and department administrators are responsible for reviewing web content related to their area of responsibility" (IIA2-49).

In fall 2007, the college initiated publication of *Career Focus*, which serves as a guide to occupational certificate and degree programs. Admissions and Records and Outreach distribute flyers and brochures yearly identifying requirements for each certificate. These are reviewed by the departments for accuracy (IIA6-75 Career Focus).

Student achievement information is published annually through the district resource development office. This information is available on the district website at [www.rscgd.org](http://www.rscgd.org).

The alternate media specialist in DSPS works with faculty and administration to ensure that the printed and online materials of the college are accessible to students with vision or hearing impairments. The college website is accessible, in-class videos are required to be close-captioned, and online courses meet accessibility requirements. When faculty undergo training to offer online courses, they are taught to assess if materials are accessible and to modify them for accessibility (IIA2-42).

### ***Self Evaluation***

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This standard is met. The institution represents itself clearly, accurately and consistently to all constituents through published documents and in electronic formats. The institution also regularly reviews policies, procedures and publications through designated processes which are approved by the Board of Trustees.

### ***Planning Agenda***

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None.

## **STANDARD II: Student Learning Programs and Services**

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**II.A.7. In order to assure the academic integrity of the teaching-learning process, the institution uses and makes public governing board-adopted policies on academic freedom and responsibility, student academic honesty, and specific institutional beliefs or worldviews. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge.**

### ***Descriptive Summary***

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The Rancho Santiago Community College District has developed board policies and administrative regulations which are available electronically on the employee Intranet in the Handbooks and Policies section <https://intranet.rscgd.org>. There are policies on a variety of topics including academic freedom (Board Policy 4201) and standards of student conduct (Board Policy 5201). These policies are also available in published format in the *Student Handbook & Planner (AD)*, *Santa Ana College Faculty Handbook (S)*, and *School of Continuing Education Faculty Handbook (IIA-50)*.

### ***Self Evaluation***

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This standard is met. Board of Trustees policies address a range of academic and professional matters.

### ***Planning Agenda***

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None.

**II.A.7 (a) Faculty distinguish between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.**

### ***Descriptive Summary***

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Article II.2 of the Academic Senate Constitution states: "... that the faculty has formal and effective procedures for participating in the formation of College policies on academic and professional concerns, in accord with the provisions of the California Administrative Code." In addition, Article II.2 promotes: "... [a] sense of responsibility among faculty for maintaining a superior level of instruction and professional commitment." A statement of professional ethics was also adopted by the Academic Senate and endorsed by the RSCCD Board of Trustees. Section IV.C. states that faculty "clearly differentiate those actions and opinions pursued as a private citizen from those that are expressed as a representative of the college" (1990) (IIA7-76, Constitution of the Academic Senate of Santa Ana College).

Discussions of academic freedom versus personal conviction take place at departmental as well as at the division level. The faculty evaluation

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## STANDARD II: Student Learning Programs and Services

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process affords a mechanism to determine how effectively the distinction is made (D—FARSCCD Contract).

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### **Self Evaluation**

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This standard is met.

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### **Planning Agenda**

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None.

**II.A.7 (b) The institution establishes and publishes clear expectations concerning student academic honesty and the consequences for dishonesty.**

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### **Descriptive Summary**

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Board Policy 4201 on Academic Honesty and the Student Code of Conduct designates that if an incident involving academic honesty occurs, faculty complete the *Academic Honesty Form*, meet with the student and forward the form to the division office, where a copy is maintained for reference. A copy is forwarded to the associate dean of student life. The *Academic Honesty Policy* is available in the college catalog (M), *Student Handbook and Planner* (AD), *Faculty Handbook* (S) and is available online on the RSCCD Intranet. Course overviews distributed to students include clear statements of the definitions and consequences of academic dishonesty (IIA7-77, Santa Ana College Statement of Ethics, English department).

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### **Self Evaluation**

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This standard is met.

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### **Planning Agenda**

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None.

**II.A.7 (c) Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or worldviews, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty or student handbooks.**

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### **Descriptive Summary**

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The Board of Trustees policies provide a framework for conduct for staff, faculty and administrators. Board Policy 4137, Civility notes that while all employees retain the right to free speech, they must speak responsibly. Board Policy 7000 states “RSCCD information resources users must respect the rights of other users, and observe all relevant RSCCD Board

## **STANDARD II: Student Learning Programs and Services**

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policies, Administrative Regulations and federal and state laws. All students, faculty and staff are responsible for seeing that these RSCCD information resources are used in an appropriate, effective, efficient, ethical and lawful fashion” (BP 4137; BP, 7000; AR 7000).

The student code of conduct is published in the *Student Handbook and Planner (AD)*. Student handbooks are available for students free of charge in the bookstore and other locations. This information is also available in the *Faculty Handbook (S)*.

### **Self Evaluation**

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This standard is met.

### **Planning Agenda**

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None.

**II.A.8. Institutions offering curricula in foreign locations to students other than U.S. nationals operate in conformity with standards and applicable Commission policies.**

Not applicable.

### **Standard IIA: Instructional Programs**

#### **Evidence**

<b>Number</b>	<b>Name</b>
IIA1-1	Santa Ana College 2002-2003 Catalog – online version
IIA1-2	Santa Ana Planning Retreat, April 13, 2007
IIA1-3	Program Review Calendar, 2007/2008–2010/2011
IIA1-4	Title V Project Proposal
IIA1-5	Board of Registered Nursing. Approval Letter St. Joseph
IIA1-6	English Department Fall Statistics
IIA1-7	Early Alert
IIA1-8	Success Center Brochure
IIA1-9	DSPS Mission Statement
IIA1-10	SACTAC Minutes, February 21, 2007
IIA1-11	SCE Schedule of Classes, Summer 2008
IIA1-12	SCE Community Learning Center
IIA1-13	Freshman Experience Program
IIA1-14	Middle College High School Fact Sheet



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IIA1-15	SSTI Announcement
IIA1-16	Honors Transfer Program Survey
IIA1-17	Honors Transfer Alliance Agreements List
IIA1-18	U-Link University Link Program
IiA1-19	CAHSEE Prep Program
IIA1-20	Student Transition Program
IIA1-21	SAC Credit Fall 2008 Online Classes
IIA1-22	Boot Camp for Nursing
IIA1-23	Academic Computing Center web page
IIA1-24	Modern Language Lab
IIA1-25	Reading Department web page
IIA1-26	ESL Language Lab, Sample Course Outline of Record (COR), ESL 055
IIA1-27	Writing Center, Sample COR, English N60
IIA1-28	Math Study Center flyer
IIA1-29	Focus on Assessment SAC SLO Assessment Conference, September 2006
IIA1-30	Teaching & Learning Committee web page (InsideSAC)
IIA1-31	English Department Program Review
IIA1-32	Research on Pass Rates from Various Departments
IIA2-33	RSCCD Board Policy 6117
IIA2-34	“Who Are We and Where Did We Come From?” in the <i>Journal of Developmental Education</i> , Volume 23, Issue I, Fall 1999.
IIA2-35	English and Math Department Meetings
IiA2-36	Community Services Program (web page) and brochure
IIA2-37	Curriculum Standards Handbook for the California Community Colleges
IIA2-38	California Community Colleges Guidelines for Title 5 Regulations, Chapter 6, Part 1
IIA2-39	Good Practices for Course Approval Process
IIA2-40	End of Year Report 2006-2007
IIA2-41	VTEA IC Final Reports

## **STANDARD II: Student Learning Programs and Services**

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IIA2-42	Faculty Readiness Checklist
IIA2-43	Timeline for Blackboard Preparation
IIA2-44	Flex Activities Fall 2008
IIA2-45	Sample Course Outlines; Math N05, Math 47, IDS N04
IIA2-46	Minutes of BSI Regional Meeting
IIA2-47	Minutes and Agendas from Academic Literacy and Learning Work Group
IIA2-48	Faculty Development Survey
IIA2-49	SACTAC Policies and Guidelines
IIA2-50	SCE Faculty Handbook
IIA2-51	Sample Portfolio data (enrollment, grade distribution) from Research Department
IIA2-52	Institutional Effectiveness and Assessment Committee Minutes and Agendas
IIA2-53	Teaching and Learning Committee Minutes and Agendas
IIA2-54	Math and English Department Goals
IIA2-55 (B)	Carl Perkins IV Core Indicators
IIA2-56	Budget Committee Minutes and Agendas
IIA2-57	<i>el Don</i>
IIA2-58	<i>Rancho View</i>
IIA2-59	Placement tests materials for Math and English
IIA2-60	Algebra Readiness Test Practice
IIA2-61	Progress Through Math Sequence Research Study
IIA2-62	Core Competencies General Education Inventory
IIA2-63	Nursing Department Minutes and Agendas
IIA2-64	Summary of Degrees and Certificates Earned
IIA2-65	Course Success Rates by Discipline Report
IIA2-66	GE Task Force Minutes
IIA5-67	Advisory Committee Minutes: Medical Assistant, Nursing
IIA5-68	Nursing Accreditation letter
IIA5-69	Pharmacy Tech Letter of Accreditation
IIA5-70	OTA Certificate of Accreditation

## **STANDARD II: Student Learning Programs and Services**

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- IIA5-71 VTEA Approval of 2006 2007 VTEA 1C Final Reports
- IIA5-72 “Top 25 Fire Technology AA Degree and Certificate-Awarding 2- year Community Colleges in United States for 2005-06” Research Department)
- IIA5-73 Certificates Awarded Below 18 Units 5-Year Comparison
- IIA6-74 Program Discontinuance Policy, BP 6134
- IIA6-75 Career Focus, Fall 2007
- IIA2-76 SAC Constitution of the Academic Senate
- IIA7-77 Santa Ana College Statement of Ethics, English Department



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## STANDARD II: Student Learning Programs and Services

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### II.B. STUDENT SUPPORT SERVICES

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

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

Santa Ana College (SAC) provides an integrated continuum of student services at multiple levels that are designed to ensure student success in persistence, retention and the ultimate achievement of their educational goals. This is consistent with the mission (V) of Santa Ana College to be a leader and partner in meeting the intellectual, cultural, technological, workforce and economic development needs of our diverse community. Coordinated components of the campus-wide program include direct services in the area of admissions, orientation, assessment, and counseling advisement and follow-up. In addition, general support services include research and evaluation, coordination and training of staff, faculty and administrators, and policy formation and adherence to regulations for pre-requisites, co-requisites and advisories on recommended course preparation.

A variety of specialized programs provide a more intensive level of academic and student support services to ensure high quality support options: EOPS, SSSP, MESA, Center for Teacher Education, University Link, and the University Transfer Center (IIB1-1). In a satisfaction survey, ratings of “good” and “excellent” for student support programs and services ranged from seventy-one to ninety-one percent (IIB1-2, I).

Students who participate in these programs typically demonstrate higher success rates than other students. This is particularly evident when student support services are also integrated directly into academic instruction, through learning communities and transfer preparation programs such as Freshmen Experience and Learning Communities II; Summer Scholars Transfer Institute; and individualized Track to Transfer (IIB1-3). Ninety-two percent of SAC staff agrees that these student programs and services result in an environment that is conducive to student learning (IIB1-4, AA). This opinion is also reflected in the

## **STANDARD II: Student Learning Programs and Services**

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Community College Survey of Student Engagement results, which indicate that the majority of students feel that SAC provides the support needed to help them succeed at college (IIB1-5).

SAC assures the quality of student support services and demonstrates support of student learning through strategic program planning, the incorporation of student learning outcomes into program planning, systematic program effectiveness review, and research on program and institutional outcome data. Leadership teams for the specialized support programs routinely evaluate program results and provide continuous feedback to improve services. Results from the SAC *Spring 2007 Staff Accreditation Survey* show that seventy-seven percent of staff agrees that SAC programs are assessed, reviewed and modified as needed on a regular basis (IIB1-6, AA). In addition, several committees with institutional-wide participation meet regularly to ensure that support services are interacting effectively and maintain a student-centered approach in support of campus-wide student learning. These committees include the Institutional Effectiveness and Assessment Committee (IE&A), the Student Success Committee, the Transfer Task Force, and the Basic Skills Task Force (IIB1-7).

Eighty-eight percent of SAC survey respondents agree that there is frequent dialogue about improvement of the student learning process. Committee members utilize results of ongoing institutional research data to assess program effectiveness, such as transfer, persistence and course completion rates, academic performance and student satisfaction surveys (IIB1-8, AA). The RSCCD Research Department also customizes research projects specifically to departmental requests and needs, which are used in individual program reviews: *12 Measures of Student Success (A)*, *Pathways of Student Persistence and Performance at Santa Ana College (G)*; *RSCCD Transfers to the Universities (I)*; *RSCCD Summary of Degrees and Certificates Earned*; *Survey Results of Former Santa Ana College Students Who Transferred to Four-Year Universities (J)*; *Santa Ana College Graduate Student Study (I)*.

Each department prepares an annual Department Planning Portfolio (DPP) (sample portfolios IIB1-9, P), which summarizes prior year accomplishments, challenges and progress on previous goals, all of which generate program goals for the coming year. These goals are related to budget planning, program recommendations and the allocation of resources by the institution (IIB1-10). According to the *Spring 2007 Staff Accreditation Survey*, eighty-three percent of SAC staff agree that decisions in departments are based upon these departmental goals (IIB1-11). Progress on prior year goals is also assessed. The DPP includes student learning outcomes and the assessment results and general program outcome data as well (IIB1-10). Eighty-eight percent of survey

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## **STANDARD II: Student Learning Programs and Services**

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respondents agreed that student learning outcomes have been a focus of activity in their departments.

As part of the planning and review process, departments conduct a Student Services Program Effectiveness Review of the programs in their area on a periodic cycle (IIB1-12). This process is integrated with a monthly strategic planning calendar for program review.

Programs that receive categorical funding produce an annual Chancellor's End of the Year Report, including EOPS/CARE, DSP&S, CalWORKs and Matriculation (IIB1-13). In addition, these programs provide periodic Categorical Program Self-Evaluation reports (IIB1-14). Results of these reports are used to assess program strengths and weaknesses and to improve program operations.

On a continuous basis, programs, departments and committees meet to discuss program operational effectiveness and coordination as well as to address issues that contribute to program re-design, as needed. More in-depth and comprehensive program and departmental review processes are undertaken at periodic strategic planning retreats, and student services leaders are included in college-wide strategic planning activities. This information is incorporated into the DPP process and development of student learning outcomes (IIB1-15).

### ***Self Evaluation***

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SAC meets this standard by regularly and effectively evaluating student support services and linking goals and outcome data to student learning and success. Review and planning for student support services is conducted at multiple levels, through specific program, department and campus-wide committees and task force activities as well as through division-wide professional development activities.

### ***Planning Agenda***

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None.

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

### ***Descriptive Summary***

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The college produces an annual college catalog for students, the public and college personnel use. The catalog is well structured and organized through the use of seven major categories: (IIB2-16):

College General Information  
Policies and Procedures  
Instructional Programs  
Course Description

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## **STANDARD II: Student Learning Programs and Services**

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School of Continuing Education (SCE)

Course Description for SCE

Faculty Information

The catalog is produced and reviewed by the college's Curriculum and Instruction Council (C&I) (IIB2-17). The C&I meets bi-monthly to review and update or edit information. In addition, assigned support staff work continuously with divisional and program representatives to update departmental information, program information and course descriptions throughout the year. This ensures that complete and accurate information is reflected in current and future catalogs.

The catalog meets all the requirements in this standard with one exception. Currently the 2007-2008 catalog does not include the academic freedom statement. However, the academic freedom statement can be found in both the *Faculty Handbook (S)* and the *SAC/SCC Joint Curriculum and Instruction Handbook (AF)*. In addition, the academic freedom statement is included in the 2008-2009 catalog. Regarding college policies, they are clearly outlined in the 2007-2008 catalog, pp 21-42. Those same policies can be found in the *Student Handbook and Planner (AD)*, and online. The online college policies information is easy to access and comprehensive (IIB2-18).

The catalog is available both in print and online (IIB2-19, M). The catalog can be purchased at the bookstore and can be referenced by students, staff and the public in the library, Admissions and Records, Counseling Center, Career Center, Transfer Center and college division offices.

### ***Self Evaluation***

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This standard is met. The SAC 2007-2008 catalog is clear, concise and comprehensive. The catalog is well organized, and information is easy to reference. The catalog is reviewed by the Curriculum and Instruction Council, which meets regularly to ensure accuracy and integrity regarding course descriptions, academic and non-academic program information, and college services.

### ***Planning Agenda***

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None.

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



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## STANDARD II: Student Learning Programs and Services

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### ***Descriptive Summary***

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

Extensive partnerships and collaboration with local educational agencies (LEAs) is a hallmark of the culture of SAC. This collective work has provided opportunities to create innovative programs and customized services to meet the unique needs of SAC students. The products of these partnerships include Middle College High School, an extensive array of TRIO programs (SSSP & Talent Search), Summer Scholars Transfer Institute (SSTI), Mathematics, Engineering, Science Achievement Program (MESA), the Center for Teacher Education, and a multitude of programs associated with the long-standing Santa Ana Partnership (IIB3-20). In addition, an in-depth review of academic records and transcripts is conducted of all seniors in Santa Ana Unified School District (SAUSD) prior to matriculation to SAC (IIB3-21).

The institutional Research Department designs, conducts and publishes regular statistical studies to assist in SAC's policy and program planning and development (IIB3-22). Each year the Research Department conducts and publishes the Student Satisfaction Survey, a comprehensive survey that reports students' satisfaction with their SAC educational experience, environment, programs and services. SLOs and level of engagement are also assessed.

Internally, SAC faculty and administration also assess and address student learning support needs of current and prospective students on a regular basis. For example, the counseling department surveys students annually to assess perception of services provided, inquires about the use of online services, and gives an opportunity to provide suggestions for improvement (IIB3-23). At the departmental level, faculty utilizes research and student evaluations in the DPP review process to shape and determine program goals. Campus committees and task forces such as Student Success, Matriculation and Basic Skills provide additional opportunities to gauge student needs and develop solutions to any major areas of concern, all of which are reflected in SAC's overall participatory governance structure (IIB3-24, N).

Students have several opportunities to communicate their individual needs. The RSCCD admissions application gives students the opportunity to indicate which services they would like to receive more information about (IIB3-25). The Orientation and Advisement Needs Assessment

## **STANDARD II: Student Learning Programs and Services**

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Form also collects information about students' academic background and hours committed to working (IIB2-26). Using this form, students can also request information on services or programs of interest to them. Mailing labels and lists of students requesting information is made available to programs.

During the New Student Orientation, counselors provide detailed information on the various programs and services that SAC offers in a one-hour PowerPoint presentation (IIB3-27). Contact information and office locations are available in the *Student Handbook and Planner* (AD) and on the college website (IIB3-28). In conjunction with the Orientation Needs Assessment Form, students participating in SAC's Early Decision Program are also asked to complete the "My Santa Ana College Planning Sheet," which provides counselors with additional information on student's self-assessment of their math/English abilities in relation to their scores on the test, hours they plan to spend working, and major/career goals (IIB3-29).

There is a comprehensive approach to the research and identification of student needs at several levels, ranging from individual student needs to the concerns facing the larger community. The results of the student satisfaction survey suggest that SAC is meeting student needs. Ninety-five percent of respondents indicated that they would choose to attend SAC if they could start over again (IIB3-30, H). "Excellent" and "good" ratings were the most common responses to items relating to overall satisfaction, including effectiveness of classroom learning experience and campus environment. SAC programs and services also received high ratings.

External evaluations in the area of enrollment, degree attainment and transfer achievement also indicate institutional effectiveness. SAC has been ranked one of the top fifty fastest growing community colleges in the nation by *Community College Week*. The same publication ranked SAC tenth among the top one hundred degree producers for Hispanic students in the nation and sixteenth for degrees for Asian Americans (IIB3-31). In the area of transfer, SAC ranks seventh among all 109 California community colleges for the total number of Latino students who transfer to California State University and eighth for the number of Latinos who transfer to the University of California (IIB3-32).

### **Self Evaluation**

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This standard is met.

### **Planning Agenda**

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None.

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## STANDARD II: Student Learning Programs and Services

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

### ***Descriptive Summary***

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SAC offers classes, programs and services at six centers and approximately one hundred sites within its service area in addition to the main campus at 17th and Bristol Streets in Santa Ana. The centers are Centennial Education Center (CEC), Marketplace Education Center (MEC), Digital Media Center (DMC), the Criminal Justice Training Center, the Regional Fire Training Center, and the Workforce Development Center and Career Center. Each site implements multiple strategies to ensure student accessibility to its designed support services targeted to the unique population of participating students at each site, as appropriate and proportionate to the size and scope of program. The college has several strategies to facilitate student access to support services:

- The first is to provide the actual support services on site at the location where instruction also occurs through either co-locating a branch support services office or by scheduling those services periodically at the instructional site. This type of strategy is used at all major locations (IIB3-33 to IIB3-42).
- The second is to embed support services into the classroom-based curriculum, as is the case with SAC's Learning Communities Program, in which English composition essays are related to support services, special presentations on topics such as financial aid, university transfer and support services. Leadership programs are included as part of academic courses and are linked to course content and related academic activities as well (IIB3-43 to IIB3-53).
- The third is to refer the students to locations in the vicinity of the instructional program where the service is available. This strategy is employed when services cannot be offered (e.g., clinical health services).
- The final strategy is to make the services available via the internet in either a real time or a delayed-response process. This strategy is valuable for both distance education students and for students whose occupational, family and personal obligations do not allow them to remain on campus for extended periods beyond the class hours. Services that are currently available online have grown substantially over the past five years and presently include counseling, tutoring, financial aid assistance, application completion, course registration, library access and bookstore purchases (IIB3-54 to IIB3-60). Additional online support is provided to students via SAC's Blackboard system, which supports instruction college-wide. The

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majority of SAC classes (traditional, on-line, and hybrid) utilize Blackboard as a co-curricular tool to maintain a networking forum among and between students and faculty as well as a vehicle for the communication of key updates necessary for academic success, like matriculation information, academic guidance about additional related courses available in the sequence, referrals, and more (IIB3-61; IIB3-62).

The Student Satisfaction Survey indicates that there are no significant differences between student satisfaction by location, a further substantiation of the effectiveness of this set of strategies to maximize access to support services for students regardless of the primary location or venue of their academic coursework (IIB3-63, H). Efforts currently underway to develop an internet-based orientation program for new students have been completed, with implementation scheduled during the 2008-2009 academic year.

### ***Self Evaluation***

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This standard is met.

### ***Planning Agenda***

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None.

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

### ***Descriptive Summary***

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SAC offers a comprehensive academic and student service programs designed to offer experiential learning opportunities that both support and build upon classroom learning (IIB3-64). The Service Learning Center provides service learning opportunities which are formally incorporated into academic programs such as Honors, Puente, The Freshman Experience Program, Math, Engineering & Science Achievement, Student Support Services Program and the Center for Teacher Education. Academic disciplines (including astronomy, biology, chemistry, counseling, exercise science, human development, math, nutrition, nursing, occupational therapy, psychology, sociology, speech communications, etc.) connect classroom lessons with service learning projects to benefit the community and add practical application to students' academic experiences (IIB3-65 ; IIB3-66).

The Associated Student Government's leadership development work (encompassing credit, non-credit and continuing education divisions of the college) provides student organizations with the opportunity

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## STANDARD II: Student Learning Programs and Services

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to be involved in numerous community-based leadership projects (IIB3-67; IIB3-68). In addition, student leaders are active at all levels of SAC participatory governance committees such as College Council, Curriculum and Instruction Council, Budget Committee and Facilities Committees (IIB3-69, N), as well as in their own student organizations and clubs, which presently number more than twenty (IIB3-70).

SAC offers many academic and co-curricular programs, including twenty-one collegiate sports (IIB3-71) for men and women and the awarding-winning student newspaper, the *el Don* (IIB3-72). In the area of fine and performing arts, students participate in a year-round variety of art, music, dance and theatre performances like *Playing for Time* (IIB3-73), support the local art community in First Saturday Artwalk at the Downtown Santa Ana's Artists Village (IIB3-74), and support student art at the campus gallery during the Holiday Art Sale (IIB3-75). In addition, students participate in leadership institutes such as Santa Ana Civic Leadership Initiative (SACLI), Multi-Ethnic Leadership Institute (MELI) and Student Leadership Institute (SLI), as well as conferences such as the Chicano/Latino Convocation (CLIC) and the American Association of Hispanics in Higher Education (AAHHE). These activities provide an intellectual environment that connects students to professional and civic settings as current and future leaders (IIB3-76 to IIB3-80).

The Student Success Committee's Literature Across the Curriculum project, in collaboration with the International Student Program, presented "Celebrating Languages" at the campus-wide International Student Festival exposing the college community to the linguistic diversity in our midst (IIB3-81). Health and wellness activities are incorporated into programs like the Alcohol Prevention Education, Blood Drive, AIDS Awareness, and the Psychological Services film and seminar series to increase self-awareness and healthy living for all students and staff (IIB3-82).

### **Self Evaluation**

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This standard is met. Overall college programs, student services programs in particular, offer a variety of programs and activities that encourage personal and civic responsibility, link the college curriculum and co-curriculum with leadership development and community service, and connect students to each other and to college staff in ways that create a sense of belonging and empowerment. The Community College Survey of Student Engagement (CCSSE) is a marker of success in which SAC was distinguished nationally for the high level of engagement and belonging that students felt as a part of the campus community (IIB1-5). The close collaboration between academic affairs and student services contributes to the college environment and provides a foundation for student success.

## **STANDARD II: Student Learning Programs and Services**

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### ***Planning Agenda***

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None.

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

### ***Descriptive Summary***

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The Counseling Center is open to all students at SAC, whether they are seeking to improve their skills, obtain a certificate, complete an AA or AS degree and/or transfer. A variety of services and specialized programs are offered to meet the need of students. The major services provided include academic advisement, career planning, orientation services and personal counseling. Students are able to access information on services provided by the counseling division on a comprehensive web page (IIB3-83).

Strong collaboration between academic programs and student services has resulted in the development and maintenance of programs that directly address the barriers that interfere with student success. Freshman Experience, University Link, and Summer Scholars Transfer Institute are examples of programs that have promoted student achievement for over a decade (IIB3-84). Newer programs, including the Summer Research Scholars Program, Center for Teacher Education, MESA, and the USDA Career Grant Program demonstrate the ongoing commitment to broadening services for students (IIB3-85 to IIB3-87).

Students may also qualify for specialized advising and counseling services through EOPS, the Student Support Services Program, DSPS, International Students, etc. Program-specific counselors meet the needs of these special populations, and there is ongoing communication at the faculty, staff and administrative levels between the counseling division and the support programs to ensure that students are receiving critical support services, e.g., athletics, DSPS, EOPS and International Students (IIB3-88).

Outreach efforts by the counseling division include intersegmental training of SAUSD counselors twice yearly to assist in college readiness. Outreach programs such as Early Decision and Junior Day and transfer programs such as University Transfer Days, the UC Breakfast Club, and the UC/CSU field trips help encourage college enrollment and university transfer (IIB3-89-91). On-line counseling services have been implemented, and a training manual has been written to assist counselors with this process (IIB3-92; IIB3-93). All counselors are hired and evaluated according to the guidelines set in the FARSCCD contract (IIB3-94, D). Guidelines for evaluation include self evaluations, student

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## **STANDARD II: Student Learning Programs and Services**

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feedback and peer observations. Counselors and staff in the Counseling Center are provided with training and professional development opportunities to ensure that students are receiving appropriate and skilled advisement. Training sessions include peer mentoring sessions, updates on curriculum and transfer requirements, departmental retreats, departmental discussions of the Student Satisfaction Survey in relation to services provided, and planning and program development activities (IIB3-95).

Program evaluation is ongoing and strategic. The Counseling Division Portfolio provides an overview of the program, summaries of number of students served, trend data, SLO's, programmatic goals, recommendations and budget overview (IIB3-96). A student survey on counseling services is administered each year, and the results are reviewed and disseminated in both the portfolio and the End-of-Year Report (IIB3-97; IIB3-98). The use of counseling services is analyzed using the SARS grid (number of appointments, walk-ins, etc.) to coordinate staffing of the center with actual student usage (IIB3-99).

### ***Self Evaluation***

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This standard is met. Noteworthy, however, is that many of the aforementioned programs were developed through a collaborative relationship of the dean of counseling, faculty/staff, the vice-president of academic affairs and the vice president of student services. Since the last SAC self study, there has been a change in middle and upper-level administration, including the dean of counseling, the vice president of academic affairs and the college president. In order to continue the innovation, commitment and motivation to provide strong programs in the Counseling division, the collaborative relationship needs to remain a primary focus.

### ***Planning Agenda***

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None.

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

### ***Descriptive Summary***

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The goal of SAC, as reflected in its mission statement (IIB3-100, V) is to promote a successful academic community that is substantially enriched by cultural, ethnic, socioeconomic, religious and political diversity, as well as a wide range of beliefs, physical abilities, ages, genders and sexual orientations. The SAC *Strategic Plan 2007-2015 Theme III: Innovation* stipulates that as part of the ACCESS/Outreach goal, the college will reach

## **STANDARD II: Student Learning Programs and Services**

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traditional and non-traditional students and review support services offered in non-traditional ways (IIB3-101, **AB**).

SAC credit student population consists of forty-five percent Latino, thirty-one percent Caucasian, eleven percent Asian, one percent Filipino, two percent African American and one percent Native American. The male to female ratio is fifty-four percent male to forty-six percent female (IIB3-102). The RSCCD Institutional Research Department conducts two major studies that help assess overall student satisfaction. The Student Satisfaction Study is a comprehensive student satisfaction survey of students enrolled at SAC (IIB3-103, **H**). The Graduate Student Study is a follow-up survey to Associate of Arts/Sciences graduates and certificate recipients (IIB3-104, **I**). Both studies provide statistics on overall satisfaction by ethnicity from which differences in ratings may be seen among the four major ethnic groups: African American, Asian, Latino and Caucasian. According to these sources, fifty percent of respondents reported they were “first-generation” college students; sixty-three percent of respondents reported they were non-native English speakers, mainly Spanish and Vietnamese. The diversity of the student body enhances the educational experience of SAC students and prepares them for a global environment. Equally critical, the college has made a deliberate attempt to achieve a workforce that reflects its diverse student population. To that end, there has been consistent progress in affirmative hiring in both faculty and administration over the past five years.

A wide variety of classes, programs and services contribute to creating an environment in which the cultural diversity is affirmed and serves to enrich the entire college community. Courses that promote the understanding and appreciation of diversity have been embedded in SAC general education requirements. The college offers a variety of courses, and some degree options in Asian, Black, Chicano, ethnic, international, religious and women’s studies. In addition, there are courses in modern languages such as French, Spanish, Japanese, Chinese and Vietnamese (IIB3-105, **M**). SAC also maintains the School of Continuing Education (SCE), responsible for providing non-college credit courses and programs to English as a Second Language learners, older adults, the disabled, parents with special needs and inmates. The curriculum has been established to meet the needs of pre-collegiate education in the areas of basic academic skills and English as a Second Language. SCE has an enrollment of 12,794 students in over eighty sites (IIB3-106). The two major sites are Centennial Education Center (CEC) and Marketplace Education Center (MEC) (IIB3-107).

The SAC amphitheatre serves as the public hub for cultural diversity and is utilized by student clubs and organizations conducting a cultural celebration under the auspices of Inter-Club Council (ICC). The mission



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of the ICC is to develop greater social awareness amongst its related member organizations, students, faculty, staff, Associated Students Government (ASG) and college administrators. Each year the campus highlights multi-cultural events often supported by the Student Life and Development Office. All students are invited to help plan one of the multicultural events which have included: National Hispanic Heritage Month, Mexican Independence Day, Blood Drive, Red Ribbon Week, Leadership Conference, Halloween Festivities, Native American Heritage Month, Thanksgiving Food Drive, International Festival, World AIDS Day, Kwanzaa Celebration, Black History Month, Lunar New Year, National Condom Awareness, Women's History Month, International Students Spring Ball, Earth Week and *Cinco de Mayo* (IIB3-108).

### ***Self Evaluation***

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This standard is met by regularly and effectively evaluating student support services with the overarching goal of promoting student understanding and appreciation of diversity.

### ***Planning Agenda***

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None.

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

### ***Descriptive Summary***

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The practices and tools for admission at SAC are set according to the regulations outlined in state, federal and RSCCD Board Policies (IIB3-109). All admissions criteria and processes are clearly outlined in the schedule of classes and the catalog (IIB3-110, M, Z IIB3-111). In addition, admissions criteria and processes may be found on the SAC website (IIB3-112). The paper applications are disseminated on-campus upon request and during various outreach-based activities at the local high schools, community centers and community-based events (IIB3-113). SAC focuses attention on ensuring that processes are culturally sensitive. Bi-lingual Spanish and Vietnamese-speaking staff are available to assist students with the applications. Many of these same bi-lingual staff members provide advice on the effectiveness of these practices and recommend improvements. This participation helps to ensure continuous scrutiny of practices, especially in relation to equity and access for speakers of languages other than English regarding the admission processes.

Students are referred for placement testing primarily through the SAC admissions process. Placement testing is offered in different forms for

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native English speakers and non-native English speakers, as well as four different math ability levels. Students are advised on the appropriate placement test or level by counselor recommendation, Assessment Center staff, Outreach staff, high school instructor recommendation and student self-selection after reviewing sample of English, ESL, and math questions available at the Testing Center or the testing website (IIB3-114; IIB3-115).

The assessment component is critical to the accurate placement of students in the college curriculum. Cut scores used for placement into SAC courses are continuously evaluated and modified as needed. All assessment instruments have been reviewed to ensure that cultural and linguistic biases do not exist. In addition, *Title 5* matriculation guidelines and the Santa Ana College Matriculation Plan (M—catalog, p. 31, IIB3-116) require that student course placement must be accomplished with an approved testing instrument in conjunction with appropriate multiple measures. Validated studies include: Class placement data for English, reading and ESL placement tests (spring 07); RSCCD's math department validation of proposed MDTP cut scores for N05/N06 math levels (IIB3-117; IIB3-118). According to the RSCCD Math Course Placement of Students Who Completed High School Algebra 1& 2 (March 2006) and the Student Self-Ratings of Appropriateness of Placement (Fall 2002), over eighty-three percent of students report being placed at the correct level (IIB3-119; IIB3-120). In addition to regular validation processes submitted to the Chancellor's Office for approval, the college also conducts ongoing research for multiple measure validity and biases.

Only assessment instruments on the California Community Colleges Chancellor's List of approved assessment instruments (pp 1, 3) are utilized by the SAC credit program (IIB3-121). A locally-developed test for the non-credit ESL program has been fully approved by the Chancellor's Office, and the process of validating a test to place students into the High School Subjects program is in process. Further, to prevent discriminatory practices and arbitrary applications of placement information, such measures are incorporated for all placement decisions as per *Title 5, Section 55521(a) (3)*. The RSCCD Orientation Needs Assessment and Advisements form, the SAC Orientation and Needs Assessment and Advisement form for ESL/EMLS course placement, and the RSCCD Report on Validation of Multiple Measures, November 2006, pp 1-4 are all tools that guide and support assessment and placement at SAC (IIB3-122 to IIB3-124).

To improve the accuracy of student placement and ensure alignment with curriculum, the college developed three custom assessment tools: the Holistic Writing Sample (for placement into credit English courses), the ESL Placement Test (for placement into non-credit ESL courses), and the Test of English Language Development (for credit ESL courses).

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Validation data of these instruments were reviewed and recommended for approval by independent consultants from the University of Kansas (Poggio and Glasnap) to ensure validity and lack of cultural and/or linguistic bias. The Chancellor's Office has fully approved these instruments (IIB3-125).

### ***Self Evaluation***

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This standard is met. The effectiveness of these admission and placement tools and practices are regularly evaluated in a variety of formats by faculty, staff and students.

### ***Planning Agenda***

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None.

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

### ***Descriptive Summary***

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RSCCD Board Policy 5117 and Administrative Regulations 5117 address the policy and procedures for the storage, confidentiality and release of student records. This policy is in accordance with Family Educational Rights and Privacy Act (FERPA), California Education Code, *Title 5 of the California Code of Regulations*, and other applicable provisions of state and federal law (IIB3-126 to IIB3-127).

In addition to Board Policies and Administrative Regulations, SAC maintenance procedures comply with the American Association of Collegiate Registrars and Admissions Officers (AACRAO) standards for the maintenance of records classified as permanent or disposable, and policies and procedures specify retention periods and disposal protocols. Procedures are reviewed on an annual basis simultaneously as part of the Department Planning Portfolio.

Some records are electronically stored directly in the Student Information System. Paper records are filed and all Class One records are electronically backed up through imaging. The electronic images are also backed up on off-site servers. Those records not electronically imaged are stored through contract with an off-site records storage company. These records are retrievable within one to three business days. Other records previously archived on microfilm are currently being converted to compact disk (CD) and electronically backed up on secure servers.

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College transcripts prior to fall 1986 have been imaged and the original hard copy documents are stored in a fire proof vault in the admissions and records office. All other Class One records are filed in locked file cabinets which are in secured rooms and accessible only to authorized employees. Access to student information is determined primarily by the associate dean of admissions and records with management support by the registrar. A comprehensive review of storage and access to student data has been undertaken over the last year as part of the process of planning for adoption of a new student information system.

A statement defining directory information and notifying students of their rights is published in the college catalog, class schedule, and online. Absent a subpoena, the college requires a written release signed by the student before any non-directory information is released to a third party (IIB3-128). Records of these releases are maintained for a minimum of three years.

### ***Self Evaluation***

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This standard is met.

### ***Planning Agenda***

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None.

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

### ***Descriptive Summary***

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Santa Ana College uses a wide variety of strategies to review its student support services. These include a systematic program effectiveness review process, which is embedded into the DPP process and conducted on an annual basis. This process includes the establishment and assessment of SLO's, both small-group and institution-wide student surveys, analysis of student progress within program areas (often in comparison to a comparable control group or longitudinally), and thorough individual student evaluations of programs and services.

In 2006-2007, SAC began participating in the Community College Survey of Student Engagement, which provides another assessment of the SAC experience from a student perspective (IIB1-5). A number of categorical student services programs also prepare special performance reports for the state, which informs college program planning and development (II.B4-129). These activities are complemented by program retreats in

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which classified, faculty and management can collectively consider the impact of the DPPs (including program effectiveness data) and respond appropriately to modify, expand and improve work in progress (IIB4-130).

The calendar for department planning portfolio development and program review is structured as a two-step process to ensure alignment with the college's budget and planning processes. In March of each year, preliminary portfolios are due to the area vice president of student services as part of the early budget request process, and then they are updated through the spring and completed over the summer when the final data relative to student success are available subsequent to the close of the academic year (IIB4-131). The results of these reviews and consideration of the data does more than just inform planning at the student services program level. Reviews and data are sent to the Student Success Committee, where information about successful practices or unmet needs informs strategic planning at the institutional level across both student services and instruction. For example, information about co-curricular needs of students and success factors emerging from the Freshman Experience Program and faculty concerns about how to enhance teaching and learning led to the creation of a \$100,000 Student Success Innovation Fund in the 2006-2007 year and to its continuation in 2007-2008 (IIB4-132). Faculty, staff and students can apply for mini grants that tie into portfolio and program review material to improve a course, program or service at the college (IIB4-132). Sample Student Success Committee agendas, the Innovation Grant application for 2006-2007 and 2007-2008 are provided (IIB4-132). The culture of innovation at the college has led the Santa Ana College Foundation to add resources to the innovation fund in 2007-2008 and has doubled its financial commitment to the effort for 2008-2009.

In addition, SAC student services leaders work with the RSCCD Research and Resource Development departments to frame research priorities each year that will inform program development and implementation efforts and development of supplemental resources (IIB4-133).

Finally, beyond the college and under the auspices of the Santa Ana Partnership, a research and evaluation team analyzes academic achievement data for students who plan to attend SAC from regional feeder schools. These data enable the college to predict the academic, co-curricular and financial support needs of future students and to shape courses and programs in response (IIB4-134 to IIB4-138).

### ***Self Evaluation***

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This standard is met. There is a set of strategies for reviewing, assessing and improving student services that is proactive and responsive. The

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scope of work and level of innovation and collaboration (within and beyond the institution) is high, and processes are linked to budget allocation and resource development. Dialogue about work in progress occurs at program and division-level strategic planning retreats as well as at the college level through both governance and operational committees and task forces that are data-centered and action-oriented. Coordination of related efforts within this environment occurs within, between and beyond college programs and services. An administration of relatively new managers complements the seasoned leaders forming a collegial team that includes students, community members, staff and faculty. The high talent, high need student constituency will require that kind of effort for the foreseeable future, and it is imperative that the climate of innovation be maintained and continuously improved. In the second year of work with formal SLO's, there is work to be done in refining assessment measures and experimenting with new SLOs so complete implementation may occur.

### ***Planning Agenda***

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- ❖ Lead faculty, staff and administration will continue to develop and refine student services SLOs, especially assessment strategies as the planning and program review cycle continues.
- ❖ Lead faculty, staff and administration will conduct an assessment of the cluster of student success committees and task forces to glean recommendations from participants that will inform design and functioning for the subsequent program year.

### ***Standard IIB: Student Support Services***

#### **Evidence**

<b>Number</b>	<b>Name</b>
IIB1-1	Student Services program web pages EOPS web page SSSP web page MESA web page Center for Teacher Education web page University Link web page University Transfer Center web page
IIB1-2	Santa Ana College Graduate Report, p. 6
IIB1-3	Freshmen Experience Program web page Learning Communities II web page

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- Summer Scholars Transfer Institute web page
- Track to Transfer
- IIB1-4 Santa Ana College Staff Accreditation Survey Results, spring 2007, p. 6
- IIB1-5 Community College Survey of Student Engagement
- IIB1-6 Santa Ana College Staff Accreditation Survey Results, Spring 2007, pp 6-7
- IIB1-7 Sample working documents from interdepartmental committees  
Basic Skills Task Force Agenda  
Institutional Effectiveness Committee Agenda  
Student Success Committee Agenda  
Student Success Committee Agenda Items 2-27-08  
Student Success Committee Agenda Items 4-29-08  
Transfer Task Force Committee Agenda
- IIB1-8 Santa Ana College Staff Accreditation Survey Results, Spring 2007, p. 2
- IIB1-9 Department Portfolio Plans examples Counseling, Tutorial Center
- IIB1-10 Department Planning Portfolio (see InsideSAC website)  
Program Summary and Outcome Data  
Student Services Program Effectiveness  
Reviews Program Goals  
Student Learning and Program Specific Outcomes  
Program Recommendations
- IIB1-11 Santa Ana College Staff Accreditation Survey Results, spring 2007, p. 3
- IIB1-12 Student Services Program Effectiveness Review, page (InsideSAC website)
- IIB1-13 EOPS/CARE  
DSP&S  
CalWORKs
- IIB1-14 Categorical Program Self-Evaluation reports
- IIB1-15 SAC Students Services Portfolio/SLO Planning Timeframe

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IIB2-16	Catalog Table of Contents
IIB2-17	Curriculum and Instruction Council web page
IIB2-18	SAC online policies
IIB2-19	SAC online catalog
IIB3-20	Middle College High School Summer Scholars Transfer Institute MESA Center for Teacher Education Santa Ana Partnership Programs Santa Ana Partnership Overall and Structure
IIB3-21	Transcript Evaluation Services Summary
IIB3-22	RSCCD Research Department website
IIB3-23	Counseling Department Student Survey
IIB3-24	SAC Participatory Governance Structure
IIB3-25	Admissions Application
IIB3-26	Orientation and Advisement Needs Assessment Form
IIB3-27	New Student Orientation Outline New Student Orientation PowerPoint Presentation
IIB3-28	Student Handbook and Planner, pp 4-5
IIB3-29	My Santa Ana College Planning Sheet
IIB3-30	Student Satisfaction Study
IIB3-31	<i>Community College Week</i> – Summer 2007 Hispanic Outlook, March 31, 2006
IIB3-32	UC Latino Transfers CSU Latino Transfers
IIB3-33	Spring 2008 SCE Class Schedule, pp 1-6
IIB3-34	SCE Counseling Department Pamphlet
IIB3-35	Spring 2008 Santa Ana College Class Schedule, pp 98-103
IIB3-36	TV/Video Communications Pamphlet
IIB3-37	Digital Media Center
IIB3-38	Santa Ana College Business Seminars Class Schedule



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IIB3-39	Digital Media Center (DMC) web page
IIB3-40	Criminal Justice Training Center web page
IIB3-41	Santa Ana College School of Continuing Education Class Schedule Spring 2008
IIB3-42	School of Continuing Education website
IIB3-43	Spring 2008 SAC Class Schedule p. 26
IIB3-44	Financial Aid website
IIB3-45	2007-2008 Santa Ana College Catalog, p. 15
IIB3-46	SAC Financial Aid Information Folder
IIB3-47	SAC Financial Aid Information Guide
IIB3-48	Transfer Center Newsletter
IIB3-49	SAC University Transfer Center website
IIB3-50	2007-2008 Santa Ana College Catalog, p. 12
IIB3-51	2007-2008 Santa Ana College Catalog, pp 9-13
IIB3-52	Student Leadership Services – Santa Ana College Office of Student Life pamphlet
IIB3-53	Santa Ana College Student Leadership Institute pamphlet
IIB3-54	Online Counseling
IIB3-55	Wireless Access
IIB3-56	Financial Aid Assistance
IIB3-57	Online Application
IIB3-58	Course Registration
IIB3-59	Library Access
IIB3-60	Don Bookstore
IIB3-61	Distance Learning website: Online & Television classes
IIB3-62	Blackboard
IIB3-63	Student Satisfaction Survey
IIB3-64	SAC Student Services and Academic websites
IIB3-65	Service Learning Center
IIB3-66	Service Learning materials
IIB3-67	Associated Student Government

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IIB3-68	Office of Student Life Student Leadership Development (SLI), Non-credit Continuing Education, Student Development
IIB3-69	Participatory Governance Structure
IIB3-70	Student Life web page
IIB3-71	SAC Athletic Department Website
IIB3-72	Spotlight on <i>el Don</i> web page
IIB3-73	SAC Fine and Performing Arts Fall 2007 & Spring 2008 brochures
IIB3-74	First Saturday Artwalk
IIB3-75	Holiday Art Sale
IIB3-76	Santa Ana Civic Leadership Initiative (SACLI)
IIB3-77	Multi-Ethnic Leadership Institute (MELI)
IIB3-78	Student Leadership Institute (SLI)
IIB3-79	Chicano/Latino Convocation (CLIC)
IIB3-80	American Association of Hispanics in Higher Education, Inc. (AAHHE)
IIB3-81	Literature Across the Curriculum/Celebrating Languages
IIB3-82	SAC Health and Wellness Services Alcohol Prevention Education Psychological Film Series
IIB3-83	Counseling Center Counseling Division Comprehensive web page
IIB3-84	Freshman Experience University Link Summer Scholars Transfer Institute
IIB3-85	Summer_Research_Scholars_2007
IIB3-86	Center for Teacher Education MESA
IIB3-87	USDA Career Grant
IIB3-88	Counselor Assignments 2008–2009
IIB3-89-91	SAUSD Counselor Professional Development Day

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IIB3-90	Early Decision Junior Day
IIB3-91	UC Field Trips University Transfer Days UC Breakfast Club
IIB3-92	Online Counseling website
IIB3-93	Online Training Manual for Counselors
IIB3-94	FARSCCD Contract Evaluation
IIB3-95	Counseling Division Training Meeting Schedule
IIB3-96	Counseling Portfolio:  Strategic Planning Guide for the division that includes Organizational Chart, Student Learning Outcomes, Goals/ Timelines/Lead, Recommendations and Budget.  <i>Santa Ana College Program Review; II Student Service: Counseling Division</i>
IIB3-97	Student Survey Results April 2007
IIB3-98	Counseling End of Year Report 2006–2007
IIB3-99	Appointment Attendance Summary report
IIB3-100	SAC Mission Statement
IIB3-101	<i>Santa Ana College Strategic Plan 2007–2008</i>
IIB3-102	RSCCD Enrollment Trends Fall 2003–Fall 2007
IIB3-103	Santa Ana College Spring 2006 Student Satisfaction Survey
IIB3-104	SAC Graduate Student Study
IIB3-105	Santa Ana College Catalog, pp 31–90
IIB3-106	RSCCD School of Continuing Education Headcount and Student Characteristics, Fall 2006, Fall 2007
IIB3-107	School of Continuing Education web page
IIB3-108	Inter-Club Council web page  Student Life and Development
IIB3-109	RSCCD Board Policy, 5001: Admissions
IIB3-110	SAC Schedule of classes, Fall 2007, p. 20
IIB3-111	SAC Catalog, p. 17
IIB3-112	SAC Admissions

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- IIB3-113 SAC Paper Application
- IIB3-114 Sample Math Questions web page
- IIB3-115 CTEP/English Assessment Sample Questions
- IIB3-116 Matriculation Plan, p. 31
- IIB3-117 Class Placement Data for English, Reading and ESL Placement Tests, Spring 07
- IIB3-118 RSCCD Math Department Validation of Proposed MDTP Cut-Scores for N05/N06 Math levels
- IIB3-119 RSCCD Math Course Placement of Students Who Completed High School  
Algebra (1& 2), March 2006
- IIB3-120 Student Self-Ratings of Appropriateness of Placement, Fall 2002
- IIB3-121 California Community College Assessment Instruments, pp 1 & 3
- IIB3-122 Validation of Multiple Measures Used to Place Students into Math and English Coursework at RSCCD Colleges, November 2006
- IIB3-123 RSCCD Orientation Needs Assessment and Advisement Form
- IIB3-124 SAC Orientation Needs Assessment and Advisement Form ESL/EMLS
- IIB3-125 Test Bias Evidence
- IIB3-126 FERPA District Policies
- IIB3-127 RSCCD Board Administrative Regulations 5117
- IIB3-128 Santa Ana College Catalog – FERPA Statement, p. 20  
Santa Ana College Class Schedule – FERPA Statement, p. 15  
Santa Ana College Website - FERPA Statement
- IIB4-129 Categorical Program reports: Student Services Portfolio Framework (including Program Effectiveness Review and Student Learning Outcomes)
- IIB4-130 Portfolio Development and Processes  
Student Learning Outcomes Retreat Agenda

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- IIB4-131 SLO Development: SSA Meeting Agendas, Roster, and Summaries  
Student Services Administrative Retreat  
Student Services Portfolio/SLO Planning Timeframe
- IIB4-132 Basic Skills Innovation Grant Fund and other materials:  
Applications Instruction  
2007-2008 Basic Skills Task Force Meeting Agendas, Roster, Summaries  
2007-2008 Funding applications  
Taking Stock Basic Skills Initiative  
2007-2008 List of Funded Projects
- IIB4-133 “SAC only” Grants related to Student Services
- IIB4-134 SAUSD Graduation Requirements  
Sample Achieving College School Site Data
- IIIB4-135 Achieving College Core Activities Template
- IIIB4-136 Longitudinal Placement Data
- IIIB4-137 SAC Partnership Roster  
SAC Partnership Meeting 12-19-07  
SAC Partnership Higher Ed. Cabinet meeting 2-26-07  
SAC Partnership Academic Impact  
SAC Partnership Evaluation Master Plan  
SAUSD Registration 8-Year Trend
- IIIB4-138 SAUSD K-12 Data



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## STANDARD II: Student Learning Programs and Services

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### STANDARD II.C. LIBRARY AND LEARNING SUPPORT SERVICES

Library and other learning support services for students are sufficient to support the institution's instructional programs and intellectual, aesthetic, and cultural activities in whatever format and wherever they are offered. Such services include library services and collections, tutoring, learning centers, computer laboratories, and learning technology development and training. The institution provides access and training to students so that library and other learning support services may be used effectively and efficiently. The institution systematically assesses these services using student learning outcomes, faculty input, and other appropriate measures in order to improve the effectiveness of the services.

**II.C.1. The institution supports the quality of its instructional programs by providing library and other learning support services that are sufficient in quantity, currency, depth, and variety to facilitate educational offerings, regardless of location or means of delivery.**

#### ***Descriptive Summary***

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#### **LIBRARY**

The Nealley Library of Santa Ana College (SAC) is centrally located on the first floor of the L-building. Since 1958, this 24,579 assignable square-foot facility has provided quality library and information services to Santa Ana College students, staff, faculty and community members (IIC1-1). Currently the library simultaneously accommodates a total of 464 students. These students may be seated in individual study carrels or at tables for four, at individual PC stations, in two group study rooms, or in the mediated lab used for library instruction (IIC1-2).

In late 2003, with the passage of bond *Measure E*, the library was able to undergo a renovation. The improvements were completed in early 2004 and included new chairs, carpet, paint and specialized furniture to accommodate students with disabilities (IIC1-3).

The library is heavily utilized as shown in the table below (IIC1-4).

<b>Library Use 2006/2007</b>	
Gate count	382,801
Circulation (including books, periodicals, course reserves, AV items and laptops)	90,040
Positive attendance figures for computer and laptop use	178,243 uses for a total of 92,269 hours
Group study rooms	5,046 students
Interlibrary loans	121 items lent; 106 items borrowed

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### **OTHER LEARNING SUPPORT SERVICES**

#### ***Academic Computing Center (ACC)***

The Santa Ana College Academic Computing Center is a 3,500 square foot, general-purpose instructional computing facility. The ACC staff is dedicated to helping all RSCCD students, faculty and staff meet their academic technology needs. A variety of software applications, IBM compatible/Macintosh computers, black and white/color printers, scanners, web-cams, wireless connectivity and Internet access facilitate increased student success. Additionally, the ACC strives to enhance information competency and thinking and reasoning of those who utilize the center.

During 2006-2007, attendance was at a record high serving approximately 11,000 students. A total of 319,468.40 hours were reported for 2006-2007 resulting in 607.93 FTES. Using the September 10, 2007 non-credit funding rate of \$2626 per FTES resulted in approximately \$1,596,000 generated. During 2007-2008, attendance increased by 12.24 percent during the summer and 6.61 percent during the fall (IIC1-5).

#### ***Tutorial Learning Center***

The Tutorial Learning Center is located on the first floor of the Johnson Center in room U-103 and shares space with the learning disabilities program, the assistive technology center, the EOPS tutoring component and the offices of the DSPS associate dean, secretary and psychologist. Approximately 1,365 square feet are dedicated to the tutoring program. The mission of the tutorial learning center is to provide quality, no-cost tutorial assistance and study skills information to enrolled students in order to increase understanding of course material, encourage independent thinking and learning, and ultimately enhance students' abilities to achieve their educational goals (IIC1-6).

#### ***Success Center***

The Success Center (SC) is a 2,213 square-foot academic learning center located on the second floor of the L-building that provides computer-aided individualized instruction in reading, language arts, mathematics, English and writing. The SC is dedicated to preparing both credit and non-credit students to achieve competency in basic skills in order to pursue and achieve higher educational goals (IIC1-7). There is heavy usage of fifty-one desktop computers that house unique and interactive software programs such as PLATO, English Mastery and Rosetta Stone levels 1, 2, and 3. During 2005-2006, 2,289 students were served for a total of 27,382 attendance hours. In 2006-2007, 2,375 students logged



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30,331 attendance hours (IIC1-8). Attendance continues to grow each year, but the capacity of the facility remains the same.

### ***Testing Center***

The Testing Center, centrally located on the second floor of the L-building, provides support for SAC's instructional programs through its make-up testing service. Instructors may leave exams at the testing center when a student is unable to take the exam during scheduled class hours due to illness or other unavoidable absence, or when a student needs special accommodations such as extended time and/or because a classroom environment is not conducive to test administration.

Tests are administered by testing center staff in accordance with directions provided by the instructor on an Instructor Test Form, which includes test deadline, time allotted and allowable aid such as notes, text, etc.

It is the goal of the Testing Center to provide a quiet, distraction-free environment for students to take make-up examinations. The Testing Center's other primary services include placement testing and career assessment (IIC1-9).

### ***Community Learning Centers at Santa Ana College School of Continuing Education***

The Santa Ana College School of Continuing Education (SCE) has two Community Learning Centers (CLC) at the two major sites, Centennial Education Center (CEC) and Marketplace Education Center (MEC). These centers offer individualized civics-oriented instruction, computer-assisted language learning, basic computer and technology literacy, citizenship and general English as a Second Language instruction that supplements the core ESL curriculum for students enrolled in the Santa Ana College SCE (IIC1-10). Students' work is self-paced, the content of which is determined by mutual agreement between student and instructor (IIC1-11). A variety of software programs, readers, dictionaries and other language acquisition level appropriate books are available for use as well as ninety-six different individualized lesson packets for the beginning and intermediate level language learner.

### ***Self Evaluation***

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This standard is mostly met. SAC supports the quality of its instructional programs as evidenced by the number and variety of learning support services that are available. Since 2001, the college has added two Community Learning Centers, which enhance the educational offerings of continuing education students at CEC and MEC. The library and ACC consistently receive high ratings in the annual Research Department

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Report: SAC Student Satisfaction Study (H). “The Academic Computing Center (88%) and the Library (89%) received the highest percentages of ‘good’ and ‘excellent’ ratings” (H, p. 5). Students also rated other learning support services “good” or “excellent” overall: Tutoring Center, eighty-one percent; Success Center, eighty percent; and Testing Center, seventy-three percent (H, p. 6). In addition, the SAC Spring 2007 Staff Accreditation Survey showed that sixty-four percent of respondents (eighty-seven percent of whom were faculty) agreed the library and other learning support services provide sufficient services to support student learning (AA, p. 7).

Nevertheless, space limitations continue to pose constraints on the library and all of the learning support service centers. The 2001 Planning Agenda (pp 6-11) stated, “ILR and President’s Council will promote the long-range plan for support of expanded facilities that will include library, media, distance education, and professional development.”

In the 2001 Self-Evaluation (pp 6-3), the library documented that it faced “significant physical limitations... When compared to square footage of community colleges in Southern California, the library’s current space allotment of the L Building does not allow for any growth to provide additional classrooms, small-group study rooms, staff or additional student study space.”

In this document, two official academic library statistical sources, the Association of College & Research Libraries (ACRL) ([www.ala.org/ala/acrl/acrlstandards/standardslibraries.cfm](http://www.ala.org/ala/acrl/acrlstandards/standardslibraries.cfm)), and *California Library Statistics 2007* ([www.library.ca.gov/lrs/librarystats.html](http://www.library.ca.gov/lrs/librarystats.html)), have been used to identify “points of comparison” between Nealley Library and its peers (IIC1-12). The ACRL recommends comparison to peer libraries as an assessment of minimum standards for community college libraries. In the past seven years, several Orange County community college libraries have opened new state-of-the-art facilities. When compared to these, Nealley Library is the oldest facility (1958) and lacks the square footage to meet the learning needs of its students.

## STANDARD II: Student Learning Programs and Services

<b>Facilities - Points of Comparison</b>							
	SAC	SCC	OCC	Golden West**	Cypress	Fullerton	Irvine Valley
FTES*	15,584	6,822	18,503	10,942	10,447	16,923	7,049
Year built/open	1958	2006	2007	1967	2005	2005	1997
Assignable square footage (ASF)	24,579	40,000	88,777	24,080	40,000	46,939	35,000
Classroom(s):	1	1	2 (1 lab/1 classroom)	2	1	1	2
Seating	20	36	39/56	35	40	33/2ADA	22/45
Computers	20	36	39/0	35	32	33/2ADA	22/0
Mediated	Yes	Yes	Yes		Yes	Yes	Yes
Group study rooms:	2	13	9	1	8	13	10
Seating	14	86	56	32	40	54	40
<small>*from California Community Colleges Chancellor's Office web site <a href="http://misweb.cccco.edu/mis/onlinestat/ftes.cfm">http://misweb.cccco.edu/mis/onlinestat/ftes.cfm</a>  **Construction beginning June 2008 for a new 55,000 ASF building to include the library, tutoring, writing center, and media</small>							

The 2001 Self-Evaluation (pp 6-3) also stated, “Student demographics indicate that quiet study space is not available at home. In 1999, seventy-one percent of students surveyed reported that they used the library to study. The available library space has been frequently reconfigured to accommodate new technology, maximize seating and minimize the inevitable noise of an over-crowded facility... The library is listed in the campus master plan for possible expansion if a bond measure is successful.”

Bond *Measure E*, a \$337 million general obligation bond to renovate existing district buildings and construct new classrooms, was successfully passed in 2002. In late 2003, with *Measure E* funds, the library was renovated; no additional space was gained. The library was re-carpeted and painted and new chairs and signage were purchased. The two bathrooms remained untouched.

The Nealley Library User Survey (IIC1-13) conducted in fall 2004 shows that “98% of respondents rated the general library appearance and cleanliness to be ‘excellent’ or ‘good.’” However, respondents also stated that “restrooms are terrible, very dirty,” “restrooms need some improvement,” and “I think we need more bathrooms.”

Due to furniture re-configuration and additional computer furniture for student use, the library now accommodates 464 students, fifty seats less than in 2001. It does not provide sufficient seating for a student population of 24,402. There is also a critical need for additional group study rooms to allow for an environment where students can work together, team teach and participate in peer learning activities. Small group study rooms are in great demand; the two existing study rooms are insufficient to meet the need. *Nealley Library User Survey* respondents

## **STANDARD II: Student Learning Programs and Services**

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stated, “We need more, bigger study rooms” (IIC1-13). The library should be the first in line to capture space in the L-building as it becomes available.

### ***Planning Agenda***

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- ❖ Library administration will work with the Facilities Committee to develop a plan to expand space for additional individual seating and group study rooms for students (IIC1-14, p. 3, Goal B.e).

**II.C.1 (a) Relying on appropriate expertise of faculty, including librarians and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission of the institution.**

### ***Descriptive Summary***

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#### **LIBRARY**

Adhering to the Santa Ana College Mission Statement (V) (<http://sac.edu/missionStatement.htm>), the Nealley Library Mission Statement (IIC1-1), the Nealley Library Collection Development Policy (IIC1-15), and Goal A of the Nealley Library Goals/Activities for Year 2007-2008 (IIC1-14), the library provides information and access services that support the curriculum and meet the information needs of the SAC community.

SAC librarians play an active role in all aspects of participatory governance and college life. The library is well represented through librarian participation on voluntary and elected committees, councils and executive boards such as the Academic Senate, Curriculum and Instruction Council (C&I), Santa Ana College Technology Advisory Committee (SACTAC), Faculty Association of Rancho Santiago Community College District (FARSCCD), Teaching Learning Committee (TLC), Basic Skills Task Force, etc. (IIC1-14, p. 6, Goal G).

Participatory governance participation gives the library a voice and a presence on college committees and councils. This presence guarantees that the library contributes to and is always informed of college and district issues. District, college and library-related issues are shared and discussed in regularly scheduled bi-monthly librarian meetings (IIC1-16). During these departmental meetings, librarians review existing library services and work collaboratively to seek ideas and find creative solutions for expanded services. Meeting agendas set the tone for these brainstorming sessions, in which librarians consistently address library policy, procedures, technology, equipment, materials, reference desk

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assistance, library workshops, budget, staffing and services as they relate to the academic success and needs of SAC students.

In order to understand and better meet the curricular needs of students, librarian faculty frequently dialogue with classroom faculty. Librarians serve as division liaisons who work closely with individual academic divisions, departments and faculty (IIC1-17). This interaction includes informing faculty of library services and new developments, soliciting and receiving reserve materials and suggestions for library material selections, assisting with specific vocational program accreditation needs, collaborating with the development of classroom assignments, and assisting faculty with research.

The primary focus of the library's collection development is to support the general education and career technical education (CTE) college curriculum by supplying the information necessary to complete class assignments and research and to enhance the development of basic skills (IIC1-15). The curriculum, faculty input, course assignments and reference desk interactions with students, coupled with statistical analysis of materials holdings and circulation figures drive the selection of library materials. The collection is made up of a variety of formats to meet student needs as shown below.

<b>Nealley Library Collection 2006/2007</b>	
Books	63,719
Periodical subscriptions	417 (includes active and inactive titles)
Closed captioned videos & DVDs	630
CDs	857
Electronic books (e-books)	11,149
Microforms	5725
Full-text periodical databases	29 (with access to over 18,000 full-text periodicals)

(IIC1-18, IIC1-19, IIC1-20)

In addition to books and periodicals, the library offers audiovisual materials that complement print resources and are widely used. Following state and federal ADA guidelines, the Nealley Library provides DVDs and videos that are closed captioned. Throughout 2002–2004, library video holdings were comprehensively reviewed, and many were discarded. Titles that remained viable were closed captioned through the college's alternate media specialist. The Nealley Library was one of the first community college libraries in California to completely comply with state and federal ADA guidelines. There is no budget line for the purchase of audiovisual materials. They are currently acquired with monies allotted to the library supplies account.

The library supports the curricular needs of traditional on-campus students and continuing education students, as well as distance education students, who may access resources twenty-four hours a day, seven days a

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week. The SAC distance education student base is growing, and the SCE sites have many non-credit classes and high school subject programs. In order to better serve these varied student populations, the library has invested in full-text periodical databases and electronic books (e-books) which are digital versions of traditional print books designed to be read on a personal computer.

The library's periodical collection consists of 417 active and inactive periodical subscriptions, 5,725 microforms, twenty-nine licensed full-text periodical databases, and nine reference databases (<http://www.sac.edu/students/library/Nealley/articles.htm>), which provide access to over 18,000 full-text titles. Through the coordinated efforts of the Community College League of California (CCLC) and the Council of Chief Librarians of California Community Colleges (CCLCCC), the library receives significant subscription discounts to "over 100 different databases covering nearly every discipline in a college's curriculum" (<http://www.ccleague.org/i4a/pages/index.cfm?pageid=3313>). Through this joint venture, CCLC and CCLCCC negotiates with over thirty online database vendors on behalf of participating community college libraries. The databases subscribed to by the Nealley Library support the college curriculum and substantially add to the breadth and depth of library resources by augmenting and updating the book collection. They provide 24/7 remote access to an array of journals, magazines, newspapers and reference sources at a very reasonable cost, are very popular, and are heavily used by students, staff and faculty.

Periodical title subscriptions and periodical and reference databases are evaluated annually and retained or cancelled based on a variety of criteria: the curricular needs of students, the cost of the database (or title) as compared to other databases (titles) providing similar subject coverage, monies available, usage patterns and statistical data. To assist customers with periodical collection development, individual subscription vendors supply the library with monthly usage statistical reports.

The library's reserve collection of more than 2,700 items provides students with short-term, library-use access to many textbooks and other course materials that are chiefly supplied by teaching faculty and academic departments (IIC1-18, IIC1-21). In 2006-2007, reserve materials accounted for forty-one percent of the library's circulation statistics at 37,277 circulations (IIC1-4).

The library also provides a variety of audiovisual equipment, including TV/VCRs, DVD and CD players. The copy center houses photocopy machines and microform reader/printers, including a Minolta MS6000, which can be used to store, digitize, fax and e-mail articles from microforms. In addition, networked printers, scanners and CCTV (video text magnifier) are available in the reference desk area. The

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library currently has eighty-one computers and thirty wireless laptops available for student use that provide access to the library online catalog (OPAC), online reference and periodical databases, Internet resources, word processing, assistive technology and other software applications (IIC1-22).

### **OTHER LEARNING SUPPORT SERVICES**

#### ***Academic Computing Center (ACC)***

**The ACC dialogues with faculty to determine equipment, software and services needs. Computers and peripherals are similar to those in classrooms. Software needed by faculty, such as Adobe Creative Suite 3, is acquired and implemented in the ACC.**

The ACC also conducts student and staff surveys to improve service (IIC1-23, IIC1-24). The paper surveys will soon be replaced with an online version.

The ACC constantly reviews the type of computers, peripherals, software and services to ensure they coincide with what is being used or taught in classrooms and other labs. Each year the ACC develops a planning portfolio to ensure sufficient depth and quality are sustained (IIC1-25). This document clearly identifies each resource, hardware, software, personnel and supply that is needed to reach the ACC's goals. Inventories are routinely taken and reviewed with the division dean. A maintenance spreadsheet is constantly updated to ensure instructional equipment and software is running at top efficiency.

#### ***Tutorial Learning Center***

Free tutoring in a wide variety of subject areas is available to enrolled students through the Tutorial Learning Center (IIC1-26). Assistance is offered in one-to-one, small group and large group settings. Approximately thirty-five part-time tutors work in the Learning Center, including two retired faculty members who volunteer their time. Tutoring is offered each fall, spring, summer and intersession, and the center is open six days per week during the fall and spring semesters. A library of textbooks and study skills handouts, as well as six computers, are available for tutor/student use. Students served are surveyed annually and consistently report a high level of satisfaction with the services received (IIC1-27).

#### ***Success Center***

The SC serves both credit and non-credit students. It provides fifty-one desktop computers with specialized software such as PLATO and Rosetta Stone for students of English as a Second Language (ESL) and English

## **STANDARD II: Student Learning Programs and Services**

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for Multilingual Students (EMLS) programs, basic mathematics, reading comprehension, grammar and writing skills. Renewal of licenses and up-to-date software programs are necessary to maintaining sufficient quality and currency of services.

The SC constantly reviews the type of computers and software services to ensure they coincide with what is being used or taught in classrooms and other labs. Each year a planning portfolio is created to help ensure sufficient depth and quality are sustained (IIC1-28).

### **Testing Center**

The Testing Center has thirty-four testing carrels. Twenty of these carrels are equipped with late model desk top computers which have access to Blackboard (the college's computer-based instructional platform). One of the twenty computers is used as an assistive technology station on which DSPS has installed the Kurzweil program, which can enlarge text, convert printed text into clear sounding synthetic speech and allow students to answer questions directly on the computer screen.

In addition to Blackboard, the computers have English, reading, and math placement tests installed. These computers are used in two of the Testing Center's three primary functions: make-up testing, placement testing and career assessment.

Four video cameras have been mounted on the walls of the Testing Center and are connected to a fifteen-inch color monitor which is constantly watched by a staff member to monitor for cheating.

In 2000, the Testing Center's space was reduced by 1/3, while utilization of the Testing Center for make-up exams and placement tests has increased significantly. During peak times, such as mid-terms and finals, use of computers in the testing center is in great demand, and students are required to compete for use of computers.

### **Community Learning Centers (CLC) at Santa Ana College School of Continuing Education**

Three CLC facilitators meet and review the needs of the centers and make purchase recommendations of new resources and computer software. They are also members of the ESL department. The facilitators conducted informal student satisfaction surveys in the fall 2007 semester.

Each CLC has sixteen student computer stations, and all have access to the Internet. Each of the centers also has a smart board and computer software programs to meet the needs of the various levels of language learners that these centers serve. Software programs available include English for All, Easy English, Ellis: Intro and Middle Mastery, Citizenship, Sound Sentences, Longman Interactive: Module A, B, C,



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## STANDARD II: Student Learning Programs and Services

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The Rosetta Stone 1, Side by Side Interactive: 1 and 2, English Mastery: Alania and Americana, and Oxford Picture Dictionary. Also available are AlphaSmarts (portable word processing systems) and Brain Child with these cassettes: grammar and usage and three levels of reading, vocabulary, and writing (IIC1-29).

### Self Evaluation

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This standard is largely met. The college selects and maintains educational equipment and materials to support student learning with the available funding. Student surveys conducted in the library and other learning support services show high levels of satisfaction with the resources available. However, funding is a concern in several areas.

### LIBRARY

The library plays an important role in the academic success of the college community. It strives to meet the needs of a diverse student population and a wide variety of academic programs. The *Nealley Library User Survey* (IIC1-13) showed that ninety-two percent of respondents felt the library had the resources and materials they wanted. However, many comments were made on the need for “more current books and a variety of subjects.” In addition to serving the general education and transfer student, the library has a vital role in the accreditation process of vocational programs such as nursing, paralegal studies, occupational therapy assistant, and fire technology. Providing resources that are mandated by accreditation boards is costly and has an impact on collection development.

To meet these diverse needs, the Nealley Library requires a stable source of sufficient funding. Years of inadequate funding has made it increasingly difficult to provide “...equitable access to current and relevant sources” (IIC1-1) for all students. The library’s general fund accounts depend upon the subsidy of unpredictable lottery revenues and occasional state-funded block grants. With the bulk of the materials budget based on unstable sources of money, the library must compete for funds with all of the other college departments and divisions. The library needs funding that is protected from inflation since costs continue to escalate with price increases for books, periodicals, media and periodical databases.

A historical look at the library’s budget for books alone reveals the funding commitment to SAC’s student population of thirty years ago compared with the state of funding for today’s student population. In the 1970s, the library’s book budget was about \$40,000.00. In 1973, \$40,000.00 had the same purchasing power as \$181,420.00 had in 2006. The 2006-2007 book budget was \$71,123 and included \$19,831, a portion of a one-time instructional materials block grant of \$68,571 to be spent on books over two years. The 2007-2008 budget was \$117,131, which

## **STANDARD II: Student Learning Programs and Services**

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includes the remaining \$48,740.00 from the 2006-2007 instructional materials block grant and a \$10,000 one-time grant for the purchase of basic skills materials (IIC1-30). These figures demonstrate not only the difference in value between the budgets of past and present, but also the variable nature of the current budget allotment which must rely heavily on outside sources that are not guaranteed.

The library depends on Telecommunication and Technology Infrastructure Program (TTIP) and lottery funds to pay for periodical subscriptions and electronic periodical and reference databases. The annual budget allocation for these resources has decreased substantially since 1999 (IIC1-31), while expenditures have consistently exceeded the allotted budget. The periodicals budget situation has not improved since the last Self Study. In the 2001 Self Evaluation, the library reported: "The 2000-2001 budget for library books and materials is \$61,423.00; the periodicals budget is \$60,717.00 (6.26). That figure has been consistent for the past five years. Because the periodicals budget has not received an increase for the past six years, monies are annually transferred from the book budget to cover the inflation cost of periodical subscriptions." During 2006-2007, the periodicals account was short \$12,650. That amount was transferred from the already insufficient book account to the periodicals account (IIC1-31).

The SAC Academic Senate has recognized and formally supported the library in its quest for an increased materials budget. In the 2001 Self Evaluation, the library declared, "Librarians received formal support from the Academic Senate in 1998 with a resolution that recognized the need for a college commitment to increase and protect the library budget from inflation."

In spite of persistent budget inadequacy, librarians work diligently to maximize the available funds. Book purchases for 2005-2006 averaged \$56.00 per title. Through successful negotiations with vendors, shipping charges have been almost eliminated. Paper-bound copies are purchased whenever they are available, and the purchase of print reference titles has been drastically reduced. Due to these efforts, the average price per title dropped to approximately \$39.00 in 2006-2007.

The library has also invested in e-books. E-book collections from NetLibrary are an inexpensive way to add a critical mass of relevant, quality e-books to the library collection. With the purchase of the seventh NetLibrary collection in 2008, the current holdings will expand to approximately 14,000 titles. The e-book collection has been made possible through the packaged NetLibrary offerings of the Community College Library Consortium (CCLC), and its purchase has been subsidized with book, electronic database and TTIP funds.

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## **STANDARD II: Student Learning Programs and Services**

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### **OTHER LEARNING SUPPORT SERVICES**

#### ***Academic Computing Center (ACC)***

An ongoing concern for the ACC is that its funding resources for equipment and software are not sufficient to facilitate educational offerings. For example, some new software that is used by instruction will not run on the older operating systems. All PC and Mac computers must be upgraded to handle the new operating systems, Vista and Leopard. In spring 2008, the ACC obtained funding to replace all PCs with state-of-the-art computers. These will be able to run the most advanced version of Vista and provide enhanced instructional services. Additional funds are still needed to replace all Mac computers.

Institutionally, an equitable comprehensive acquisition/replacement resource plan for hardware, software, supplies, support and training needs to be developed and adhered to which takes into consideration individual department needs.

This standard is met by carefully assessing the learning needs of instructional faculty and staff. Seventy-six percent of students indicated in the fall 2007 Academic Computing Center Student Survey ([IIC1-32](#)) that there was an adequate number of computers to complete their assignments in a timely manner, and eighty-eight percent agreed that most of the equipment was in working order.

#### ***Success Center***

The Success Center Student Satisfaction Survey of July 2003 ([IIC1-33](#)) showed that ninety-two percent of respondents stated the SC has helped them improve their basic skills. Ninety percent agreed that software used in the SC helped them succeed in their classes. Monetary support for renewal of licenses and up-to-date software programs would be invaluable in continuing to provide the services students need from the Success Center.

#### ***Testing Center***

During peak times such as mid-terms and finals, use of computers in the Testing Center is in great demand, and students are required to compete for use of computers. The lack of space prohibits accommodation of more students during these critical periods.

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### ***Planning Agenda***

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- ❖ Library administration, in consultation with the Budget Committee, will establish a predictable materials base-budget that is not dependent upon lottery or block grant subsidies and is protected from inflation; is sufficient to serve general education classes and vocational programs; includes provisions for enrollment growth and support for new programs (IIC1-14, p. 1, Goal A).
- ❖ The Success Center will seek additional ongoing funds for the renewal of licenses and up-to-date software programs.

**II.C.1 (b) The institution provides ongoing instruction for users of library and other learning support services so that students are able to develop skills in information competency.**

### ***Descriptive Summary***

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#### **LIBRARY**

Since 1999, the library has worked collaboratively with C&I, the Academic Senate and faculty to integrate information competencies (IC) into the college curriculum. Working with the district's Resource Development Department, a three-year grant was awarded to the library for the purpose of introducing IC to the faculty and students. The first year an IC tutorial was created and made available to students and faculty through the library website. Some faculty incorporated this tutorial into their curriculum. The second and third years of the grant focused on integrating IC into transfer courses and vocational programs respectively.

The library has always worked with classroom faculty to offer students library instruction. Currently, the Nealley Library addresses IC in various ways, through one-on-one student/librarian interactions at the reference desk, and through three different instructional programs:

- Library workshops
- Library & Information Studies (LIS) program
- Library Technology (LT) program

Utilizing print and electronic resources, as well as local and remote sources, librarians provide general information and one-on-one, customized, course-specific assistance and instruction to diverse groups of students, staff and community members. Through point-of-use instruction, librarians educate students on the use of the library catalog, electronic databases, reference resources, search engines or other tools to the users' particular needs.

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## STANDARD II: Student Learning Programs and Services

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Two of the instructional programs, the Library Workshops, [www.sac.edu/students/library/nealley/lib\\_instruction/schedule\\_workshop.htm](http://www.sac.edu/students/library/nealley/lib_instruction/schedule_workshop.htm), and the LIS program, [www.sac.edu/students/library/nealley/lib\\_instruction/lis.htm](http://www.sac.edu/students/library/nealley/lib_instruction/lis.htm), are meant for the general student body, while the third, the LT program, [www.sac.edu/students/library/nealley/lib\\_tech/](http://www.sac.edu/students/library/nealley/lib_tech/), is vocational in nature and meant for those seeking a career in libraries at the paraprofessional level. Curriculum, objectives and student learning outcomes for each course in each program have been developed and are available to students through the library website and course syllabi ([IIC1-34 a-c](#), [IIC1-35 a-c](#), [IIC1-36 a-b](#)). The library workshops, LIS 100, and six LT program courses are all taught in the only mediated classroom/lab located in the Nealley Library.

Prior to fall 2005, library instruction for the general student body was provided via customized, course-specific and assignment-based library instruction conducted during class time. In order to reach a greater number of students through more flexible scheduling, these courses evolved into the current library workshops. The library offers the following three workshops: Searching the Online Catalog, Searching Electronic Periodical Databases, and Searching and Evaluating Information on the Internet. ([IIC1-37](#)). These evolved to meet the ACRL standards as defined in the Information Competency in California Community Colleges website: <http://www.topsy.org/infocomp.html>.

Separate curriculum and objectives have been developed for each workshop, there is no overlap, and each can stand alone ([IIC1-34 a](#), [IIC1-38](#)). The workshops are not sequential and may be taken in any order.

Students can register online by selecting the library workshop schedule prominently displayed on the library's homepage, [www.sac.edu/students/library/nealley/](http://www.sac.edu/students/library/nealley/). Each workshop is sixty minutes long with fifty minutes of instruction and a ten-minute quiz made up of questions that match class content and SLOs. The quiz is graded and made available to students at the reference desk. It is at this point that librarians review the quiz with students and reinforce instruction.

Each semester the library workshop coordinator communicates with all faculty of the college ([IIC1-39](#)). Strong faculty support is evidenced by participation from various disciplines: psychology, human development, English, ESL, business, fire technology, speech, dance, art history, women's studies, counseling, study skills, nutrition, biology, chemistry, etc. Some students are required to complete all or some of the workshops as part of their class work, and others are encouraged to attend for extra credit ([IIC1-40](#)). In addition, some students enroll in library workshops for personal growth. During 2006-2007, 2,578 students attended 223 workshops ([IIC1-4](#)).

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Faculty assessment of these library workshops was conducted for the first time spring 2008 when twenty-seven faculty representing eighteen courses from eleven academic departments were surveyed. Their responses to the Faculty Survey Assessing Library Workshops (IIC1-41) provided insight as to whether the faculty included the library workshops in their course curriculum or syllabus, whether they required the workshops for a letter grade or for extra credit, and whether student performance on research assignments improved after attending library workshops. Faculty responses were overwhelmingly positive, and recommendations for more sessions during evenings, intersession and summer will be seriously considered. The library will continue to conduct this faculty survey each fall and spring semester, and a student survey to assess library workshops will be developed and piloted fall 2008.

The LIS program is composed of two one-unit CSU-transferable courses. During 1997, C&I approved LIS 100, Library Research Fundamentals, and also placed it under *Category F, Lifelong Understanding and Self-Development*, of the graduation requirements for an associate degree (M, p. 33). LIS 103, Information Retrieval on the Internet (an online course), was developed and approved in 1998. Recognizing the need for students to be information literate individuals of society, C&I members and the Academic Senate added an information competency statement to the Santa Ana College mission statement (V).

### **OTHER LEARNING SUPPORT SERVICES**

#### ***Academic Computing Center (ACC)***

The ACC assists students' research activities to achieve personal, professional and educational success. Several ACC tools, the [Web Scout](#) and the [Ultimate Search Page](#) enhance these efforts.

The ACC provides a variety of application software products such as Microsoft Office, Adobe Creative Suite 3 and 3D Studio Max. In addition, assistance is available on web competencies, Blackboard, and other computer assisted learning tools.

The ACC also teaches several information competencies workshops each semester. Rubrics, quizzes, review sessions, and student collaboration are employed to assess competencies. Specific competencies for the ACC workshops can be found at each course's website shown below:

- [Using the Academic Computing Center and Basic Windows Navigation](#)
- [Basic Scanning](#)
- [Educational Uses of the World Wide Web](#)

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## **STANDARD II: Student Learning Programs and Services**

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- Create an E-Portfolio for the Web and CD

ACC staff members are encouraged to attend these workshops in order to constantly improve their skill set. The coordinator attends conferences, staff development workshops, and classes to keep his skill set current.

### ***Tutorial Learning Center***

Tutors work with students in one-to-one and group settings in order to help clarify and enhance students' understanding of material covered in the classroom. Faculty may refer students for tutorial assistance using a Tutorial Learning Center Referral Form (IIC1-42), which includes basic information on location and hours and some of the services available. Tutors are encouraged to maintain contact with faculty members.

### ***Success Center***

The SC has credit and non-credit classes actively operating at the same time. Credit classes, such as Math N05 & N47, English 061, ESL N40B, Reading N80 and Study Skills 109 are linked to the SC and meet in the classroom L-202, delegated to the SC for formal instruction. In this classroom the overhead projector is used to enhance the formal lesson plan. The classroom also has one designated computer that allows faculty to use PowerPoint and the Internet for research.

The SC also assists students by providing English lab hours for specified English classes and a nursing remediation program to improve reading proficiency exam scores prior to entering the nursing program. Students are referred to the SC for these services (IIC1-43).

A variety of software applications such as PLATO, English Mastery, Rosetta Stone and Course Compass is supported. The SC also has readers, tapes with books, English and reading workbooks, and mathematics videos and manipulatives such as fraction tiles, color sorters, etc. to assist in developing basic skills (IIC1-44).

The SC is currently working on implementing active links to the website.

### ***Testing Center***

A memo is sent to all SAC faculty members outlining the Testing Center's procedures, as well as open hours for make-up testing at the start of each semester (IIC1-45). This information is also available on the Testing Center's website, [http://www.sac.edu/students/admissions/placement\\_testing](http://www.sac.edu/students/admissions/placement_testing).

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### ***Community Learning Centers (CLC) at Santa Ana College School of Continuing Education***

Students with varying levels of English language skills and computer skills are introduced to IC in various ways. Curriculum is composed of basic computer literacy and Internet searching lesson packets that enable students to develop IC skills (IIC1-46 a-e).

### ***Self Evaluation***

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This standard is largely met. The library and other learning support service centers provide ongoing instruction so that students are able to develop skills in IC.

### **LIBRARY**

Through the delivery of library instruction, students learn to identify, locate, evaluate and effectively use information and become better informed members of society. SAC faculty are very supportive of the library workshops. They recognize how important IC is, and they frequently comment on how library instruction helps students retrieve relevant, reputable information for assignments and reports. As further evidenced in the spring 2008 Faculty Survey Assessing Library Workshops (IIC1-41), faculty felt that they had “seen some improvement” in student performance in class. Although faculty members recognize the importance of general library workshops, they have also requested the reinstatement of traditional, customized, course-specific and assignment-based library instruction done during the requestor’s class time (IIC1-47). The library is also exploring online options to meet the needs of students who are unable to come into the library for library instruction.

College faculty is always encouraged to increase enrollment. Credit courses must have a minimum enrollment of twenty students to be offered, yet computer/seating capacity in the library lab is only twenty. The LT program alone consistently has enrollment over twenty. The capacity of the library’s mediated classroom is below what is needed for the library’s three instructional programs.

### **OTHER LEARNING SUPPORT SERVICES**

#### ***Academic Computing Center (ACC)***

The ACC’s technology workshops enhance student success. In the fall 2007 Academic Computing Center Student Survey, eighty-one percent of students indicated that software needed to complete their assignments was available in the ACC. Fifty-six percent of students indicated that they



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## STANDARD II: Student Learning Programs and Services

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used the ACC Ultimate Search Page tool. Forty-eight percent of students also indicated using other tools such as the ACC Web Scout ([IIC1-31](#)).

### ***Planning Agenda***

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- ❖ The library department will expand its current library instruction program to include customized, course-specific, assignment-based library instruction.
- ❖ Library administration will work with the Facilities Committee to develop a plan for providing greater seating capacity in its mediated classroom to meet the needs of the LIS and LT programs and library workshops.

**II.C.1 (c) The institution provides students and personnel responsible for student learning programs and services adequate access to the library and other learning support services, regardless of their location or means of delivery.**

### ***Descriptive Summary***

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#### **LIBRARY**

The library staff is managed by an off-site administrator, the vice president of academic affairs, and consists of five full-time librarians, eight full-time classified staff, and five ongoing part-time staff ([IIC1-48](#), [www.sac.edu/students/library/nealley/info/staff.htm](http://www.sac.edu/students/library/nealley/info/staff.htm)). Over the past three years, the staffing level in the library has decreased by two full-time faculty librarian positions. Since 2001 the library has had four administrators, only one of whom was on-site ([IIC1-49](#)).

Until fall 2007, the library was open sixty-two hours per week, closing at 8:00 p.m. on weekdays. Due to student need and demand, effective September 2007, the library is open until 9:00 p.m. weekdays for a total of sixty-six hours per week. The increase in hours was a direct result of campaigning by the faculty leaders in the Academic Senate and Budget Committee, who pressed the issue as a global college concern. Additionally, the library has extended hours on weekdays for the two weeks preceding and during both mid-terms and finals.

Fall and Spring Semester Hours:

Mon.-Thurs.	8:00 a.m. – 9:00 p.m.*
Friday	8:00 a.m. – 4:00 p.m.
Saturday	9:00 a.m. – 3:00 p.m.
Sunday	Closed

\*Extended hours until 10:00 p.m. for the two weeks preceding and during both mid-terms and finals.

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Summer Session and Intersession Hours:

Mon.-Thurs.                    8:00 a.m. – 8:00 p.m.

Friday                            9:00 a.m. – 3:00 p.m.

Sat.-Sun.                        Closed

The reference desk is staffed by faculty librarians all hours the library is open. During the peak hours of 9:00 a.m. to noon, Monday through Thursday, the reference desk is double-staffed. Librarians answer reference questions, conduct one-hour library workshops, and teach the LIS 100 and 103 classes. During 2006-2007, librarians conducted 223 workshops attended by 2,578 students and provided assistance to students, staff, faculty and community members by answering more than 40,000 reference, directional, informational and technological questions (IIC1-4).

Santa Ana College has made a substantial technological commitment in all areas of library services. The library's homepage, <http://www.sac.edu/students/library/nealley>, serves as the vehicle for access to the OPAC, full-text electronic periodical and reference databases, e-books, Internet directories and search engines, librarian recommended curriculum-related websites, library instructional programs, local academic and public library collections, Blackboard, WIFI (wireless access) for student-owned laptops, library policies, services and information. Links are maintained and updated on a regular basis.

The primary means of accessing the library's print collection is through the Voyager OPAC. Voyager also provides the automated library system used for other library services, such as circulation and course reserves, cataloging, statistical reporting, serials and acquisitions. In 2006, the circulation department activated the patron account feature, which permits online renewals, thus empowering users to make greater use of the library.

The library seeks to meet the needs of the college community by providing access to an array of electronic and print materials. The Internet is available to all patrons at all public access work stations and wireless laptops in the library. Access to the library's OPAC is available within the library, as well as from any computer that has an Internet connection. Furthermore, the Voyager library system allows users to search remote resources (such as the Santiago Canyon College Library catalog) with a seamless connection. In addition to Voyager, the library uses OCLC as the primary service for interlibrary loan borrowing and lending from libraries nationwide. In order to allow students access to additional library resources, Mutual Library Use Agreements have been established with California State University, Long Beach and Santa Ana Public Library (IIC1-50 a-b).

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## STANDARD II: Student Learning Programs and Services

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The library has fifty-nine public access PCs for student use in the reference area, thirty wireless laptops for in-house circulation, twenty PCs for use in the library instruction lab, as well as two ADA workstations for use by students with disabilities (IIC1-22). A web browser is used on these machines to access the library's OPAC, other electronic databases and Internet resources. During spring 2006, reference PCs were all upgraded or replaced. The quality of workstations has been improved to be consistent with industry standards for currency, speed, size and functionality.

Students who use any of the computers described above can send their print jobs to two pay-to-print stations. The pay-to-print system, maintained by Quality Copying Inc. (QCI), streamlines the printing process for students.

Desktop PCs in the library are Dell Optiplex machines of various models. All are equipped with the Windows XP operating system and Microsoft Office applications (Word, Excel, PowerPoint, Access, etc.) Other software installed on the PCs include 7-zip, Adobe Reader, Voyager Cataloging (training database), Dragon Naturally Speaking (assistive technology), Apple Quicktime, Macromedia Shockwave and Flash, MS Windows Media Player, Realplayer and Symantec anti-virus.

The Nealley Library is in compliance with the American with Disabilities Act (ADA) and conforms to the guidelines provided by Santa Ana College's Disabled Students Programs and Services (DSPS). The library maintains a close working relationship with DSPS faculty to ensure that students with disabilities have equal access to library services and resources. The library provides reasonable accommodation in the form of specialized software, height-adjustable workstations, a scanner, wheelchair accessible furniture and automatic doors to students with special needs. One instructional workstation and two public ADA workstations are equipped with assistive technology features such as screen reading programs designed for the visually impaired, a voice synthesizer, large print display software, text readers, scanning tools that allow users to read any form of printed material, and color flatbed scanners. Software on these stations includes Jaws for Windows, Zoom Text Extra, Dragon Naturally Speaking, Kurzweil 1000 and Kurzweil 3000.

Another service allows students to borrow wireless laptops for two-hour use in the library. Students have access to the Internet and Microsoft Office as well as all electronic resources and licensed databases to which the library subscribes. The laptops are connected to the campus network via wireless networking. This very popular service allows students more flexibility in selecting a study area of their preference.

## **STANDARD II: Student Learning Programs and Services**

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Authentication with student identification is required on most of these computers. Students who use the reference PCs and the wireless laptops are required to login in order for the library to collect positive attendance (in-house use of computers) data. Authorized off-site SAC users are also required to enter a current user ID for remote access to online databases and full-text resources such as e-books. The library's authentication server is a Windows-based EZproxy server provided by Information Technology Services (ITS). It authenticates against a patron database that is refreshed according to a daily/weekly schedule. Positive attendance statistics indicate students logged in for a cumulative total of 92,269.5 hours (IIC1-4).

To date the library has purchased over 11,000 relevant community college e-books through NetLibrary. NetLibrary titles are individually evaluated and selected by community college librarians from the state of California. These are accessible on-site as well as remotely through the Nealey Library catalog. This electronic access provides excellent 24/7 academic support to all students, including distance education and continuing education students, as well as to the staff and faculty of Santa Ana College.

The library maintains subscriptions to thirty-eight full-text electronic databases which include twenty-nine periodical and nine reference databases. The library also provides the "A to Z List: Periodical Titles" service, which contains a searchable listing of all periodical titles available through the databases or via subscriptions maintained by the library. During 2006-2007, the library electronic full-text databases were remotely accessed 12,100 times (IIC1-4).

Library workshops, LIS program and LT program courses are conducted in a mediated lab, which houses twenty student PCs, a printer and one instructor workstation with a data projector. The computers support specific software such as OCLC Connexion and Voyager, which is utilized by LT program students.

The systems team consists of three members: a systems librarian, an applications specialist and an ITS-assigned technical support specialist, who provide primary technical support for the library. ITS also provides secondary technical support services to the library whenever needed. In addition, student workers provide thirty hours of technical assistance per week, performing routine tasks such as assisting students with printing.

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## STANDARD II: Student Learning Programs and Services

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### OTHER LEARNING SUPPORT SERVICES

#### **Academic Computing Center (ACC)**

Fall and Spring Semester Hours:

Mon.-Fri.	7:30 a.m. – 9:50 p.m.
Saturday	8:00 a.m. – 4:50 p.m.
Sunday and Holidays	Closed

Intersession Hours:

Mon. and Wed.	8:00 a.m. – 5:50 p.m.
Tues. and Thurs.	12:00 p.m. – 5:50 p.m.
Friday	9:00 a.m. – 4:50 p.m.
Sat., Sun. and Holidays	Closed

Summer Session:

Mon.-Thurs.	8:00 a.m. – 9:50 p.m.
Friday	8:00 a.m. – 4:50 p.m.
Sat.-Sun. and Holidays	Closed

All current students, faculty and staff within the Rancho Santiago Community College District (RSCCD) are welcome and encouraged to use the facility. The ACC website, <http://sacacc.sac.edu>, flyers, posters and newsletters help keep users informed of the center's activities (IIC1-51 a-c).

The ACC provides access to learning materials in an assortment of ways. All computers in the center have high-speed Internet access as well as wireless connectivity. Faculty can request the ACC have specific software made available for student use. In addition, to assist students who want to perform advanced research, the ACC has pioneered the following web-based tools which are available remotely through the ACC web site:

Web Scout – Categorized list of important web sites

- Reference Tools
- Career Information
- Technology Tools for Students and Educators
- Writer's Resources and Tools
- Podcasts
- Ultimate Search Page – A collection of over 230 search sources

The ACC strives to make access to the facility and information easy for students, faculty and staff. For example, the computer next to the entrance has been dedicated to temporary student ID creation to allow student access to the center even if they have forgotten their student ID card. An adaptive learning computer is available for those students who have

## **STANDARD II: Student Learning Programs and Services**

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special needs. Also, each computer has its own mini amplifier to facilitate listening to audio. Students can print up to twenty black and white pages and five color pages per day.

### ***Tutorial Learning Center***

Fall and Spring Semester Hours:

Mon.-Wed.	9:00 a.m. – 7:00 p.m.
Thursday	9:00 a.m. – 5:00 p.m.
Fri.-Sat.	9:00 a.m. – 1:00 p.m.

Intersession Hours:

Mon.-Thurs.	12:00 p.m. – 5:00 p.m.
Friday	9:00 a.m. – 1:00 p.m.

Summer Session Hours:

Mon. and Thurs.	10:00 a.m. – 4:00 p.m.
Tues. and Wed.	10:00 a.m. – 6:00 p.m.
Friday	9:00 a.m. – 12:00 p.m.

The Tutorial Learning Center newsletter, Tutor Talk and flyers help keep users informed of the center's activities and hours ([IIC1-52](#), [IIC1-53](#)). Students can find further information about the services offered at the Tutorial Learning Center's web site: [http://www.sac.edu/students/library/tutorial\\_center](http://www.sac.edu/students/library/tutorial_center).

Tutoring on Saturdays was offered for the first time during fall 2000. Week-end tutoring was suspended during fall and spring of 2003 due to budget cuts but was reinstated during the spring 2004 semester. The Saturday tutoring program is popular with students and tutors alike.

The numbers of tutees and contact hours have increased steadily since 2003, when the tutoring program was devastated by budget and staff cuts. During the 2006-2007 academic year, 2,140 students received tutoring, and 12,776 contact hours were logged. The program budget has slowly been restored, resulting in more students using the center, more contact hours and increased levels of student satisfaction ([IIC1-54](#)).

Staffing consists of one full-time faculty member who reports directly to the dean of special services, one part-time instructor who assists with the Saturday tutoring program, one full-time intermediate clerk/receptionist, one ongoing 19-hour a week intermediate clerk, and approximately thirty-five part-time student and classified employees who work as tutors. Tutorial assistance is offered primarily on an appointment basis. Tutors work only through appointments, making the program cost-effective. A certificated person is present in the Learning Center when tutoring takes place, and positive attendance is collected.

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## STANDARD II: Student Learning Programs and Services

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Six computers are located in the Tutorial Learning Center to assist tutors and students during sessions. Software complementing instruction includes Blackboard, Course Compass, WileyPlus!, Tax Act, Turbo Tax, and Microsoft Office.

### **Success Center**

Fall and Spring Semester Hours:

Mon.-Thurs. 8:00 a.m.– 8:00 p.m. (10:00 p.m. for math classes)

Friday 8:00 a.m. – 2:00 p.m.

Sat.-Sun. Closed

Summer Session Hours:

Mon.-Thurs. 8:00 a.m.– 7:00 p.m.

Fri.-Sun. Closed

All current credit students, adult basic education (ABE) students, continuing education students, faculty and staff within the RSCCD are welcome and encouraged to use the facility. The SC web site, [http://www.sac.edu/faculty\\_staff/academic\\_progs/math/success](http://www.sac.edu/faculty_staff/academic_progs/math/success), flyers, posters and handouts help keep users informed of the center's activities ([IIC1-55](#)).

There are fifty-one desktop computers in the SC. Four of the computers are designated for disabled students, and one computer has zoom text. All computers have individual headphones and provide educational software as well as Internet access for research. In addition, faculty are able to have software specifically formatted to enhance formal classroom lessons. The SC also has readers, tapes with books, English and reading workbooks, and mathematics videos and manipulatives such as fraction tiles, color sorters, etc. to assist in developing basic skills.

Students must come to the SC to access these learning materials. There is no remote access. The center captures attendance with student ID cards at two computers next to the entrance. Computers are available for individual use in the center on a walk-in basis. At times, there is a waiting list for computer use.

### **Testing Center**

The Testing Center is open fifty-seven hours per week. Placement tests, including English, reading, math, ESL, and Ability to Benefit (to qualify for financial aid) are scheduled during eleven of the fifty-seven open hours. Because the administration of placement tests includes delivery of verbal instructions, the resulting noise necessitates the closure of the Testing Center for make-up exams during these eleven hours. Forty-six hours remain available for make-up examinations ([IIC1-45](#)).

## **STANDARD II: Student Learning Programs and Services**

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Students may take make-up examinations on a walk-in basis, without appointment during these available forty-six hours. Make-up examinations may be taken in paper-pencil or computer-based formats. Computer-based placement tests are also offered on a walk-in basis during these forty-six hours. During 2006-2007, 4,808 make-up examinations were administered (IIC1-56).

Testing Center staff includes one coordinator, two instructional center technicians, two full-time and one part-time test proctor, and one assessment assistant. One instructional center technician is dedicated solely to make-up testing and is responsible for all record keeping associated with this service. While only one staff member is dedicated to make-up testing, all members are cross-trained and assist in providing make-up exam services as needed. A reorganization request to increase a part-time test proctor to full-time is currently under consideration. The approval of this request would allow the Testing Center to devote more staff resources to its make-up exam service.

This and other information is also available on the Testing Center's website: [http://www.sac.edu/students/admissions/placement\\_testing](http://www.sac.edu/students/admissions/placement_testing).

### ***Community Learning Centers (CLC) at Santa Ana College School of Continuing Education***

Community Learning Center: Centennial Education Center hours:

Mon.-Thurs.	10:30 a.m. – 6:00 p.m.
Friday	8:00 a.m. – 1:00 p.m.
Saturday	9:00 a.m. – 2:30 p.m.

Community Learning Center: Marketplace Education Center hours:

Mon.-Thurs.	9:00 a.m. – 6:00 p.m.
Friday	8:00 a.m.– 1:00 p.m.
Saturday	8:30 a.m. – 1:30 p.m.

(IIC1-57)

### ***Self Evaluation***

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This standard is largely met. The institution provides adequate access to the library and other learning support services, regardless of location or means of delivery. Many of the programs and services that serve a high volume of students, such as the library and ACC, received high ratings in the annual Research Department Report: SAC Student Satisfaction Study: August 2006. Many respondents stated the library is “a great place to study, good resources, very quiet and relaxing, nice staff.” The ACC was found to be “very useful, good source” by numerous respondents. The Tutoring Center was considered to be “excellent, nice staff, always available” (H, pp 19, 22, 23).



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## STANDARD II: Student Learning Programs and Services

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### LIBRARY

The Nealley Library User Survey (IIC1-13) was a useful tool in evaluating how accessible the library resources and services are to students. For example, it showed that eighty-one percent of respondents felt that library hours were convenient for them, but many requested extended evening and week-end hours. In September 2007, the hours were extended one hour on weekday evenings.

The survey found that the one thing respondents liked best was the staff. Although “respondents were very complimentary of the librarians and staff and their knowledge and willingness to be helpful,” the library has faced a significant loss of administrative and certificated personnel since the 2001 Institutional Self Study. Since 2001 the Nealley Library has been managed by four different administrators (IIC1-49). Only one was on-site and a librarian. In seven years, the library has been managed by three different levels of administration: one library director, one academic dean of human services & technology division, and three (two interim) vice presidents of academic affairs.

The library needs an on-site library administrator to:

- provide vision, advocacy and leadership for program development and library services
- oversee library operations and services
- prepare and manage library budgets, operational planning and assessment development
- network, coordinate and partner with other community college library deans
- represent the library on college, district and state governance committees and councils
- hire, supervise and evaluate librarian faculty and library support staff
- plan for ongoing training and professional development of library staff

In support of teaching and learning, this library administrator should attend deans meetings and report directly to the vice president of academic affairs.

Recognizing the need for an on-site library administrator, on April 17, 2007 the Academic Senate moved and unanimously voted to pass the following: “The library does not have an administrator/manager to advocate for its needs. Right now the vice president of academic affairs assumes that role, which does not benefit anybody. The Academic Senate supports placing an appropriate manager by fall 2007 to advocate for the

## **STANDARD II: Student Learning Programs and Services**

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Nealley Library because of the specific issues facing the library”  
(IIC1-58).

In the last three years, the library faculty has been reduced by two full-time librarians. One librarian resigned and was hired at SAC’s sister college, Santiago Canyon College (SCC), in 2005, and the second transferred to SCC in 2006. Staffed with seven full-time librarians in 2001, the library is currently staffed with five full-time librarians. The library faculty ranks have been reduced by thirty percent while enrollment, students’ needs, and technology demands have remained constant or have dramatically increased. The high quality of service the library provides has become more challenging to maintain with these losses. The department has attempted to fill these positions through the Faculty Priorities committee. To adequately meet the needs and expectations of the “information age” population, the library faculty complement must be restored to its 2001 status.

### **OTHER LEARNING SUPPORT SERVICES**

#### ***Academic Computing Center (ACC)***

During 2007-2008, the instructional assistant budget was augmented by approximately \$50,000 to cover salaries and additional hours of operation. ACC morning and intersession hours have recently been increased to address student needs. The required instructional assistant budget has been put in the Academic Computing Center Goals/Activities for Year 2008-2009 (IIC1-25).

In the fall 2007 Academic Computing Center Student Survey (IIC1-31), eighty-two percent of students indicated that hours of operation were adequate to complete their assignments, but seventy-two percent indicated that they would like the center open at 7:00 a.m. Students and instructional staff do have access to ACC learning materials via the Internet 24/7, 365 days per year.

Physical access to the center is trouble-free. In the fall 2007 ACC Student Online Survey, seventy-four percent of students indicated that they were able to use the center’s equipment without waiting, while ninety percent of students indicated that the amount of desk space is adequate.

#### ***Tutorial Learning Center***

Responding to suggestions by students and faculty that the Tutorial Learning Center be open more hours, the Saturday tutoring program was created in fall 2000. Tutoring is now available on Saturdays during the fall and spring semesters. Evening hours, which had been reduced due to cutbacks in 2003, were reinstated in spring 2006.

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## STANDARD II: Student Learning Programs and Services

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### **Success Center**

Currently there is no remote access to SC software for students. Students would be better served if they could access SC software and resources 24/7 remotely through the center's web page. This would require exploring the feasibility of a student authentication program that would allow the center to capture attendance.

Students have also requested the Success Center remain open longer hours during the week and on Saturday. However, to implement this, the budget would need to be augmented. Staffing the SC beyond the current hours requires additional staff and an instructor.

### **Planning Agenda**

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- ❖ President's Cabinet will investigate appropriate reorganization within the current administrative structure or create an appropriate-level administrative position for the library who will report directly to the vice president of academic affairs.
- ❖ The President's Cabinet will also investigate restoring the library faculty complement to its 2001 status ([IIC1-14](#), p. 2, Goal A.f).
- ❖ The Success Center will work with ITS to provide 24/7 remote access to students via the Success Center's web page.

**II.C.1 (d) The institution provides effective maintenance and security for its library and other learning support services.**

### **Descriptive Summary**

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The district's Safety & Security department secures the library and all learning support service areas. ITS develops strategies and installs programs to keep college hardware, software and network access secure. The Maintenance and Operations department is responsible for maintenance and repairs of all college facilities. In addition, each learning support service area has its own specific maintenance and security issues.

### **LIBRARY**

Nealley Library has several layers of computer security. All computer systems and components are protected with lockdown devices to secure them from theft. Public access PCs are protected by Symantec anti-virus software, which is automatically updated by ITS. All PCs and laptops are configured with security features such as system set-up passwords. New software cannot be downloaded or installed on any of the computers. The library utilizes a VeriSign SSL Certificate to ensure that the website is authentic and that all transactions are secured by SSL encryption. SSL was applied to the Voyager server to protect user confidentiality.

## **STANDARD II: Student Learning Programs and Services**

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Library materials and equipment are secured with electronic strips that trigger an alarm; however, the library security gate is not monitored when the library is closed.

Media Services is responsible for repair and maintenance of library audiovisual equipment.

### **OTHER LEARNING SUPPORT SERVICES**

#### ***Academic Computing Center (ACC)***

ACC computer maintenance for both hardware and software is provided by the certificated coordinator who is assisted by instructional and student assistants. In addition, ITS provides advanced hardware and network support. ITS has outsourced printer maintenance.

Data security is provided by a district maintained security suite which updates protection for client and server computers regularly. In addition, a software product, Deep Freeze, protects the boot-up status of each client computer system allowing students to work on computer activities freely without concern of damaging the computer's software configuration.

The student attendance system provides another level of security. The system keeps track of the times each student is present in the center. NetOp, a classroom management software, allows ACC staff to monitor student computer usage.

#### ***Success Center***

Success Center computer maintenance of both hardware and software is supported by a certificated coordinator who is assisted by CEC instructors, one full-time classified employee, instructional assistants and student aides (IIC1-59, IIC1-60). In addition, ITS provides advanced hardware and network support. The SC's attendance system allows staff to monitor student computer usage and keeps track of the times each student utilizes the center.

#### ***Testing Center***

Effective security is provided for the Testing Center's instructor make-up examination function in the following ways:

- All make-up exams delivered to the Testing Center are logged in on a secure database.
- Exams are stored in a locked file cabinet.
- Students to take make-up exams are required to show a picture ID and to sign in.

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- Completed tests are stored in locked file cabinet until returned to the instructor.
- Tests are logged out on a secure database when they are returned to the instructor.
- Cheating is monitored via video cameras as well as by staff observation.
- Exams are stopped, immediately removed and returned to the instructor if cheating occurs.

### ***Community Learning Centers (CLC) at Santa Ana College School of Continuing Education***

The Community Learning Centers' maintenance is supported by an ESL instructor and an instructional assistant at all times, with technological support available at both sites to assist when problems arise.

### ***Self Evaluation***

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This standard is met. The institution provides effective maintenance and security for its library and other learning support services.

### ***Planning Agenda***

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None.

**II.C.1.e. When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution's intended purposes, are easily accessible, and utilized. The performance of these services is evaluated on a regular basis. The institution takes responsibility for and assures the reliability of all services provided either directly or through contractual arrangement.**

### ***Descriptive Summary***

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#### **LIBRARY**

The Community College Library Consortium (CCLC), a joint venture of the Community College League (CCL) and the Council of Chief Librarians, negotiates prices and contracts with vendors on behalf of participating community college libraries. The CCLC facilitates cooperative purchasing agreements to minimize costs of online resources. Participation in this consortium guarantees special rates for e-books, a multitude of electronic periodical databases, as well as other online database resources ([IIC1-20](#)). The library is a participant in this

## **STANDARD II: Student Learning Programs and Services**

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consortium, which greatly enhances resource dollars available for library materials. The contractual agreements procured through the consortium are between the library and individual vendors.

Formal agreements from commercial vendors are in place for the acquisitions of library materials. Most books are purchased through Midwest and Amazon, while government documents are procured from Bernan. EBSCO is the primary periodical subscription and periodical database vendor.

Ex Libris Group is the vendor that provides Voyager, the library's integrated library system (ILS). Voyager provides the OPAC and other library services, such as circulation and course reserves, cataloging, statistical reporting, serials and acquisitions. Voyager OPAC settings are monitored regularly to ensure that fifty concurrent on-site, remote and in-class users (as was contractually agreed), can simultaneously search the library's catalog.

Reference desk interactions with and library instruction to students allow the library to regularly monitor the performance and reliability of the products and services procured from different vendors. Product and service issues are also discussed as needed at regularly scheduled bi-monthly librarian meetings ([IIC1-16](#)).

### **OTHER LEARNING SUPPORT SERVICES**

#### ***Academic Computing Center (ACC)***

The coordinator attends academic technology conferences such as League for Innovation, NECC (National Education Computing Conference), TechEd, and EduCause and meets with peers to discuss advances in learning support services.

The ACC has a variety of contracts. Some of the software contracts are Farionics – Deep Freeze, Apple Computers – operating system, Axxya Systems – nutrition software, Adobe Systems – Creative Suite software (now includes Macromedia software), and CrossTec – NetOp, classroom management software. These contracts are reviewed yearly and software specifications are developed as needed.

#### ***Success Center***

The Success Center coordinator attends conferences such as TechED and meets with peers to discuss advances in learning support services. The coordinator also attends C&I, department and division meetings, and meets one-on-one with faculty whose classes utilize the center.

The SC has contracts with PLATO and other learning software systems. The Success Center evaluates all software programs based on the usage

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## **STANDARD II: Student Learning Programs and Services**

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by students and their individual needs and areas of needed remediation. Once it has been established that each software program is suitable for the SC's student population, ITS staff routinely evaluate the programs during the beginning of each semester. The ITS software technician also checks in daily to ensure the programs are running properly.

### ***Testing Center***

Collaboration with other institutions is not required for the Testing Center's make-up exam service. It is provided as an in-house service to students.

### ***Community Learning Centers (CLC) at Santa Ana College School of Continuing Education***

Three CLC facilitators meet and review the needs of the centers and make purchase recommendations of new resources and computer software which are reviewed and approved by the ESL department in conjunction with the technology coordinator. The facilitators also alternate and attend the ESL department monthly meetings to communicate needs and concerns of the sites. Additionally, they are invited to attend local and regional CATESOL conferences to keep current with latest resources available ([IIC1-10](#), [IIC1-61](#)).

### ***Self Evaluation***

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This standard is met. The institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution's intended purposes, are easily accessible and utilized. The performance of these services is evaluated on a regular basis. Many departments have similar contracts for software licensing. Often departments collaborate with the ACC to obtain better pricing and more effective contracts. However, the college should develop a plan for all departments to collaborate easily, especially when volume licensing is available.

### ***Planning Agenda***

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- ❖ The vice president of academic affairs and the associate dean of information and learning resources, in conjunction with faculty leaders in learning resources departments, will develop a plan for all departments to collaborate easily when volume licensing is available.

## **STANDARD II: Student Learning Programs and Services**

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**II.C.2. The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.**

### **Descriptive Summary**

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#### **LIBRARY**

The library participates in program review through academic Portfolio Assessment/Program Review. Additionally, annual statistical library data, budget requests, departmental needs and goals, department agendas and minutes, the Nealley Library Technology Plan 2006-2009 (IIC2-62) and survey results, merge to become part of the Nealley Library Goals and Activities, an annual self-evaluation tool, (IIC1-14).

In fall 2004 and 2005, the Nealley Library worked collaboratively with the institutional Research Department to develop and conduct two library surveys, one for students (IIC1-13), and the other for faculty (IIC2-63). Both surveys provided the library with valuable input.

Instructional programs of the library are assessed via course enrollment data, grades and student success rates. The Research Department consistently provides instructional departments with student characteristics and statistical data for individual courses. Such data are available for the LIS program and for the LT program. The LT program's Advisory Committee (composed of library professionals representing a variety of libraries in and around Orange County) and the fieldwork supervisors for LT 053, Library Internship, provide valuable direction related to the program's curriculum (IIC2-64). As prospective employers of the LT students, these two groups provide essential input about library skills and abilities they seek when hiring library paraprofessionals.

The *Nealley Library Technology Plan 2006-2009* (IIC2-62) is evaluated and updated annually. A computer inventory maintained by the systems librarian is regularly evaluated and recommendations for replacement or repair are systematically brought to the systems team (IIC1-22). The systems team meets regularly with the library administrator to address technology needs, to set technology-related goals and to evaluate progress towards goals.



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## **STANDARD II: Student Learning Programs and Services**

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### **OTHER LEARNING SUPPORT SERVICES**

#### ***Academic Computing Center (ACC)***

The ACC uses student and staff survey results to assess and improve support services. Also, faculty give input to the coordinator regularly. Student attendance statistics are evaluated each semester and help facilitate funding and optimize staff scheduling.

#### ***Tutorial Learning Center***

The Tutorial Learning Center solicits student feedback on a regular basis via Student Satisfaction Surveys mailed to the homes of tutees (IIC2-65). The Research Department includes the Tutorial Learning Center among the programs/services evaluated by those who participate in the annual SAC Graduate Student Studies. In addition, individual feedback from faculty and staff is encouraged and received by the program leader on a regular basis.

#### ***Success Center***

The SC assesses and improves support services through annual student satisfaction surveys as well as through daily feedback from students, faculty and staff. Student attendance statistics are evaluated each semester and help facilitate funding and optimize staff scheduling (IIC1-33, IIC2-66, H, p. 7, 23).

#### ***Testing Center***

The Testing Center's make-up examination services are evaluated by the Research Department's annual Student Satisfaction Survey (H).

In fall 2005, in collaboration with the Research Department, an online survey of faculty utilizing the Testing Center's make-up exam services was conducted. Seventy-five percent of respondents indicated they were either "very satisfied" or "satisfied" with the services provided by the Testing Center (IIC2-67).

In fall 2006, the Testing Center conducted a paper and pencil survey of students and faculty utilizing the Testing Center's make-up exam services. Ninety-nine percent of respondents indicated they were satisfied with services provided by the Testing Center (IIC2-68).

#### ***Community Learning Centers (CLC) at Santa Ana College School of Continuing Education***

An informal student satisfaction survey was conducted in fall 2007 with students expressing great satisfaction with their experience at the centers (IIC2-69).

## **STANDARD II: Student Learning Programs and Services**

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### ***Self Evaluation***

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This standard is met. The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement. Future development and implementation of online student surveys accessible through library and learning support service center web pages will provide additional, continuous feedback for the improvement and enhancement of services.

### ***Planning Agenda***

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None.

### ***Standard IIC: Library and Learning Support Services***

#### **Evidence**

<b>Number</b>	<b>Name</b>
IIC1-1	Nealley Library Brochure
IIC1-2	Nealley Library Floor Plan
IIC1-3	Check Us Out! : Open House for the Library Re-imaging
IIC1-4	Nealley Library Annual Statistical Report, FY 2006/2007
IIC1-5	ACC Attendance Hours and State Funding
IIC1-6	Mission Statement: Santa Ana College Academic/Content Tutoring Program
IIC1-7	Santa Ana College Success Center Brochure
IIC1-8	Success Center Attendance Hours, FY 2005/2006 & FY 2006/2007
IIC1-9	Santa Ana College Testing Center Brochure
IIC1-10	Community Learning Center Instructor Handbook: March 2007
IIC1-11	Community Learning Center: Marketplace Education Center Procedures and Rules
IIC1-12	California Library Statistics 2007
IIC1-13	Santa Ana College Results of the Nealley Library User Survey, Feb. 2005
IIC1-14	Nealley Library Goals/Activities for Year 2007-2008
IIC1-15	Nealley Library Collection Development Policy

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**STANDARD II: Student Learning Programs and Services**

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- IIC1-16 Librarians' Meeting Agendas and Minutes
- IIC1-17 Collection Development/Faculty Liaison
- IIC1-18 Item Count by Location and Type
- IIC1-19 Annual Bib Records Count: Periodicals, end of FY 2006/2007
- IIC1-20 Santa Ana College Library Databases FY: 07/08
- IIC1-21 Letter to All Faculty Members Re: Reserve Room
- IIC1-22 Technology Status of the Library: 2007
- IIC1-23 Academic Computing Center Student Survey, Fall 2007
- IIC1-24 Academic Computing Center Faculty Survey, Spring 2008
- IIC1-25 Academic Computing Center Goals/Activities for Year 2008-2009
- IIC1-26 Welcome to the Tutorial Learning Center
- IIC1-27 Santa Ana College Student Services: Planning Portfolio: Academic Tutoring Program, 2006-2007
- IIC1-28 Success Center Goals/Activities for Year 2006-2008
- IIC1-29 ESL Learning Materials: Community Learning Center at Centennial Education Center Spring 2007
- IIC1-30 Library Budget 2007, FY 06/07; Library Budget 2008, FY 07/08
- IIC1-31 Budget Allocation Sheets for Periodicals
- IIC1-32 Academic Computing Center Student Survey Fall 2007 (Results)
- IIC1-33 Santa Ana College Success Center Student Satisfaction Survey Results, July 2003
- IIC1-34 Course Outline Approval Sheets:
  - a. Library Workshops: LIS 098
  - b. Library and Information Studies: LIS 100, LIS 103
  - c. Library Technology: LT 053, LT 054, LT 101, LT 102, LT 110, LT 122
- IIC1-35 Student Learning Outcomes:
  - a. Library Workshops: LIS 098
  - b. Library and Information Studies: LIS 100, LIS 103

## **STANDARD II: Student Learning Programs and Services**

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- c. Library Technology: LT 053, LT 054, LT 101, LT 102, LT 110, LT 122
- IIC1-36 Course Syllabi:
  - a. Library and Information Studies: LIS 100, LIS 103
  - b. Library Technology: LT 053, LT 054, LT 101, LT 102, LT 110, LT 122
- IIC1-37 Library Quick Reference Guides
- IIC1-38 Objectives for Library Instruction Workshops
- IIC1-39 Nealley Library: Library Workshops, Fall 2007
- IIC1-40 Sample Course Syllabi that Incorporate Library Workshops
- IIC1-41 Faculty Survey Assessing Library Workshops
- IIC1-42 Tutorial Learning Center Referral Forms
- IIC1-43 Success Center Referral Forms
- IIC1-44 Success Center Inventories
- IIC1-45 SAC Testing Center - Memo to All Faculty: Center Hours and Guidelines, August 2007
- IIC1-46 Sample Computer Lessons:
  - a. Internet Basics 3: Internet Research
  - b. Internet Safety
  - c. Digital Photography Basics 1: Introduction to Digital Photography
  - d. Digital Pictures 2: Using a Digital Camera
  - e. Digital Photography Basics 3: Scanning a Photo
- IIC1-47 Faculty Requests for Customized Library Instruction
- IIC1-48 Nealley Library Organizational Chart: 2007-2008
- IIC1-49 Nealley Library Administrators & Faculty 2000-2008
- IIC1-50 Mutual Use Agreements:
  - a. CSU, Long Beach
  - b. Santa Ana Public Library

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**STANDARD II: Student Learning Programs and Services**

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- IIC1-51 ACC flyers & newsletters:
  - a. Academic Computing Center “Technology Junction”
  - b. Academic Computing Center Free Classes
  - c. The Academic Computing Center Chronicle, vol. 1, issues 1 & 2
- IIC1-52 Tutor Talk
- IIC1-53 Tutorial Learning Center Flyer
- IIC1-54 Attendance Data/SR500 Reports, Tutorial Learning Center
- IIC1-55 Success Center Flyers
- IIC1-56 Supervised Tests Reports, Fall 2006, Intersession and Spring 2007
- IIC1-57 Community Learning Center Hours of Operation Flyers for MEC and CEC (English & Spanish)
- IIC1-58 Academic Senate Business Meeting Minutes, April 17, 2007
- IIC1-59 Success Center Student New Hire Aide Packet
- IIC1-60 Guidebook for All New Faculty and Instructional Assistants: Success Center Santa Ana College
- IIC1-61 Santa Ana College Centennial Education Center – Memo to All ESL Faculty on Orange County CATESOL Conference
- IIC2-62 Nealley Library Technology Plan 2006-2009
- IIC2-63 Santa Ana College Nealley Library Faculty Survey, Fall 2005
- IIC2-64 Santa Ana College Library Technology Program Advisory Committee Members
- IIC2-65 Tutorial Learning Center Student Satisfaction Survey- Fall, 2006
- IIC2-66 Santa Ana College Success Center Nursing Student Survey Result, August 2004
- IIC2-67 Online Assessment: Survey Results (Overview & Details): RSCCD Testing Center Make-up Testing Services (2005-06)
- IIC2-68 Santa Ana College Testing Center Survey, Fall 2006
- IIC2-69 Community Learning Center Student Satisfaction Survey, 10/4/2007 and 10/6/2007









## **STANDARD III: RESOURCES**

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The institution effectively uses its human, physical, technology, and financial resources to achieve its broad, educational purposes, including stated learning outcomes, and to improve institutional effectiveness.

### **STANDARD III. A. HUMAN RESOURCES**

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

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

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

#### ***Descriptive Summary***

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Santa Ana College (SAC) employs qualified administrative, academic and classified personnel in accordance with state and district hiring policies and procedures to ensure that human, physical, technical and financial resources are appropriately and ethically utilized to achieve the highest levels of student learning.

### **STANDARD III: Resources**

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The college follows the guidelines established in Board Policies (BP) of Rancho Santiago Community College District (RSCCD) as well as the district's Administrative Regulations (AR) and the Board of Trustee's approved hiring guidelines for administrative, classified and academic employees. This ensures a unified, fair and equitable process and that all personnel have the qualifications required in specific job descriptions and/or meet minimum qualifications to provide and support the educational programs and services of the college.

RSCCD and SAC established the following policies and procedures to ensure that requests for full-time new and replacement faculty positions are properly prioritized and advertised. First the departments and divisions determine hiring needs and document the full-time faculty requests within their respective Department Planning Portfolios (DPP) program goals and objectives. The Academic Senate receives the requests and schedules a special meeting of the Faculty Priorities Committee to discuss and rank the requests. The Academic Senate submits the prioritized list to the SAC president, who reviews the list. The president submits a recommendation for new and replacement faculty positions to the chancellor, who makes the final decision. The chancellor confers with executive vice chancellor of human resources and educational services for the 75/25 ratio and with the vice chancellor of fiscal affairs for funding (IIIA1-1).

Santa Ana College ensures high integrity and performance of faculty by adhering to the following requirements. All faculty must meet the qualifications listed in the Minimum Qualifications for Faculty and Administrators in California Community Colleges adopted by the Board of Governors in 2003 (IIIA1-2). Departments establish a committee to determine equivalencies of minimum faculty qualifications and submit evidence to support a request for granting an equivalency to the Academic Senate president, who reviews and signs the equivalency form. Equivalencies are based on evidence in transcripts or work experience in the content area (IIIA1-3).

The district Human Resources department (HR) assists with each step of the hiring process. HR provides training for managers and is available for assistance with all personnel processes. HR provides a new faculty orientation during flex week in August.

The hiring of full-time faculty has established processes. In accordance with the faculty hiring policies of the Rancho Santiago Community College District's Human Resources department, vacancy notices for all positions contain minimum qualifications and educational requirements in job announcements (IIIA1-4). HR is responsible for widely advertising positions by mailing announcements and advertising in newspapers, discipline-specific journals and the community college registry.

## **STANDARD III: Resources**

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Advertisements are also distributed at job sites and put on the Internet, including the district website (<http://www.rscdd.org>).

Job announcements contain required and preferred qualifications as well as the selection process. In March 2008, job descriptions for faculty added the following: “...a working knowledge of, and experience with, competency-based instruction and student learning outcomes is a desirable qualification for hiring” (IIIA1-5).

Santa Ana College hires qualified full-time faculty by ensuring that the criteria, qualifications and procedures for selection are clearly and publicly stated. HR consults with the department chairs to determine desired qualifications above minimum requirements, which must be approved by district discipline faculty and approved by the Academic Senate. After applications are received, HR conducts an orientation for all members of the screening committee. There is direct involvement of faculty within and outside the respective discipline in the selection process. During the interview, a teaching demonstration, project descriptions or a presentation is part of the selection process. Members of the selection committee conduct reference checks. The HR analyst checks that the candidate has a certified degree, with a translated copy of the degree with foreign credentials evaluated by a certified evaluation service (IIIA1-6).

SAC ensures high integrity and performance of classified staff and managers by adhering to the following procedures and requirements. The district engages the services of the Hay Group, an outside consultant firm, to evaluate and revise classified positions and job descriptions, as applicable. There are written descriptions and educational requirements for all classified and managerial positions. The district and SAC require that all new employees meet qualifications as stated in job descriptions. For new positions, the President’s Cabinet develops a prioritized list of classified and administrative requests, and the SAC president submits recommendations to the Chancellor’s Cabinet once a year (IIIA1-7).

Full-time classified and administrative personnel must submit formal applications for employment. A hiring committee then reviews all applications and selects candidates for a formal interview. The hiring committee sets up screening criteria based on established job qualifications and requirements. HR has reviewed the Five Job Classification Families, identified in the Hay Study, one job family each year since 2000 (IIIA1-8).

California School Employee Association (CSEA) bargaining unit and HR negotiate classification status and changes. The Board of Trustees gives approval of classified and administrative job descriptions with criteria, qualifications and procedures for selection clearly and publicly stated

### **STANDARD III: Resources**

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in job descriptions and announcements (IIIA1-9). After the interview process, the selection committee conducts reference checks (IIIA1-10).

#### ***Self Evaluation***

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This standard is met. Santa Ana College employs personnel that are qualified as evidenced by appropriate education, training and experience to provide quality programs and services. The college adheres to district guidelines for hiring administrative, classified and academic personnel.

#### ***Planning Agenda***

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None.

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

#### ***Descriptive Summary***

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Santa Ana College has established written policies and procedures for evaluating all administrators, faculty and classified employees on a regular, timely basis. The specific formal process used varies depending on the employee group and/or the union. Evaluators use a standardized form that lists the criteria for evaluation. There is an opportunity for positive comments and suggestions for improvement on the evaluation forms (IIIA1-11).

#### ***Administrators***

Evaluations of administrators occur during the first two years of employment in a new position, and at least once every three years thereafter. Additional evaluations may be made at the request of the chancellor, vice chancellor or immediate supervisor. Board policy and administrative regulations specify the procedures for management evaluations and documentation. Peers, employees and/or other managers evaluate, and the administrator being evaluated is responsible for a self-evaluation as required in the document, Administrative Evaluation Procedures (IIIA1-12).

The vice chancellors are evaluated using the same process, criteria and form as other administrators. The evaluation of the chancellor is conducted by the Board of Trustees. The board schedules a meeting with

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## STANDARD III: Resources

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the chancellor to discuss the evaluation process. There is a CEO Pre-Evaluation Work Sheet to facilitate the process (IIIA1-13). The chancellor prepares a self-evaluation to include progress toward achieving annual goals and long-range goals and other materials as appropriate. The self-evaluation is available to all board members at least two days prior to the evaluation session. The chancellor may or not be present at the session. Following the evaluation, the president of the Board of Trustees presents the results of the formal evaluation to the chancellor in writing. Contents of the evaluation are kept confidential unless the chancellor wants to discuss the content in order to address issues that have been indicated for action (IIIA1-14).

### ***Supervisory and Confidential Employees***

Supervisory and Confidential employees are part of the management team, and unions do not represent them. They follow the Administrative Regulations 4102-3 for evaluation procedures. Immediate managers evaluate supervisory employees at six months, eleven months and at least once every three years thereafter. A standardized evaluation form lists the evaluation criteria. Supervisory employees are evaluated at four months, eleven months and at least once every third year thereafter (IIIA1-15). The agreements also specify the manner in which actions may be taken after the evaluations are formally conducted and documented (IIIA1-16). HR sends evaluation forms and reminders at stated intervals.

### ***Faculty***

The Faculty Association of Rancho Santiago Community College District (FARSCCD) contract specifies the frequency of evaluations for full-time credit and non-credit faculty and adjunct hourly credit faculty in Article 8 of the contract. This includes tenured, non-teaching faculty, coordinators, counselors, librarians and health service staff (D—FARSCCD Contract).

Evaluation forms list the criteria and the scales of ranking (IIIA-17). After the evaluation process, the supervising administrator sends evaluations to the college president, who reviews and forwards them to HR, where personnel files are kept.

- Evaluations of non-tenured probationary faculty members who are employed full time occur each year for four years on five components: self evaluation, student evaluation surveys, classroom observations by two tenured faculty peers, colleague surveys, and a written evaluation by the supervising administrator (IIIA1-18, D).
- Evaluations of counselors, librarians and other non-instructional faculty must include observations of their performance in the area of primary responsibility (IIIA1- 18).

### **STANDARD III: Resources**

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- Evaluations for tenured faculty occur at least once every three years in a peer review process that involves a classroom observation or consultation with a colleague from the department or both a classroom observation and consultation with a colleague. A self-evaluation and student evaluations are required (IIIA1-18).
- Evaluations for non-teaching faculty, coordinators, counselors, librarians and health service staff follow the same procedures as that used for instructors. The evaluation focuses on their primary responsibilities, as well as classroom instruction, if appropriate (IIIA1-18).
- Evaluations for non contract (hourly) credit faculty occur during the first two semesters of employment and at least once every third year thereafter. The evaluation process includes student evaluations (IIIA18).

The FARSCCD contract (**D**) states that evaluators list specific examples and suggestions for improvement for each criterion marked as “does not meet expectations.” If a faculty member is in the tenure process, the administrator will develop a performance improvement plan to address deficiencies. The FARSCCD contract states the procedures for grievances during the tenure process.

The non-credit hourly faculty follow the requirements of the Continuing Education Faculty Association (CEFA) contract. It states that instructors shall be evaluated the first semester or term of employment. Evaluators use standardized evaluation forms (IIIA1-19). Subsequent evaluations shall be made once during the second year of employment and every three (3) years thereafter (IIIA1-19). Article 6 in the CEFA contract specifies the manner in which actions may be taken after the evaluations are formally conducted and documented. The CEFA contract defines steps to follow for unfavorable evaluations (IIIA1-19). Division offices maintain the evaluation schedule.

#### ***Child Development Faculty***

Evaluation of faculty in child development follows procedures described in Article Two of the Child Development Teachers Agreement. Evaluators use a standardized form listing the evaluation criteria (IIIA1-20).

Evaluations of non-tenured faculty take place each year of the tenure process and include observations in the primary area of responsibility and consultations. Evaluations of tenured or regular teachers/head teachers take place in the area of their primary responsibility annually (IIIA1-20). The agreements also specify the manner in which actions may be taken after the evaluations are formally conducted and documented (IIIA1-20).

**Classified Employees**

The California School Employees Association (CSEA) contract specifies the frequency of evaluations for full-time classified employees. The contract states that permanent employees shall be evaluated every third year, on or about their anniversary date.

Probationary employees shall be evaluated at the completion of their third, seventh and immediately prior to completion of their eleventh month of probationary service. Probationary or permanent employees may be evaluated more frequently as determined by the district, but not more frequently than every six months (IIIA-21). The standardized form lists the criteria for evaluation (IIIA-21).

The agreements also specify the manner in which actions may be taken after the evaluations are formally conducted and documented (IIIA1-21). HR sends evaluation forms and reminders to supervisors at the stated intervals (IIIA1-22).

The Santa Ana College Report of the Institutional Self-Study for Accreditation, October 2001, stated that classified staff should be evaluated in a timely manner as called for in policy and agreements. The SAC Spring 2007 Staff Accreditation Survey (AA) asked administrator/supervisor, classified staff, and faculty to rate their response to the statement: "Personnel are regularly and systematically evaluated." Although sixty-nine percent of the classified responded with "good" to "strongly agree," twenty-five percent rated the statement less than average with fourteen percent stating that they "strongly disagreed" with the statement.

Question	Percentage Distribution of Ratings						Average
	Strongly Disagree 1	2	3	4	Strongly Agree 5	Don't Know	
Personnel are regularly and systematically evaluated. Administrator/Supervisor (n=24*)	0%	4%	13%	38%	46%	0%	4.25
Classified (n=56)	14%	11%	20%	36%	13%	7%	3.23
Faculty (n=138)	2%	6%	9%	36%	40%	7%	4.13
Other (n=4)	0%	0%	50%	0%	50%	0%	4.00
TOTAL (n=222)	5%	7%	13%	36%	34%	6%	3.92

(IIIA1-23)

The executive vice chancellor of human resources and educational services and the assistant vice chancellor of human resources stated in an interview on November 14, 2007 that the HR office is responsible for letting managers know when evaluations are due. In the fall of 2006, a new process was put in place to increase the monitoring of the timeliness of evaluations. HR notifies the managers early in the process, beginning six weeks before the evaluations are due. There is a reminder to managers at one month and then two weeks before the evaluations are due. Vice

### **STANDARD III: Resources**

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chancellors and the college presidents receive a copy of these email reminders sent to the managers. This is a new part of the process and has been a very effective change in improving the timeliness of classified evaluations, according to the assistant vice chancellor of human resources (IIIA1-24). Some classified staff may not notice this new process is in place until the next evaluation cycle.

#### ***Self Evaluation***

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This standard is met. Organizational processes are in place, and written criteria exist for evaluating all personnel, including evaluation of performance of assigned duties, participation in institutional responsibilities, and other activities appropriate to their assignment. The HR department has implemented a tracking process that ensures that evaluations are submitted in a timely manner, and the assistant vice chancellor of human resources monitors the process.

#### ***Planning Agenda***

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None.

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

#### ***Descriptive Summary***

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The institution supports the implementation of student learning outcomes into all programs and courses. The Teaching Learning Committee (TLC), designated to oversee SLO development and assessment, is a sub-committee of the Curriculum and Instruction Council (C&I). TLC also reports to the Institutional Effectiveness and Assessment Committee (IE&A). The chair of TLC and the faculty development coordinator work together to analyze the faculty needs and to provide necessary training on SLOs. On September 22, 2006, an all-day retreat on learning to design assessments of SLOs was held. Since then, faculty members have engaged in dialogues on ways to deliver instruction and to maximize student learning. Ongoing faculty dialogues and professional development training include ways of developing rubrics for performance evaluations and authentic assessments. Faculty members analyze results for continuous improvement of delivery of instruction.

Faculty leaders held training on SLOs for student services in spring of 2006 in the Career Technical Education (CTE) areas. In March 2007, SAC student services held a Student Learning Outcomes Developmental Retreat. Topics were "Student Learning Outcomes: A Conceptual



## STANDARD III: Resources

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Framework” and “Student Learning Outcomes: Assessment and Measurement” (IIIA1-25).

Departments and divisions developed student learning outcomes (SLOs) and included them into the Department Planning Portfolio (DPP), which links planning to budget. *Portfolio Assessment/Program Review* (PA/PR), including annual *Direct SLO Assessment* and quadrennial overall program review, is embedded in the DPP (Y—Academic PA/PR). Since 2008, all courses have formal student learning outcomes on the Course Outline of Record (COR) and twenty-five percent of the departments have conducted a comprehensive program review (IIIA1-25).

### **Self Evaluation**

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This standard is mostly met. With guidance from the C&I, TLC, and the Institutional Effectiveness and Assessment Committee (IE&A), SAC faculty have developed student learning outcomes and assessment processes for evaluating student progress toward goals. The C&I council established the TLC to oversee SLO development and assessment in 2004. Ongoing dialogues within programs and departments, flex activities and retreats on developing SLOs and their assessment demonstrate Santa Ana College’s commitment to assess student performance effectively. The administration strongly supports the efforts and appointed an institutional effectiveness and assessment coordinator in spring 2008 to oversee institutional effectiveness, including program review and SLO and assessment progress (IIIA1-25). Twenty-five percent of the departments have conducted a full PA/PR. All departments will have completed the PA/PR cycle by spring 2011.

The unions, FARSCCD and CEFA, and the district are currently negotiating incorporating student learning outcomes into the evaluation process. The current job announcements state that a working knowledge of, and experience with, competency-based instruction and student learning outcomes are desirable qualifications for hiring (IIIA1-26).

### **Planning Agenda**

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- ❖ The TLC will continue its work on student learning outcomes assessment and will continue to sponsor faculty development activities related to SLOs.
- ❖ FARSCCD/CEFA and the district will incorporate student learning outcomes and assessment in the evaluation process through the negotiation process.

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

## **STANDARD III: Resources**

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### ***Descriptive Summary***

Rancho Santiago Community College District (RSCCD) has a number of board and administrative regulations as well as policies that dictate appropriate conduct for its employees, including:

- Statement of Ethical Conduct—Board Policy (BP 9002)
- Ethics Code for All Employees—BP 7020 (established 2005)
- Free Expression—BP 5420 (students)
- Academic Freedom—BP 4201 (faculty) (IIIA1-27)

RSCCD is an equal opportunity employer. The college district prohibits discrimination based on race, sex, color, religion, age, national origin, disability, marital status, veteran status or sexual orientation. Sexual harassment is also prohibited (IIIA1-28). The Diversity and Equal Employment Opportunity Board policy states RSCCD's commitment to staff diversity and equal opportunity in education and employment for all persons. RSCCD believes that all staff must be involved in and responsible for active promotion of campus diversity. Board Policy 4131 specifically states that the district is committed to providing a learning and work environment that is conducive to open discussion and free of intimidation, harassment and unlawful discrimination (IIIA1-29). There are established board policies that govern community relations, administration, business/finance support services, personnel, students and student personnel, instruction, general, and bylaws of the board (IIIA1-30).

### ***Self Evaluation***

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This standard is met. Santa Ana College upholds a written code of professional ethics for all of its personnel as directed by board policies and codes of ethics.

### ***Planning Agenda***

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None.

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

### ***Descriptive Summary***

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In fall 2007, Santa Ana College employed full-time staff members in the following categories: 28 administrators/10 supervisors, 254 credit and non-credit faculty (279 including child development faculty), and 276

## STANDARD III: Resources

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classified. SAC also employed 1570 adjunct faculty and 286 part-time ongoing classified employees. Adjunct instructors are hired semester by semester, so numbers fluctuate (IIIA2-31).

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

Santa Ana College student population continues to grow. According to a Public Affairs release, January 2008, Santa Ana College is one of the fastest growing two-year institutions according to the *Community College Week* (IIIA2-32). *RSCCD Enrollment and Persistence Fact Sheet*, February 6, 2006, stated that enrollment has continued to grow at a slow, steady increase, and between 2000 and 2010, SAC on-campus enrollment is projected to increase seventeen percent (IIIA2-33).

Though enrollment has increased, the faculty have discussed concerns about the decreasing number of full-time tenured faculty with full-time responsibilities to the institution in the Academic Senate (IIIA2-34). Because of the ongoing dialogues, Academic Senators developed a *Fact Sheet: The Relation of District Hiring Practices to Full-time/Part-time Staffing Ratios, Math and English Class Sizes and Student Equity at SAC and SCC 2003–2005* (IIIA2-35). This document has been the subject of campus-wide discussion, and the Academic Senate minutes of May 30, 2006 stated that Academic Senate representatives met with the SAC president and then with the executive vice chancellor of human resources and educational services about the facts contained therein (IIIA2-36). This document also cited the increase of the use of part-time faculty in math and English classes.

Academic Senate minutes of March 20, 2007 reflect that there has been an ongoing dialogue on the number of faculty hired (IIIA2-37). In November 2007, an Academic Resolution F07.01 on Faculty Hiring passed, which asked the Board of Trustees to direct the chancellor to explain the rationale for the decisions related to hiring in writing to the Academic Senate (IIIA2-38).

The Faculty Priority List from the Academic Senate in fall 2007 listed twenty-four departments and programs requesting positions. Seventeen were replacement positions, and two were new positions due to department growth (IIIA2-39). However, the memo from the SAC president stated that the chancellor approved only five positions for SAC (IIIA2-40).

The credit and non-credit faculty have expressed a concern that vacant positions due to retirements and resignations have not been filled although the student enrollment has increased. The following

### STANDARD III: Resources

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breakdown of full-time credit and non-credit faculty, not including child development faculty, shows the decline in replacing positions and hiring new faculty.

Academic Years	Full-Time Credit Faculty	Full-Time Non-Credit Faculty	Full-Time Counselors	Full-Time Librarians	TOTAL
2002-03	202	22	29	7	260
2003-04	193	22	27	7	249
2004-05	192	21	27	7	247
2005-06	192	20	28	6	246
2006-07	205	18	28	5	256
2007-08	204	17	28	5	254

Other reports indicate an aggregate number of faculty including child development faculty (IIIA2-41).

In an interview, the executive vice chancellor of human resources and educational services stated that HR considers there is sufficient faculty if there are enough faculty members to staff the sections of the classes and if there is adequate leadership in the division (IIIA2-42).

In September of each year, HR checks with the state Chancellor's Office, which provides a Faculty Obligation Number (FON) for the current year and projects FON for the following year. Then HR calculates the current number of full-time equivalent faculty (FTEF) in the fall semester and projects FON for the following year to determine minimum hiring requirement for spring recruiting. The FON determines the minimum aggregate number of full-time faculty to be hired for RSCCD. The chancellor of RSCCD allocates positions between Santa Ana College and Santiago Canyon College based upon replacement of key assignments, enrollment growth/demands, anticipated key vacancies, and program development/expansion equalizing full-time faculty ratios between the two colleges (IIIA2-43).

The number of adjunct faculty employed by Santa Ana College is difficult to assess. The executive vice chancellor of human resources and educational services stated that it is more difficult for HR to track adjunct faculty because faculty are selected by the semester and that count fluctuates from semester to semester (IIIA2-44).

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Academic Year	Adjunct Faculty Credit	Adjunct Faculty Non-credit
2006-07	992	599
2007-08	1001	569

(IIIA2-45)

Data for classified and administrative personnel show a 2.6 percent decrease of administrators/supervisory/confidential employees since 2000 and a 7.3 percent increase in full-time classified staff at Santa Ana College.

Academic Year	Administrators Supervisory/ Confidential	Full Time Classified	Part Time Ongoing Classified
Fall 2000 *	39	256	228
Fall 2006	35	274	276
Fall 2007	38	276	286

\* (IIIA2-46)

(IIIA2-47)

### **Self Evaluation**

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The faculty and staff at Santa Ana College are well qualified for their positions. Although administrative and classified positions have kept pace with student enrollment, there are faculty concerns about the sufficient number of qualified full-time instructors in both credit and non-credit. Full-time employees with full-time responsibilities to the institution provide the educational services necessary to support the institution's mission and purposes. SAC has not been able to fill some key positions that are vacant because of resignations and retirements in credit and non-credit even though student enrollment has increased. Academic senators and department chairs have engaged in ongoing discussions about the need for a sufficient number of full-time faculty.

### **Planning Agenda**

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- ❖ Based on current and anticipated future needs of both the credit and non-credit divisions, appropriate administrators and faculty leaders will review the needs of the college's growing and changing student population annually to provide appropriate hiring recommendations to the district. The president of Santa Ana College and the president of the Academic Senate will assess the prioritization process to ensure that they appropriately address staffing needs.

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

## **STANDARD III: Resources**

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

### ***Descriptive Summary***

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Employment procedures and policies of RSCCD conform to appropriate state and federal laws. The Board of Trustees of RSCCD adopts the personnel policies, which are public knowledge and available to all constituencies. These personnel policies include the following categories:

- Faculty Board Policies, BP 4200 - 4208
- Classified Board Policies, BP 4300 - 4303
- Management Supervisory/Confidential Board Policies, BP 4400 - 4425
- Administrative Board Policies, BP 4500 – 4525

Administrative Regulations (AR) that govern personnel matters (AR 4000 – 4524: Personnel) are on the district intranet. These policies and procedures are the responsibility of HR and are equitably and consistently administered. The Chancellor's Cabinet previews new or modified policies before presentation to the Board of Trustees. Personnel policies and procedures distributed by the district are clearly stated, regularly reviewed, and published to ensure their fair and equitable application (BP 4001 – 4520) (IIIA3-48).

The *Board Policy Manual* describes the employment practices established by RSCCD and is available on the district intranet (<https://intranet.rsccd.org>). Oversight by college administrators and the HR staff ensures that employees follow established policy and protocol. Information on new policies and policy changes is emailed to all managers whenever there is board approval of such actions by the department of educational services. Input related to personnel policy and/or procedure is also disseminated through the Academic Senate and district Management Council.

### ***Self Evaluation***

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This standard is met. Santa Ana College adheres to written policies ensuring fairness in all employment procedures as designed and developed by the district and administered by the district's Human Resources department.

### ***Planning Agenda***

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None.

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

***Descriptive Summary***

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Rancho Santiago Community College District maintains records in a secured fileroom which contains locked file cabinets available only to the respective employee and appropriate administrative staff. Records are maintained and protected in accordance with California Education Code Section 87031 (rights of employees to access personnel files), US Government Code Section 6254 (guaranteeing privacy of personnel files) and Civil Code Section 1798.24 (limiting disclosure of personnel information by agencies), and reflective board policies (IIIA3-49).

HR personnel follow these regulations and procedures. They ensure the security and confidentiality of all employee records and provide proper access to these records.

***Self Evaluation***

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

***Planning Agenda***

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None.

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

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

***Descriptive Summary***

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Santa Ana, California, is a diverse community, and Santa Ana College has a diverse classified, certificated and administrative staff. The Executive Dashboard <https://intranet.rscgd.org/rscgdasp/ExecDB/default.asp> on the RSCGD intranet site lists Employee Head Count by Gender, Ethnicity, site. Caucasian, Hispanic, Asian and African American make up the four main ethnic groups (IIIA4-50). The student population is also diverse with Latino, Caucasian and Asian as the three main groups (IIIA4-51).

There are established board policies on diversity and equal employment opportunities. The district and SAC are committed to providing a learning and work environment that is conducive to open discussion and free of intimidation, harassment and unlawful discrimination (IIIA4-52).

### **STANDARD III: Resources**

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The Santa Ana College Spring 2007 Staff Accreditation Survey (AA) demonstrated that faculty and staff are familiar with the demographics of the Santa Ana community (results were 4.59 on a scale of one to five, with five “strongly agree.”) Also faculty and staff stated they were aware that program staff and faculty address student needs and community demographics especially in their plans, work and decision-making (results of 4.15) (IIIA4-53).

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

- Sexual harassment training online and in workshops
- Technology training
- Hiring practices workshops
- Leadership training
- Management training on employment and personnel issues

A district-trained Equal Employment Opportunity (EEO) representative is present on all hiring committees for managers, faculty and staff to ensure that all members of the committee understand and follow EEO guidelines mandated by law and district policy. Due to lack of a state plan for EEO, Human Resource EEO training had not taken place for several years. Effective in the fall of 2007, a representative from HR attends the first meeting of a screening committee to orient members on the hiring process and the iGreentree process.

The following intra-cultural events demonstrate SAC’s recognition of the diversity of its student body and the college staff. Many sponsors come from SAC’s diverse faculty and staff.

- An annual International Fair
- Celebration of Native American Heritage Month, Black History Month, Hispanic Heritage Month, Asian American Month
- Calendar of Events, SAC Inter-Club Council Clubs and Organizations – Fall 2007
- Santa Ana College Student Handbook and Planners
- Santa Ana School of Continuing Education (SAC SCE) Student Activities Calendar (IIIA4-54)

According to the Institutional Research Department’s Report: Santa Ana College Student Satisfaction Study, August 2006, the most recent student satisfaction survey, seventy-nine percent of the students stated that they



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## STANDARD III: Resources

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were learning the skills and knowledge needed to understand other cultures (IIIA4-55).

### ***Self Evaluation***

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This standard is met. Santa Ana College creates and maintains appropriate programs, practices and services that support its diverse personnel. Faculty, staff and students enjoy the varied student and club activities that highlight the diversity of the college.

### ***Planning Agenda***

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None.

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

### ***Descriptive Summary***

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Rancho Santiago Community College District Institutional Research Department maintains and evaluates records describing the diversity of SAC employees and students (IIIA4-56 & IIIA4-57). This information is available on the district website <[www.rscdd.org](http://www.rscdd.org)>. The Research Department produces and distributes statistical studies to assist in RSCCD policy and program planning and development. The Research Department creates Enrollment Trends and Student Characteristics documents (IIIA4-58), which are also on the district website for faculty, staff, students and community members. To assess how SAC is meeting its mission, the Research Department conducts student satisfaction surveys (IIIA4-59).

### ***Self Evaluation***

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This standard is met. The Institutional Research Department regularly assesses Santa Ana College's employment equity and diversity to determine its consistency with the mission of the institution.

### ***Planning Agenda***

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None.

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

### ***Descriptive Summary***

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One of the primary goals of Rancho Santiago Community College District (RSCCD) and Santa Ana College is to maintain a positive, productive working environment for employees, recognizing and

### **STANDARD III: Resources**

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embracing diversity. The district demonstrates its concern for the integrity of the students, faculty, staff and administrators by providing board policies that protect their respective rights. These board policies include, but are not limited to:

- Unlawful Discrimination & Sexual Harassment Policy: BP 4119
- Civility: BP 4137
- Academic Freedom: BP 4201
- Salary Payments: BP 4302
- Bereavement Leave: BP 4404
- Family & Medical Leave: BP 4405
- Personal Necessity Leave: BP 4408
- Sick Leave: BP 4410
- Dismissal / Discharge: BP 4415
- Americans with Disabilities: BP 4416
- Grievance Procedures: BP 5551
- Student Confidentiality: BP 5117
- Standards of Student Conduct: BP 5201 (IIIA4-60)

#### ***Self Evaluation***

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This standard is met.

#### ***Planning Agenda***

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None.

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

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

#### ***Descriptive Summary***

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Based on the mission of Santa Ana College (SAC), professional growth opportunities for staff and faculty are vital to the mission. Faculty, classified staff and administrators plan and design professional development activities at SAC.

Professional development activities may introduce new programs, services and technology or lead to the development and evaluation of

## STANDARD III: Resources

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program or curriculum. Other activities may be instructional training and improvement of work environment or staff awareness of district policies and procedures.

Professional development activities for faculty take place during the staff development days (flex week) prior to fall and spring each semester and throughout the semesters. These activities provide collegiate dialogue among the faculty on subjects specific to teaching and learning needs. Professional development provides information about new technology, educational advancements, SLOs, assessments, new programs and curriculum changes. There has been ongoing training for CPR certification, Department Planning Portfolios, WebCMS, Blackboard and other technology topics. Advertising for the workshops and training is generally through email notification from the Center for Learning and Instruction (CLI). In SCE, attendance is mandatory at a number of these activities for both full-time and adjunct faculty. Faculty complete Flex Agreement forms (IIIA5-61). Faculty and staff have access to a small professional library located in the Center for Learning and Instruction (CLI). The college is a member of California Community College Council for Staff and Organizational Development (4CSD), which is the state-wide staff development organization and subscribes to [4Faculty.org](http://4Faculty.org), an online database of resources.

The Academic Senate and SAC management decentralized faculty development after the state stopped funding faculty development in 2002-2003. The position of faculty development coordinator was converted to faculty coordinator of Portfolio for Planning. That position was discontinued in 2005, and faculty development activities became the purview of the departments through the Department Planning Portfolio.

Classified staff development was also virtually decentralized when the Classified Senate was disbanded in 2002 and when state funds ceased to exist. The classified union president appointed a classified staff development committee, which has met occasionally since 2002 (IIIA5-62). With the Classified Senate dissolved and the end of AB 1725 funding, few staff development workshops could be offered for classified staff. Other than technology training, there is limited amount of professional development for classified staff. Any centralization of professional development came in the form of technology training from the office of the associate dean of information and learning resources (IIIA5-63). During the fall 2007 semester a Toolbox staff development series was developed particularly for classified staff. It offered customer service and problem-solving workshops along with workshops on technology training and review. This series of workshops was developed to prepare staff for the coming Datatel Colleague implementation.

### STANDARD III: Resources

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In the Santa Ana College Spring 2007 Staff Accreditation Survey Results, seventy-seven percent of those surveyed felt that SAC provided sufficient professional development opportunities. Twenty-three percent disagreed with the statement on the survey.

Question	Percentage Distribution of Ratings						Average
	Strongly Disagree 1	2	3	4	Strongly Agree 5	Don't Know	
SAC provides sufficient professional development opportunities for all faculty and staff.							
Administrator/Supervisor (n=24*)	0%	4%	25%	50%	21%	0%	3.88
Classified (n=57)	9%	14%	32%	26%	19%	0%	3.33
Faculty (n=138)	9%	12%	18%	31%	29%	1%	3.61
Other (n=4)	0%	50%	25%	0%	25%	0%	3.00
TOTAL (n=223)	8%	12%	22%	31%	26%	1%	3.56

(IIIA5-64)

Credit faculty development changed directions in fall 2007, and the faculty development coordinator (FDC) position was reinstated. The coordinator has eighty percent released time. The coordinator is a member of the Basic Skills Task Force and attends the Teaching Learning Committee (TLC) to gather information on professional development activities needed, such as how to assess SLOs or to provide instructional strategy workshops (IIIA5-65). The results offer new insight into faculty needs and support the findings of the college-wide survey noted above. In 2008, the institutional effectiveness and assessment coordinator position was created to oversee SLOs, assessment and all program reviews and juxtapose these with accreditation. The FDC works with the IE&A coordinator through the TLC to organize activities sponsored by the TLC. The FDC also attends the SAC Technology Advisory Committee (SACTAC). In addition, a survey specifically targeting faculty was conducted in the fall 2007 semester (IIIA5-66).

Santa Ana College School of Continuing Education (SAC SCE), the non-credit division, has a well-established professional development plan and offers workshops and training that fulfill continuing education department and program goals and objectives (IIIA5-67). A faculty member, who has fifty percent released time, is the professional development coordinator for non-credit and chairs the Professional Development committee. Using the needs assessments, the committee planned 167 flex workshops for 474 hourly SAC SCE employees and eighteen full-time faculty for August 2007. The committee planned thirty-nine flex workshops for January 2008. Flex workshops are offered jointly with the non-credit division of Santiago Canyon College at the Orange Education Center. In addition, SAC SCE professional development offers mentoring, peer coaching, study circles and technology training opportunities on an ongoing basis. The SAC SCE Professional

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## STANDARD III: Resources

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Development Activities Report 2005–2006 lists the numerous professional development needs assessments and the evaluation results from faculty participants (IIIA5-68). The SAC SCE professional development coordinator is in charge of producing a booklet that is distributed in May for the August flex week (IIIA5-69). Each faculty member completes a flex agreement form (IIIA5-70).

RSCCD hosted well attended all employee professional development events in 2007 and 2008, which gathered all segments of RSCCD together at one time for dialogues about planning for change and for the future (IIIA5-71). The Research Department evaluation of the 2008 event stated that eighty-six percent rated the facilitator and the information shared as “good” to “excellent.” Only two percent rated it as “poor.” The response to question four regarding having adequate time for sharing and communication among employees was eighty-seven percent (IIIA5-72). While it was not an easy task to bring all employees together in one location, the evaluations showed that employees valued the time together to reflect upon planning for change.

The district subscribes to the Southern California Community College Districts Employment Relations Consortium, which offers a series of workshops related to labor and employment law. These workshops are available to all administrators and managers of the district. Additionally, HR provides several workshops per year addressing a variety of HR-related topics, such as understanding the CSEA/FARSCCD agreements, evaluation and discipline procedures, and classified hiring guidelines (IIIA5-73).

### ***Self Evaluation***

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This standard is partially met. Santa Ana College provides faculty members and management with opportunities to participate in appropriate professional development activities. There are professional development opportunities available for classified staff, but they are limited in scope. The Spring 2007 Staff Accreditation Survey Results (AA) reports that only forty-five percent of classified staff indicated that there was sufficient professional development opportunities (IIIA5-64).

### ***Planning Agenda***

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- ❖ The college will offer appropriate staff development activities for classified and academic staff that will ensure they are kept informed of policies and procedures, as well as workshops and seminars that improve the work environment, support the college mission and goals, improve the skills of employees, and continue to integrate student learning outcomes and assessment into programs.

### **STANDARD III: Resources**

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- ❖ The associate dean of information and learning resources and a representative of the classified union will review the process and availability of professional development activities for classified staff for effectiveness.

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

#### ***Descriptive Summary***

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Participants evaluate each activity at the conclusion of the respective programs using a scannable evaluation form. The associate dean of information and learning resources and the presenters read evaluations in the credit program. The reinstated position of faculty development coordinator will now allow further opportunities for assessment. In fall 2007, a small survey was conducted to get a snapshot of faculty opinions to date and asked faculty what type of faculty development programs are needed (IIIA5-74). Preliminary review of the data shows interest in topics such as critical thinking, reading comprehension strategies, and interactive teaching and learning. Additionally about sixty percent of the respondents were “satisfied” or “very satisfied” with the program to date. This supports the findings of the earlier general survey, in which fifty-nine percent of faculty “agreed” or “strongly agreed” that the institution offered “sufficient” opportunities for staff development. Further evaluations are planned as the evolving faculty development program expands.

In SCE the Faculty Development committee as well as the presenters read the evaluations. The purpose of the review of evaluations is to determine future needs of the faculty as well as how to improve activities for the future (IIIA5-75). The evaluations of the flex workshops for SCE show a high satisfaction rate for the presentations. Sixteen hundred sixty-five instructors rated the workshops as “excellent.” Only seven rated the workshops as “less than average”

#### ***Self Evaluation***

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This standard is met. Santa Ana College provides participants in staff development activities with opportunities to evaluate professional development workshops and reviews these results as a basis for the continuous improvement cycle.

#### ***Planning Agenda***

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None.

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

***Descriptive Summary***

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Department and program faculty establish goals for the Department Planning Portfolios, which also contain budget requirements and the need for new and replacement positions. The departments and programs establish a rationale for the faculty positions, and a representative from each division attends an Academic Senate Faculty Priorities Hiring Committee meeting to present reasons for placement on the priority list. This meeting is held only once a year in the fall. This committee aggregates the requests for new and replacement positions and uses criteria to prioritize requests. The Academic Senate president gives the prioritized request for faculty positions to the SAC president. The SAC President's Cabinet, the deans, and the College Council members also submit requests with a rationale for administrative and classified staff positions (IIIA6-76). After compiling and prioritizing the requests for positions according to college and institutional needs, the SAC president submits the information to the chancellor, who makes the final decision after consulting the vice chancellor for business operations and fiscal services and the executive vice chancellor of human resources and educational services (IIIA6-77).

Each year, as the budget permits, the chancellor asks Santa Ana College for all personnel requests. After receiving the list, the chancellor evaluates and prioritizes the requests to meet state requirements and fulfill the mission of the college and district.

It must be noted, however, that due to the fiscal crisis of the state of California and the budget cuts imposed on the colleges of the RSCCD and the District Office, there is a district-wide hiring freeze for the 2008-2009 academic year. The impact on SAC, given administrative, faculty and classified staff retirements, will be deeply felt.

***Self Evaluation***

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

***Planning Agenda***

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None.

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## **STANDARD III: Resources**

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### **Standard IIIA: Human Resources**

#### **Evidence**

<b>Number</b>	<b>Name</b>
IIIA1-1	Interview with Dr. Erlinda Martinez, Santa Ana College President
IIIA1-2	California Community College Minimum Qualifications
IIIA1-3	Minimum Qualifications and Equivalencies
IIIA1-4	Sample Job Announcements
IIIA1-5	Job Announcement (with SLO wording)
IIIA1-6	Full-Time Faculty Recruitment and Employment AR 4102.1
IIIA1-7	Classified Hiring Procedures AR 4102-3
IIIA1-8	Job Classification Families and Reclassification Cycle Groups
IIIA1-9	Classified Job Announcement
IIIA1-10	Telephone Reference Check
IIIA1-11	Interview with John Didion, Vice Chancellor of Human Resources, and Educational Services and Assistant Vice Chancellor of Human Resources, Judy Chitlik, Question 8, November 14, 2007
IIIA1-12	Administrative Evaluation Procedures
IIIA1-13	CEO Pre-Evaluation Work Sheet
IIIA1-14	Evaluation of the Chancellor BP 2113
IIIA1-15	Supervisory/Confidential Staff Hiring Administrative Regulations 4102.3
IIIA1-16	Supervisory Evaluation Procedures
IIIA1-17	FARSCCD Evaluation Reports
IIIA1-18 (D)	FARSCCD Contract: Article 8.3 FARSCCD Contract: Article 8.6.3 FARSCCD Contract, Article 8.15 FARSCCD Contract, Article 8.16.1 FARSCCD Contract, Article 8.13
IIIA1-19	Continuing Education Faculty Association (CEFA) Contract Part-time Faculty Classroom/Worksite Observation Report (evaluation form ), Exhibit D, page 40



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IIIA1-19	CEFA Contract 6.5.1
IIIA1-19	CEFA Contract, Article 6.8
IIIA1-20	Child Development Teachers Agreement, Appendix E
IIIA1-20	Child Development Teachers Agreement Article 2.5
IIIA1-20	Child Development Teachers Agreement, Section 2.4
IIIA1-21	CSEA Contract, Article 8 Evaluation Procedures
IIIA1-21	CSEA Contract Article, Appendix A
IIIA1-21	CSEA Contract Article 8.5 Classified Performance Appraisal Form
IIIA1-22	Sample Reminder of Evaluation Due Notice
IIIA1-23	From SAC Staff Accreditation Survey Results 05 11 07, page 7
IIIA1-24	Interview with John Didion, Executive Vice Chancellor of Human Resources and Educational Services; interview with Judy Chitik, Assistant Vice Chancellor of Human Resources November 14, 2007
IIIA1-25	SLO Timeline
IIIA1-26	Job Announcement
IIIA1-27	Board Policy 4201, 5420, 7020, 9002
IIIA1-28	Board Policy 4102
IIIA1-29	Board Policy 4131
IIIA1-30	Board Policy Index from the RSCCD Intranet
IIIA2-31	John Didion email on part-time numbers, March 19, 2008
IIIA2-32	News Release from Public Affairs Santa Ana College, January 2008
IIIA2-33	RSCCD Enrollment and Persistence Fact Sheet
IIIA2-34	Interview Professor Todd Huck
IIIA2-35	<i>Fact Sheet: The Relation of District Hiring Practices to Full-time/Part-time Staffing Ratios, Math and English Class Sizes and Student Equity at SAC and SCC – 2003-2005</i>
IIIA2-36	Academic Senate Minutes of May 30, 2006, Part III, Number 1.
IIIA2-37	Academic Senate Minutes of March 20, 2007, Part V B (page 4)

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- IIIA2-38 Academic Senate Resolution # **F07.01** on Faculty Hiring
- IIIA2-39 Academic Senate Faculty Hiring Priority Committee results, October 30, 2007
- IIIA2-40 Dr. Erlinda Martinez, SAC President's email on Santa Ana College Faculty Hires 2008
- IIIA2-41 (AA) SAC Faculty Profile 2002-2007 ITS Report PRO845
- IIIA2-42 Interview with John Didion, Vice Chancellor of Human Resources and Educational Services and Judy Chitlik, Assistant Vice Chancellor of Human Resources, Question 11, November 14, 2007
- IIIA2-43 *Full-Time Faculty Hiring Process 2008*, PowerPoint by John Didion, Executive Vice Chancellor of Human Resources and Educational Services, March 10, 2008
- IIIA2-44 Email from John Didion, Executive Vice Chancellor of Human Resources and Educational Services, March 19, 2008
- IIIA2-45 Staff IT Program PRO845, RSCCD Staff Quarterly Profile, October 2007) Adjunct Faculty, credit and non-credit
- IIIA2-46 Report of the Institutional Self-Study for Accreditation, 10/2001, 7.1
- IIIA2-47 RSCCD Staff Quarterly Profile 2006-2007 on administrators, supervisory/confidential, and full and part time classified.
- IIIA2-48 Board Policies 4200-4208, 4300-4303, 4400-4425, 4500-4525 – Index for those available on the district web site
- IIIA3-49 Board Policy Personnel Files – BP4110
- IIIA4-50 RSCCD Intranet Dashboard – Employee Head Count by Gender, Ethnicity, Site
- IIIA4-51 RSCCD Enrollment Trends and Student Characteristics Fall 2001-Fall 2005, page 5
- IIIA4-52 Board Policy (BP) 4131 *Diversity and Equal Employment Opportunity*
- IIIA4-53 From SAC Staff Accreditation Survey Results 05 11 07, page 5

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**STANDARD III: Resources**

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- IIIA4-54 Sample materials of diverse activities offered: Santa Ana College (SAC) and Santa Ana College School of Continuing Education (SAC SCE) Calendars of Events, Inter-Club Council Clubs and Organizations – Fall 2007; SAC Student Handbook and Planner, two non-credit Student Handbook and Planners, one with translations in Spanish and Vietnamese
- IIIA4-55 From SAC Student Satisfaction Study August 2006, page 8
- IIIA4-56 RSCCD Employee Head Count by Gender, Ethnicity, Site
- IIIA4-57 RSCCD web site under Research/Demographics for Students
- IIIA4-58 Research Department Enrollment Trends Fall 2003- Fall 2007 for Credit
- E IIIA4-59 Research Department Report: SAC Student Satisfaction Study August 2006
- IIIA4-60 Board Policies 4119, 4137, 4201, 4302, 4404, 4405, 4408, 4410, 4415, 4416, 5551, 5117, 5201
- IIIA4-61 Flex Agreement Forms for credit faculty
- IIIA5-62 Classified Staff Development Committee Notes of January 9, 2007
- IIIA5-63 Interview of Maria Sugrañes, Associate Dean, Information & Learning Resources, Questions 2 and 3
- IIIA5-64 From SAC Staff Accreditation Survey Results 05 11 07 page 8, number 4
- IIIA5-65 Staff Development Memo by Maria Sugrañes, Associate Dean, Information and Learning Resources
- IIIA5-66 Faculty Development Survey, credit
- IIIA5-67 Santa Ana College School of Continuing Education Professional Development Plan 06/07
- IIIA5-68 Santa Ana College School of Continuing Education Professional Activities Report 05/06
- IIIA5-69 Professional Faculty Development booklet, 2006-2007, for Santa Ana College School of Continuing Education and Santiago Canyon College Continuing Education, Orange Education Center
- IIIA5-70 Flex Agreement form for non-credit faculty
- IIIA5-71 Professional Development flyers for All Staff event

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- IIIA5-72 All Staff Event Evaluation 2008
- IIIA5-73 Sample documents for management staff development activities
- IIIA5-74 Faculty Survey, Fall 2007
- IIIA5-75 Accumulative Workshop Feedback 2005-2006 – Santa Ana College School of Continuing Education Evaluation forms
- IIIA6-76 Interview Ray Hicks, Academic Senate President and Jeff McMillan, former Academic Senate President
- IIIA6-77 Interview Dr. Erlinda Martinez, SAC President

**STANDARD III.B. PHYSICAL RESOURCES**

Physical resources, which include facilities, equipment, land and other assets support student learning programs and services and improve institutional effectiveness. Physical resource planning is integrated with institutional planning.

**III.B.1. The institution provides safe and sufficient physical resources that support and assure the integrity and quality of its programs and services regardless of location or means of delivery.**

**III.B.1 (a) The institution plans, builds, maintains, and upgrades or replaces its physical resources in a manner that assures effective utilization and the continuing quality necessary to support its programs and services.**

***Descriptive Summary***

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Serving over 28,000 students (IIIB1-1), Santa Ana College (SAC) is part of the Rancho Santiago Community College District (RSCCD) and is RSCCD's oldest campus. Since opening its doors in 1915, the majority of the buildings at SAC were built in the 1970s. Portables at SAC's School of Continuing Education (CEC) were constructed in 1980, and additional offices were added in the 1990s. The second main continuing education site, the Marketplace Education Center (MEC) was added in 1998.

**Santa Ana College's major facilities include:**

<b>Location</b>	<b>Acres</b>	<b>Assignable Square Footage</b>
Santa Ana College	65	378,928
Fire Academy (JPTC-CN)	Lease 3.8	13,518
Centennial Education Center (CEC)	Lease	39,474
Fiesta Marketplace Education Center (MEC)	Lease	17,932
OC Sheriff's Regional Training Academy	15	8,119
Digital Media Center	1.2	11,228

In addition to the above facilities, the college offers credit and non-credit courses at ninety other community locations (IIIB1-2) which include the Santa Ana Unified School District, hospitals, churches and community centers (IIIB1-3).

At present, SAC's facilities have an average age of approximately forty years (IIIB1-4) resulting in major costs associated with maintenance and/or renovation to ensure SAC's continuous safety. The director of district construction and support services works with the college to annually submit to the state Chancellor's Office RSCCD's Scheduled Maintenance proposal for funding for the following year. The proposals provide funding for the replacement and/or restoration of scheduled items which

### **STANDARD III: Resources**

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include roofing, utilities, mechanical, exterior and other maintenance issues (IIIB1-5). Current scheduled maintenance projects include new air handler, chiller and condenser for the “D” building, a diesel/auto exhaust upgrade for the “J” building, a welding exhaust upgrade for the “K” building, un-interrupted power supply upgrade in the “A” building, and fire alarms (IIIB1-6).

Building and departmental needs are brought forward to the Facilities Committee and prioritized as to their urgency, and lengthy discussions take place to weigh each identified need resulting in an approved priorities list (IIIB1-7) which is forwarded to administration for review. The SAC Facilities Committee began meeting monthly instead of quarterly in an effort to make the committee more accountable. The Facilities Committee is chaired by the vice president of administrative services and one faculty member appointed by the Academic Senate. The committee’s membership also includes the vice president of academic affairs, vice president of continuing education, vice president of student services, plant manager, security supervisor, director of auxiliary services, two additional administrators, six academic senate representatives, three classified representatives who are appointed by California School Employees Association (CSEA), and a student representative who is appointed by the Associated Student Government (ASG). At present, the membership of the Facilities Committee is being reviewed. Facilities Committee information may be accessed at: [http://insidesac.net/support/services/adm\\_svr/facilities\\_committee.asp](http://insidesac.net/support/services/adm_svr/facilities_committee.asp).

The college utilizes the inventory control process to ensure the safety and sufficiency of its equipment (IIIB1-8). This process is used for items other than PCs. Managed by the director of purchasing, inventory control is maintained by a comprehensive, computerized list indicating purchase date, anticipated lifespan of the equipment, name, description, date of acquisition, identification (serial) number, inventory tag number, campus and department location, original cost of item (\$1,000.00 or more) and budget account number. The district’s IT department does not currently provide accessible inventory records; however, the college has developed local inventories of resources such as spreadsheets of computers by model number, representing age, and mediated classrooms with details of equipment.

Every two years the purchasing department dispatches warehouse storekeepers to scan district inventory barcodes throughout RSCCD. Missing items are reported to the supervising administrator to reconcile. A report of non-scanned items (less than \$1,000.00) is also generated for the responsible administrator to reconcile and update records (IIIB1-9). The Department Planning Portfolio (DPP) (P) is used to evaluate the effectiveness and sufficiency of the facilities and equipment and whether

## STANDARD III: Resources

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it meets the needs of the programs and services. The DPP contains the program's goals, needs and accomplishments (IIIB1-10). SAC's physical resources support student learning programs and services and contribute to institutional effectiveness.

In 2002, a \$337 million bond (*Measure E*) was approved by voters which allowed for repair, construction or replacement of school facilities and classrooms. Santa Ana College's original allocation was \$156.3 million (forty-seven percent). Completed projects on the campus include (IIIB1-11):

- A New Weightlifting Pavilion
- Marquee
- Softball Field
- Women's and Men's Locker Room
- The Acquisition of Land and the Construction of Parking Lots on College Avenue

Completed projects outside the campus include (IIIB1-11):

- The Digital Media Center
- The Orange County Sheriff's Regional Training Academy

SAC has increased from fifty-six acres in 2004 (IIIB1-12) to sixty-five acres in 2007 (IIIB 1-13). Also funded were the renovations of the following buildings:

- Fine Arts/Art Gallery (Building C)
- Dunlap Hall (Building D)
- Exercise Science (Building E)
- Administration ( Building S)
- The partial modernization of the Nealley Library (Building L)

Renovations have included new classroom furniture, carpeting, and interior and exterior painting of buildings. Some buildings on campus have also added equipment to better meet the needs of varied teaching methodologies. In order to get the most efficient use of *Measure E* funds, state funds were also used to build the new locker rooms (F) and renovate Exercise Science (E). In November 2007, construction began on the new Maintenance & Operations (M&O) Center and a two-story classroom building, which will provide sixteen more classrooms on the main campus. An identical sixteen-classroom building will be built at CEC to help replace some of the twenty-seven year-old bungalows. The renovation of Hammond Hall is currently being reviewed by the vice president of academic affairs, staff and district. Final corrections

### **STANDARD III: Resources**

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to the plan will be taken to the architect. The science building is in the planning stages. Meetings with the architect have allowed for the examination of possibilities that are within the scope of approval from the State Chancellor's Office (IIIB1-14). The final science building project proposal was submitted to the Chancellor's Office July 1, 2008. The Child Development Center (CDC) and the parking structure plans are currently in the Division of State Architect (DSA). Construction for the CDC will begin in the latter half of 2008, and construction for the parking structure is scheduled to begin December 2010 or January 2011 (IIIB1-15).

#### ***Self Evaluation***

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This standard is partially met. The college and RSCCD have been proactive in seeking funding to keep the physical facilities in good condition.

*Measure E* has provided the resources for the much-needed renovation and construction of existing and new facilities. However, due to the increase of construction costs and inflation, many of the projects originally intended have been postponed or scaled down. Because SAC is land-locked, more classroom space is required in order to grow. This will require additional funding (IIIB1-16). The increase in construction costs and inflation have also postponed construction of a science building. However, the college has received notification from the state that the RSCCD qualifies for state assistance to help fund the new science building.

The maintenance and custodial staff work diligently to ensure that the buildings are kept safe and clean. Work is also being implemented on a proactive approach for preventive maintenance and program replacement. This plan will focus on replacement of equipment and or facilities (IIIB1-14). Unfortunately, regular maintenance operations and custodial services have been limited due to budget shortages.

Physical resources support student learning programs and services and contribute to institutional effectiveness. Many rooms are used continuously throughout the day.

#### ***Planning Agenda***

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- ❖ College Council and district administration will explore the possibility of another bond to carry out the facility plans that were established by *Measure E* and the failed *Measure O*.
- ❖ President's Cabinet, the SAC Budget Committee and the RSCCD will explore other funding options for maintenance operations and custodial services.



## STANDARD III: Resources

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- ❖ The vice president of administrative services and the M&O supervisor will establish, implement and maintain a plan which itemizes the scheduled maintenance plan.

**III.B.1 (b) The institution assures that physical resources at all locations where it offers courses, programs and services are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.**

### ***Descriptive Summary***

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The SAC Facilities Committee meets monthly to address issues of proper access, safety and security for the college and its off-campus sites. It is the responsibility of the committee to make recommendations for any solutions that would lead to a more productive learning and working environment. In addition, the committee identifies and prioritizes projects including potential hazards, operational effectiveness and appearance. It is through this committee that its members communicate to the college community on facility issues regarding its work and recommendations. The committee also identifies potential secondary effects due to the construction of new facilities or the remodeling of existing ones (IIIB1-17, N).

To ensure a safe and healthy environment for students, faculty, staff and visitors, SAC is required to submit to DSA (the state governmental entity required to plan and check all projects for K-12 school districts and community colleges) all new construction and remodeling projects that exceed \$50,000. SAC must also submit proposals to DSA if the scope of work associated with the project is of a structural nature, if it impacts fire/life safety elements, or if its accessibility is in compliance with the American Disabilities Act (ADA) (IIIB1-18).

Surveys are utilized to effectively assess the safety and security of SAC. In addition, periodic inspections of existing college buildings and grounds by maintenance personnel assure that all systems are functioning properly. The staff also assesses the circumstances that might affect condition, access, safety, health or ADA compliance. The Plant Facilities department maintains an electronic online work order system that provides each college department an easy and effective way to report facilities conditions or to request maintenance (IIIB1-19). This method aids in the upkeep of the aging facilities.

The original 1966 vendor surveyed the campus alarm system and reported areas which required attention. While SAC was in the process of correcting the reported problems, the college learned through the original vendor that the existing fire alarms circa 1966 had outlived their usable lifespan. Parts were no longer available, and the system had become

### **STANDARD III: Resources**

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obsolete. In October 2007, the concern that fire alarms were not working in several buildings was brought to the attention of the SAC Facilities Committee, the chancellor and the Board of Trustees. There were statements by administration that they were unaware of the problem. Immediate steps were taken to remedy the situation. A full testing of all fire alarms was conducted and it was determined that the fire alarms in five campus buildings (C, G, S, H, P) and two portables (B-32 and F-117) were inoperable. Some of the alarm pulls did not sound when they were pulled, and fire panels were not functioning properly. These buildings were put on *fire watch* until temporary panels were installed to make the fire alarms operational. As of December 14, 2007, the fire alarms in all buildings are operable and have been taken off of *fire watch*. At present, monthly inspections of fire alarms are being conducted, and regular fire drills commenced on February 28, 2008 at Santa Ana College. SCE also completed their safety drills last fall (IIIB1-20).

Security for SAC is maintained by district security officers assigned to the main campus and its off-campus sites. District safety officers patrol the sites to maintain a peaceful and safe learning environment, to deter crime and to look for safety and security hazards. The officers provide professional services and safety assistance to students, faculty and staff. The District Safety department conducts safety inspections on a regular basis, and if deficiencies are spotted, it is reported to the site administrator, who then contacts the appropriate personnel for corrective safety action (<http://www.sac.edu/Safety/index.htm>; IIIB1-21). Because the safety of staff, faculty, students and guests is of the utmost importance to SAC, the college re-established the Safety and Security Committee. The goal of the committee is to “ensure that continuous attention is given to issues of safety and security at SAC, and that communication on all related matters is ongoing among and between SAC-based stakeholders, district office partners, and others.” Centennial Education Center (CEC), Marketplace Education Center (MEC), the Digital Media Center (DMC), the Orange County Sheriff’s Regional Training Academy, and Santa Ana Unified School District’s Middle College High School have a safety sub-committee who reports their activities at each Safety and Security Committee meeting ([http://insidesac.net/support\\_services/adm\\_svr/safety\\_committee.asp](http://insidesac.net/support_services/adm_svr/safety_committee.asp)).

Recent renovations to the college have allowed for a more friendly campus for disabled persons by providing automatic entryways to a number of buildings. Several restrooms are also being renovated for greater accessibility, but some restrooms designated for wheelchair accessibility are not accessible (IIIB1-22). In 2002, CEC underwent the ADA Barrier Removal Project (IIIB1-23). However, several classrooms lack accessible furniture for wheelchair students, such as adjustable height desks and tables, while in certain classrooms, some furniture must

## STANDARD III: Resources

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be moved to accommodate wheelchairs. CEC does not have automatic entryways; however, handles on the doors were replaced with a push bar for easier access (IIIB1-24; IIIB1-25).

General parking access to the campus and its offsite centers is adequate although there is difficulty with parking during the first three weeks of school at Santa Ana College. The SAC Public Safety and Security department monitors parking availability and safety, while routine maintenance and repair of parking lots occur on an annual basis. The SAC campus roads and the Marketplace parking structure are well lit, maintained, and they provide secure passage for all drivers and pedestrians. However, lighting and access roads at CEC (IIIB1-25; IIIB1-26) need upgrades. In 2006, 198 additional parking spaces were added to the main campus through the purchase and development of property across College Avenue with *Measure E* funds to help ease the difficulties during the first three weeks of school (IIIB1-27).

The Manager of Environmental Safety and Emergency supports the college's efforts and coordinates mandated regulatory compliance applicable to facilities, laboratories and hazardous and toxic materials. The manager works with the college's M&O department to ensure that all required inspections are completed in a timely basis and that all corrective actions, if any, are satisfactorily completed.

The college's Safety and Security department and the Administrative Services department have worked to promote a healthy environment. This has resulted in providing safety measures such as supplying personal protective equipment, including eye protection and respirators, installing electrical interlocks, inspecting air filtration systems, and posting Hazmat placards monitoring underground tanks. The department also has information available for employees of the district pertaining to emergency preparedness, environmental safety, occupational safety and training, and recycling information (<https://intranet.rscsd.org>).

Disaster and emergency preparedness plans and activities are reviewed regularly, with oversight provided by the director of district safety. An Emergency Procedure Flip Chart is disseminated to all college offices and posted in all classrooms. Policies and procedures for dealing with hazardous materials are given to all site administrators. Standard Emergency Management System (SEMS) and National Incident Management System (NIMS) training is set to be completed by 2008. Full-day training took place in the spring and summer of 2008 and will take place during August flex days for any employees not yet trained. An effort to get faculty trained in a flex week activity is also underway (IIIB1-28).

### **STANDARD III: Resources**

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In an effort to be environmentally proactive, SAC recently established the Environmental Workgroup, a sub-committee of the Institutional Effectiveness and Assessment (IE&A) Committee. This sub-committee is co-chaired by an administrator and faculty member, and representatives from all constituencies and students serve on the committee. An issue has been raised regarding expectations and responsibilities of the committee, which will be clarified by the IE&A committee early fall 2008.

SAC's recycling program is administered by the M&O Department. Recyclable waste is collected from around the college campus on a daily basis. This recyclable waste is in the form of beverage containers, cardboard, paper, glass, printer cartridges, scrap metal, tires, wood waste, batteries, light bulbs, electronic waste, used oil/antifreeze, paint and used appliances. SAC's achievement of fifty-percent reduction in solid waste disposal during each calendar year is summarized in the SAC Waste Diversion Annual Report ([IIIB1-29](#)).

The SAC Energy Management System controls the lights in the parking lots and outside the buildings around campus. It also controls some of the newest buildings for the HVAC. This system manages the lighting, heating and air conditioning for maximum energy efficiency. Timers and light cells control the rest of the lights on the inside of the buildings for energy efficiency.

Throughout the campus, all the grass (except on the baseball field) is mulched as it is being mowed and re-deposited on the lawns for fertilizing. When trees are trimmed, the branches are chipped up into raw mulch which is put in the planters. This keeps moisture in the planters and minimizes watering and growth.

#### **Self Evaluation**

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This standard is partially met. The college currently has effective processes for identifying, assessing and making health and safety improvements in buildings, grounds, parking lots and satellite centers.

The scheduled completion date is mid-November for a new, district-wide, modern, self-diagnostic alarm system that is connected to the Safety and Security Office ([IIIB1-30](#)). The bid for the new system was approved at the April 21, 2008 Board of Trustees meeting, and the contract was awarded on April 28, 2008. At present, the contractor is surveying the site and developing drawings and submittals for review and approval ([IIIB1-31](#)).

An ADA consultant was hired to help revise and update the existing ADA Transition Plan. The consultant will be working with DSPS, M&O and administrative services. The college received a partial ADA Deficiency Report and has begun reviewing and prioritizing. Because accessibility

## STANDARD III: Resources

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issues are important to SAC, an ADA sub-committee was created. This sub-committee is chaired by the associate dean of DSPS, and its purpose is to review the ADA report and to provide guidance in the development of a correction plan (IIIB1-20). The results from the report will be referred to the Facilities Committee to remedy the deficiency. At present, DSPS does not have a representative on the Facilities Committee as an official member, but one will be appointed (IIIB1-32). In addition, with the establishment and re-establishment of committees and sub-committees, there needs to be clear direction for chairs and co-chairs to discuss responsibilities and expectations.

Responses in the Spring 2007 Staff Accreditation Survey (AA) indicate overall positive ratings about the health and safety improvements that have been made on the SAC campus. The survey shows that ninety-two percent of the staff “agree” and “strongly agree” that the grounds at SAC are maintained in a safe and secure manner, and that seventy-five percent of the staff “agree” and “strongly agree” that their workspace is maintained in a safe and secure manner. Almost eighty percent of the respondents stated that they were, “aware that broad discussions have been held regarding campus facilities and planning” (IIIB1-33). However, there is concern regarding the lack of communication between administration and faculty, dissemination of information to the Facilities Committee, and a corresponding failure to disseminate information from the facilities committee to the faculty at-large. The Facilities Committee is now utilizing [www.insidesac.net](http://www.insidesac.net) and email to communicate and disseminate information regarding facilities.

Student Satisfaction Surveys conducted in 2001-2006 show a gradual increase in positive ratings about the appearance and maintenance of grounds and facilities on the SAC campus. Sixty-eight percent of students surveyed in 2006 reported “good” and “excellent” ratings about the campus. This is a thirteen percent increase from 2005 and a sixteen percent increase from 2001 (IIIB1-34; IIIB1-35; IIIB1-36; IIIB1-37; IIIB1-38).

According to the Student Satisfaction Surveys conducted in 2001-2006, the surveys show a decline in the “SAC Campus Safety and Security” category. Sixty-six percent of the respondents reported “good” and “excellent” ratings about campus safety and security. This is a decrease of four percent from 2005 and a fourteen percent decrease from 2001 (IIIB1-34; IIIB1-35; IIIB1-36; IIIB1-37; IIIB1-38). SAC’s relationship with the community has created respect for the college, which translates to a safer environment for students, faculty and staff (IIIB1-39).

## STANDARD III: Resources

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### ***Planning Agenda***

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- ❖ The Academic Senate will appoint a DSPS faculty member to the Facilities Committee and the Safety and Security Committee as a representative. This appointment will also be added to the *LPA Facilities Master Plan* and the re-established Safety and Security Committee.
- ❖ The college president and the vice president of administrative services will communicate more directly to faculty and staff regarding facility issues.
- ❖ The IE&A Committee and the Facilities Committee will communicate the expectations and requirements of the co-chair positions for sub-committees that report to these governance committees.

**III.B.2. To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.**

**III.B.2 (a) Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities.**

### ***Descriptive Summary***

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RSCCD Office of Facility Planning and district Support Services manage all major capital outlay and related construction projects. The office also maintains state funded capital outlay plans. This process provides a mechanism to plan, design and construct in order to pursue the mission of the college. Such projects generally entail new construction or renovation of facilities and infrastructure, acquisition of capital equipment, safety code improvements, seismic safety and ADA access. However, when decisions about facilities and equipment are made, in cooperation with RSCCD facilities planning department, the formula for determining “total cost of ownership” is unidentifiable.

In 2002, a \$337 million bond, *Measure E*, was approved by voters which allowed for repair, construction or replacement of school facilities and classrooms. Santa Ana College has developed a comprehensive campus *LPA Facilities Master Plan* (LPAFMP) (III B2-40, F), which identifies specific campus facility needs. A map of the plan is continuously updated by the Facilities Committee (formerly College Construction Coordination Committee), RSCCD, local planning authorities, and the LPA architectural firm (III B2-41). Long-range capital projects are linked to institutional planning and the LPAFMP is intended to support the long-term planning and vision of RSCCD and Santa Ana College. The LPAFMP establishes the long-range capital plans for improvement at

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SAC for the purpose of providing education to the community it serves. The LPAFMP documents the current understanding and expectations for the utilization of the bond procedures as well as long-term needs for the campus (F).

SAC's M&O consist of nine employees who are cross-trained in different specialties. Because of the current budget crisis, the RSCCD looks to the department to fix items that are usually remedied using outside sources, thus resulting in an increase of work orders. In addition to the 500 to 600 work orders the department receives quarterly (IIIB2-42), they perform monthly facility inspections on campus buildings to ensure that all structures are safe and properly maintained. Funding for some maintenance projects are made possible by the annual submission of the RSCCD's Scheduled Maintenance Plan. Maintenance staff at the 17th and Bristol campus support the off-campus site maintenance personnel when necessary to promote a safe and healthy work environment. Training seminars are offered during the school year (IIIB1-19).

The M&O department is the primary contact for reporting maintenance problems during the day. During the evening, repair problems are reported to the evening administrator. On week-ends and holidays, maintenance problems are reported to public safety personnel who then contact the appropriate administrator to resolve the problem (IIIB2-43).

To evaluate the safety of its facilities, SAC maintains numerous maintenance contracts with outside vendors to service equipment that requires expertise not in the realm of the maintenance departments of the college. These maintenance contracts include the inspection and servicing of elevators, automatic doors, tree trimming, parking lot sweeping, window washing and fire alarm systems (IIIB2-43). Student and staff survey results are used to evaluate the safety of SAC and its off-campus sites (IIIB1-34; IIIB1-35; IIIB1-36; IIIB1-37; IIIB1-38).

### **Self Evaluation**

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This standard is partially met. Although the long-range capital plan has been developed in the LPAFMP, there is still a gap between the plan and the available resources. The current bond measure is not sufficient to address all the identified needs of the college. The need to find additional funding must be addressed by all RSCCD constituencies. In addition, the "total cost of ownership" concept needs to be more transparent and identifiable to all parties involved.

Student Satisfaction Surveys conducted in 2001-2006 show an upward trend in ratings about the appearance and maintenance of grounds and facilities on the SAC campus. Sixty-eight percent of students surveyed in 2006 reported "good" to "excellent" ratings about the campus. This is a

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thirteen percent increase from 2005 and a sixteen percent increase from 2001 (IIIB1-34; IIIB1-35; IIIB1-36; IIIB1-37; IIIB1-38).

The Spring 2007 Staff Accreditation Survey (AA) reported a high level of satisfaction. It shows that seventy-five to ninety-two percent of staff “agree” and “strongly agree” that broad discussions have been held regarding campus facilities and planning, and the ground and workspace are maintained in a safe and secure manner (IIIB1-33).

#### ***Planning Agenda***

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- ❖ SAC College Council and the RSCCD will explore opportunities for the funding of facilities, equipment and supplies.
- ❖ The president of SAC will request that RSCCD administration identify a formula for “the total cost of ownership” concept, which is then made explicit.

**III.B.2 (b) Physical resource planning is integrated with institutional planning. The institution systematically assesses the effective use of physical resources and uses the results of the evaluation as the basis for improvement.**

#### ***Descriptive Summary***

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Prior to the beginning of each semester, the vice president of administrative services and related staff review the existing facilities. They identify room use and effective utilization and sufficiency of the college buildings and grounds. This information is compiled every semester into the Room Conflict Report (IIIB2-44). SAC facilities are used extensively by a variety of public, educational, cultural, political and recreational programs. They are also used by various community organizations, college departments and student clubs.

The Department Planning Portfolio (DPP) evaluates the effectiveness and sufficiency of the facilities and equipment and to assess whether they meet the needs of the programs and services. The DPP is the vehicle through which all departments create goals and objects and conduct systematic assessment for the purpose of continuous improvement (IIIB2-45). Systematic analysis and goal creating include curricular changes, faculty requests, faculty development proposals, concepts for grant development and fiscal requests (e.g., equipment). These documents may be accessed through [www.insideSAC.net/portfolio](http://www.insideSAC.net/portfolio). SAC’s physical resources support student learning programs and services and contribute to institutional effectiveness. In order to integrate the DPP with institutional planning, plans must move from portfolios at the department and division level to the appropriate vice president, President’s Cabinet and then to the Budget Committee. In addition,



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when academic departments are conducting quadrennial *Portfolio Assessment/Program Review*, all DPP analyses are referred to the IE&A committee, which reviews data for possible inclusion into the *Strategic Plan*. Recommendations with *Strategic Plan* and/or fiscal implications are also referred to College Council, the Budget Committee, SACTAC and the Facilities Committee (IIIB2-46).

The President's Cabinet reviews current facility needs brought forward from various department needs originating in each respective DPP. The DPP, which is tied to the budget process, defines and evaluates student learning outcomes and reports progress on current goals annually. It also establishes future goals and gives evidence of program review and effectiveness quadrennially. The value of each need is evaluated by the President's Cabinet, the College Council, and the Budget Committee before a list of facility priorities is assembled (IIIB1-7). To address institutional needs of equipment purchases, most of which are for technology, SAC has a Technology Advisory Committee (SACTAC), which makes recommendations regarding priorities. Moreover, some individual grant monies are used in some circumstances.

An effort is made to address equipment obsolescence and replacement. Although equipment age is a factor in replacement, it is not the solitary factor. Some areas require newer equipment for the tasks demanded, while the older equipment is transferred to areas where technology is not frequently used.

Building and departmental needs are brought forward to the Facilities Committee and prioritized as to their urgency. Lengthy discussions take place to weigh each identified need, and a priorities list is compiled (IIIB2-47). Resources are distributed largely with the goal of spreading out resources to maximize the established goals.

### **Self Evaluation**

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This standard is partially met. The current LPAFMP was adopted in March 2004 as a consequence of the passing of the bond *Measure E* and is in the process of being implemented. Due to the increase of building costs and other factors, the priorities list was reformulated in the fall of 2006 by the Facilities Committee. Fundamentally the LPAFMP did not change. However, due to resource constraints, the priorities were reassessed by the Facilities Committee with respect to addressing the most pressing needs. Creating classroom space on a campus that is land limited pushed the need for a new generic classroom building. Construction is underway on a sixteen-classroom building for multi-discipline use. This building is set to be completed in early 2009 (IIIB2-48). Another component of addressing the need for more classroom space is to provide more online

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classes and hybrid classes – a combination of on-campus and on-line meeting.

With respect to lab usage, records are regularly submitted as to how many students are utilizing the resources. Students are required to scan their ID or input their student number upon entering and exiting the labs or the circuit training facility ([http://www.sacbusiness.org/division/computer\\_lab.htm](http://www.sacbusiness.org/division/computer_lab.htm)). The resulting data helps to determine what labs need to be expanded either by additional physical resources, space and equipment, or by more hours available. In addition, the School of Continuing Education (SCE) at the Centennial Educational Center (CEC) needs added classroom space. The identical sixteen-classroom building design that is to be built at SAC's main campus will be constructed on the grounds at CEC to replace some of the campus' portables. SCE provides non-credit classes to students, many of whom transfer to SAC's main campus. It is in line with SAC's institutional plan to provide enough classroom capacity at its developmental educational site. While the CEC classroom building does not appear on the LPAFMP, which is intended to be followed as funds become available, its need was deemed high due to the deteriorating conditions at CEC and the vital role it plays for SAC students.

The institution has also determined a need in the area of science. The current departments of chemistry, physics, and biology, among others, are housed in Russell Hall, a building that is over thirty years old and in great need of repair. A new science building is planned and will be built when funds become available. SAC received notice from the state that the college qualifies for state assistance for the science building. The project remains a high priority; however, the renovation of Russell Hall cannot continue until it can be evacuated. Russell Hall cannot be evacuated until the new science building is constructed since science classes are in great demand. Once the building is completed, Russell Hall can be updated and renovated allowing for a much needed expansion of the science departments. Implementation of this portion of the LPAFMP will improve the quality of the physical resources available for laboratory classes in all scientific studies.

#### ***Planning Agenda***

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- ❖ College Council and RSCCD administration will explore the possibility of another bond to carry out the facility plans that were established by *Measure E*.

**Standard IIIB: Physical Resources****Evidence**

<b>Number</b>	<b>Name</b>
IIIB1-1	Santa Ana College Student Status Data
IIIB1-2	Interview with Sergio Sotelo on November 05, 2007
IIIB1-3	List of Santa Ana College School of Continuing Education Sites
IIIB1-4	Santa Ana College Building Summary
IIIB1-5	Interview with Dianne Robson on February 26, 2008
IIIB1-6	Scheduled Maintenance Projects Update April 14, 2008
IIIB1-7	Building Priorities <i>Measure E</i> Approved by the SAC Facilities Committee December 12, 2006
IIIB1-8	Board Policy 3400
IIIB1-9	Interview with Interview with Armando Toner September 27, 2007
IIIB1-10	Interview with Norm Fujimoto on October 08, 2007
IIIB1-11	<i>Measure E</i> Fact Sheet
IIIB1-12	Space Inventory Report 2004-2005
IIIB1-13	Space Inventory Report 2006-2007
IIIB1-14	Facilities Committee Minutes approved on April 15, 2008
IIIB1-15	Interview with Darryl Odum on February 28, 2008
IIIB1-16	Interview with Sara Lundquist on October 09, 2007
IIIB1-17 (N)	Facilities Committee from Participatory Governance Structure
IIIB1-18	Interview with Bob Partridge on October 18, 2007
IIIB1-19	Work order web based system web page
IIIB1-20	Safety and Security Committee Minutes on March 13, 2008; approved April 15, 2008
IIIB1-21	Interview with Al Chin on February 26, 2008
IIIB1-22	Facilities Committee Minutes, on November 20, 2007
IIIB1-23	Centennial Education Center: A.D.A. Barrier Removal
IIIB1-24	Interview with Mary Majors on October 29, 2007
IIIB1-25	Interview with Mary Stephens on October 29, 2007

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- IIIB1-26 Interview with Erlinda Martinez on August 07, 2007
- IIIB1-27 Interview with James Wooley on October 04, 2007
- IIIB1-28 Interview with Donald Maus on January 09, 2008
- IIIB1-29 RSCCD Integrated Waste Management Activity Log Book
- IIIB1-30 Santa Ana College: Fire Alarm System Replacement Phased Milestone Schedule
- IIIB1-31 Interview with Darryl Odum on May 12, 2008
- IIIB1-32 Appointment to Facilities Committee
- IIIB1-33 SAC Spring 2007 Staff Accreditation Survey Results, p. 8
- IIIB1-34 Research Department Report: SAC Student Satisfaction Study: October 2001
- IIIB1-35 Research Department Report: SAC Student Satisfaction Study: October 2003
- IIIB1-36 Research Department Report: SAC Student Satisfaction Study: August 2004
- IIIB1-37 Research Department Report: SAC Student Satisfaction Study: June 2005
- IIIB1-38 Research Department Report: SAC Student Satisfaction Study: January 2006
- IIIB1-39 2007 Campus Safety and Security Annual Report
- IIIB2-40 (F) LPA Facilities Master Plan
- IIIB2-41 Santa Ana College Facilities Master Plan Map
- IIIB2-42 Interview with Mike Mugica on May 1, 2008
- IIIB2-43 Interview with Noemi Kanouse on August 10, 2007
- IIIB2-44 Spring Room Conflict Report printed April 21, 2008
- IIIB2-45 Department Portfolio for Administrative Services Department
- IIIB2-46 Institutional Effectiveness and Assessment Committee End-of-Year Report
- IIIB2-47 *Measure E: Phase One/Measure E Phase Two*
- IIIB2-48 Chancellor's E-Blast on March 7, 2008

**STANDARD III.C. TECHNOLOGY RESOURCES**

Technology Resources are used to support student learning programs and services and to improve institutional effectiveness. Technology planning is integrated with institutional planning.

III.C.1. The institution assures that any technology support it provides is designed to meet the needs of learning, teaching, college-wide communications, research, and operational systems.

III.C.1 (a) Technology services, professional support, facilities, hardware, and software are designed to enhance the operation and effectiveness of the institution

***Descriptive Summary***

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Technology is a key component to most endeavors at Santa Ana College (SAC) and is a core concept of the SAC mission statement (IIIC1-1, V). SAC has a Technology Advisory Committee (SACTAC) composed of representatives of all constituencies. SACTAC is a participatory governance committee reporting to the College Council. As noted in SACTAC's internal web page <http://www.insidesac.net/committee/sactac/default.asp> (IIIC1-2), SACTAC's purpose is to "serve as a hub for academic and administrative technology planning at the college." As such, the committee will:

- Develop, monitor and update a comprehensive technology plan for SAC overall including infrastructure review and related training.
- Explore, recommend and prioritize the most appropriate and feasible technological solutions for the many college computing environments.
- Serve as a two-way conduit through which related technology input can be funneled and committee work and recommendations communicated college-wide.
- Create work groups and/or sub-committees as needed to explore, plan and recommend policies and procedures as appropriate for such technologies as the web and technology training.

There are monthly meetings with minutes posted on [www.insidesac.net](http://www.insidesac.net) (IIIC1-3), the college's internal website (IIIC1-4). SACTAC representatives engage in continuous dialogue with the members of the areas they represent. An academic senator, the distance education coordinator and the faculty development coordinator are standing members. The faculty co-chair reports to the Academic Senate on a monthly basis. The SACTAC co-chairs present recommendations and progress reports (IIIC1- 5) to the College Council as needed.

### STANDARD III: Resources

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The responsibility for the college's overall technology efforts rests in the Information & Learning Resources division (ILR) (IIIC1-6) and in the district's Information Technology Services (ITS) department. Although district employees, the IT staff located at the SAC campus work exclusively to meet the SAC technology needs. The lead in this effort is the director for academic technical computing (ATC). District responsibilities are outlined in the *RSCCD Functions/Mapping of Responsibilities* document created by the District Office (IIIC1-7, L). The associate dean of information and learning resources, along with a faculty member, co-chairs SACTAC and chairs the Web Development Committee, a SACTAC subcommittee.

SACTAC and the ILR division, along with other academic and service areas assess and implement improvements continuously. Online surveys have been conducted on varied topics such as technology support, media support and the training program (IIIC1-8). In January 2007, SACTAC held an all-day retreat to begin a dialogue regarding a new version of the *SAC Technology Plan*. The product of that meeting was the "Core Dreams" document (IIIC1-9), which was incorporated into the new Technology Plan (IIIC1-10, AE). In May 2007 SACTAC conducted an internal self-survey asking members to evaluate the effectiveness of the committee and to make recommendations for improvement (IIIC1-11).



The college's institutional commitment to technology in instruction is evidenced by the number of programs that teach technology and the number of programs that teach with technology (IIIC1-12).

All full-time faculty have computers in their offices which they use to support instructional and college work. Since 1999 SAC has continuously added "mediated classrooms," which include a teacher station computer connected to the Internet and a video/data projector (IIIC1-13).

Computers for classrooms are continuously upgraded, particularly in the programs that teach technology. A number of those classroom PCs have been leased, insuring continuing replacement. Computers and other peripherals are available in the Academic Computer Center (ACC), the Nealley Library and in departmental labs. The two main sites of the School of Continuing Education (SCE), Centennial Education Center (CEC) and Marketplace Education Center (MEC), have mediated all classrooms. Many of those classrooms have computer breakout areas, in effect giving them lab functionality.

## STANDARD III: Resources

There are numerous departmental computer Labs on SAC main campus such as (IIC1-14):

<b>Center</b>	<b># of PCs</b>	<b>Hours</b>
<u>Academic Computing Center</u>	80	Mon–Fri: 7:30 am–9:50 pm Sat: 8:00 am–4:50 pm
<u>Library</u>	107 PCs 30 laptops for loan 21 in classroom	Mon–Thurs: 8 am–9 pm Fri: 8 am–4 pm Sat: 9 am–3 pm Mid-term & Finals (two weeks each) 8 am–10 pm
<u>Career/Job Resources Center</u>	25	Mon–Thurs: 8:00 am–8:00pm Fri: 8:00am–12:00pm
<u>Success Center</u>	52	Fall & Spring Mon–Tues: 8 am–10 pm Wed–Thurs: 8 am–8 pm Fri: 8 am–2 pm
<u>Counseling Transfer Center MESA</u>	7 2	Mon–Thurs: 8:00 am–7:00 pm; Fri: 8:00 am–4:00 pm
<u>Psychology</u>	8	Mon–Thurs: 8:30 am–1:00 pm
<u>ESL</u>	29	Mon–Thurs: 10:00 am–7:00 pm
<u>Writing Center</u>	19	Mon & Wed: 8:00 am–7:00 pm Tue & Thurs: 9:00am–8:00 pm Fri: 9:00–1:00 pm
<u>Reading Center</u>	33	Mon & Wed: 9:00 am–3:00 pm Tue & Thurs: 8:00 am–4:30 pm After mid-October: Tue & Thurs: 7:00 pm–10:00 pm
<u>Modern Languages/ Speech Lab</u>	53	Mon & Wed: 8:00 am–4:00 pm; 4:30 pm–7:45 pm Tue & Thurs: 10:00 am–3:00 pm; 4:30 pm –7:45 pm Fri: 8:00 am–12 pm
<u>Physical Anthropology Lab</u>	9	Open only when classes in session
<u>Math Study Center</u>	22	Mon–Thurs: 8:00 am–9:00 pm Fri: 9:00 am–12:00 pm
<u>Tutorial Learning Center</u>	6	Fall & Spring Mon–Wed: 9:00 am–7:00 pm Thurs: 9:00–5:00pm Fri & Sat: 9:00 am–noon
<u>EOPS</u>	Memory sticks to students for Study Skills 109 distance education class	Mon–Thurs: 8:00 am–5:30 pm Fri: 8:00 am–12:00 pm
<u>DSPS</u>	10 desktop 4 laptops	Mon & Wed: 2:00 pm–7:00 pm Thurs: 12:00 pm–7:00 pm Fri: 9:00 am–1:00 pm
<u>Nursing</u>	32	Mon: 9:00 am–1:00 pm Tues: 9:00 am–1:00 pm Wed: 9:00 am–7:00 pm Thurs: 9:00 am–9:00 pm Fri: 9:00 am–1:00 pm Sat: 9:00 am–1:00 pm

### STANDARD III: Resources

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<u>Business Division Labs</u>	40	Mon–Fri: 8:00 am–10:00 pm
General Lab A 104	40	Sat: 8:30 am–4:30 pm
General Lab A 108	50	Mon–Thurs: 1:00 pm–10:00 pm
<u>Engineering Lab A 225</u>		Fri: 6:00 pm–10:00 pm Sat: 9:00 am–10:00 pm
<u>Admissions &amp; Records</u>	3 for class schedule search and registration	Mon–Thurs: 8:00 am–8:45 pm Fri: 8:00 am–4:30 pm
Biology Study Center	7 2 video	Mon–Fri: 8:00 am–10:00 pm Sat: 8:00 am–4:00 pm

All labs have District Standard Microsoft Office and specialty software such as:

- Plato
- Rosetta Stone
- NCLEX
- English Mastery
- Easy Writer
- Langan Sentence Skills
- Ultimate Word Attack
- Tense Buster
- Inspiration
- Puntos de Partida
- Vis-à-Vis
- American Speech Sounds
- Targeting Pronunciation
- MATH SOFTWARE
- Statdisk
- Virtual Laboratory (Anthropology)
- Hominid Fossils
- Adam
- Assistive Technology: Jaws, Zoom Text, Dragon Naturally Speaking, Kurszweill 1000 and 3000 and more.
- Quick Books
- Eureka
- Bridges
- Voyager library management software: catalog, periodicals research



## STANDARD III: Resources

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- OCLC Connexion
- Macro Express
- Adobe Photoshop
- Adobe InDesign
- Flash
- Dreamweaver
- Easy English
- Side by Side
- All Star English
- Longman Interactive
- English for All
- Turnitin.com for selected departments
- Quicktime
- Real Media
- Media Player
- Comprehensive Nursing Education software
- Lexis Nexis for Paralegal program
- Subscription databases such as EbscoHost, Academic Search Premiere are available in the Library and remotely to students and faculty.

The majority of the departmental labs noted above are located in remodeled former classrooms. The labs provide adequate space and equipment, but there is no room for growth without impinging on either classroom or other programmatic space. The facilities are adequately wired and maintained by both the IT department and the SAC departmental units.

Distance Education is supported by a district wide contract for the Blackboard Enterprise system. During fall 2007, over 125 online and hybrid courses were offered. There are also fourteen telecourses. Moreover, approximately 400 faculty members use Blackboard to enhance traditional on-campus courses by posting assignments and other resources. Blackboard is currently a hosted system. As such, the security and availability of all course materials is guaranteed at all times.

At SAC media services are provided to all faculty and staff by the Media Systems and Media Production departments of Information & Learning Resources. Media Systems is responsible for classroom equipment

### STANDARD III: Resources

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support; faculty can also check out equipment such as digital audio and video recorders, laptops and projectors (IIIC1-15). Media Production's mission is to create and/or assist faculty and staff in the production of media content such as PowerPoint presentations, teleconferences and video presentations. Media Production also provides support for district and college administration such as in videotaping events, creating marketing productions as videos, PowerPoint or web pages (IIIC1-16). Recently Media Production launched iTunesU at SAC and is implementing a streaming server. Media Systems is open for walk-up services Monday through Thursday until 10:00 p.m. to support evening faculty; it is open until 6:00 p.m. on Fridays. The School of Continuing Education uses the main campus' Media Production services and has audiovisual technology available onsite.

SAC has a small reprographics department, the Quick Center, which offers self-service and walk-up copying services. The Quick Center also has a computer for document editing and email, scanner and printer (IIIC1-17). Faculty and staff can also obtain clerical supplies from a selected inventory (IIIC1-18). The center is open 7:00 a.m. to 7:00 p.m. daily and Saturday mornings. Apperson test scanners are connected to PCs to automate grading of objective exams. There are seven scanners college-wide, but various departments such as fire technology and criminal justice have additional units in their areas.

Curricular based non-PC based technology is embedded in many programs, most notably:

Exercise Science	Treadmills, bicycles, steppers, elliptical trainers and "Bod Pod" used to estimate amount of body fat, resting metabolic rate and total energy expenditure
Manufacturing Technology	Equipment that manufactures metal parts based on CAD specifications students design
Nursing	SimMan: human patient simulator that breathes, talks, makes heart/bowel/lung sounds. Also VitalSimBaby, EKG rhythm simulators and monitor/defibrillators.
Pharmacy Technology Assistant	Baxter Repeater Pump, Fluid Dose, Digital Scales
Theatre	Electronic Lighting program

The college supports technology activities not directly related to instruction in multiple ways. Office productivity yields institutional efficiency. Every office has networked computers and printers. Stand-alone scanners and printers are also available. A summary of technology support for college-wide communications and operational systems follows:

## STANDARD III: Resources

<b>College-wide Communications</b>	<b>Operational Systems</b>
District Outlook email for all faculty and staff	Microsoft Windows and Office suite
Shared network directories for departments or other groups for the purpose of sharing files and documents, and of archiving documents (IIIC1-19).	HP/Compaq, Cisco network
Remote access to secure web applications and to network drives using <a href="http://remote.rscdd.org">http://remote.rscdd.org</a>	
District-wide Microsoft Office license for all office computers.	In process of implementing Datatel Colleague for Fiscal, HR and Students. Colleague software includes Web Advisor and Astra room scheduling software. Some units will keep specialty software such as SARS .
<u>Wireless access</u> throughout 60% of the SAC campus and at the Centennial and Marketplace campuses. Wireless access is available to faculty, staff and students at the main campus (IIIC1-20); to faculty and staff only at the Centennial and Marketplace non-credit campuses	<u>WebCMS—curriculum management program</u> (IIIC1-21)
College public website: <a href="http://www.sac.edu">www.sac.edu</a> (IIIC1-22), which is the responsibility of the Web Development Committee	Access to online survey tool available at <a href="http://oas.insidesac.net">http://oas.insidesac.net</a> (IIIC1-23)
College internal web site: <a href="http://www.insidesac.net">http://www.insidesac.net</a> monitored by Associate Dean of Information & Learning Resources (IIIC1-3).	<u>Departmental Portfolio database</u> (IIIC1-24, P) which hosts department plans.
<u>District Intranet</u> (IIIC1-25)	
Plasma screens installed in selected areas of campus for emergency preparedness and other campus news.	

Students do not have SAC-sponsored electronic mail. This has been identified as a problem by faculty since it requires individually keeping track of students' personal email addresses (IIIC1-5). This situation will be addressed as part of the Datatel implementation.

Research is supported through the library's collection of electronic databases and books. Access to the Center for Learning & Instruction's collection is available through InsideSAC (IIIC1-2). The acquisition of an online survey tool has created many opportunities for local research and assessment.

### **Self Evaluation**

Santa Ana College meets this standard. Since the last accreditation cycle, SAC has seen a significant growth of technology efforts in all areas.

Dialogue and communication about technology is pervasive. SACTAC is a very active committee that both plans for and recommends technology initiatives. SACTAC members also lobby and represent technology on

### STANDARD III: Resources

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campus. SACTAC's faculty co-chair meets regularly with faculty co-chairs of the college's Facilities and Budget committees and also provides reports to the Academic Senate. The faculty co-chair is also a member of the newly-instituted district-wide Technology Advisory Group (TAG) (IIC1-26). SACTAC's activities are well documented in the internal website: [www.insidesac.net/committee/sactac/default.asp](http://www.insidesac.net/committee/sactac/default.asp). SACTAC work is well regarded by its members given the results of the survey conducted in May 2007 survey (IIC1- 11). The responses were positive, and SACTAC will implement suggestions from the group such as more coordination with the Academic Senate and setting up sub-groups to work on projects.

The first contact many students have with instructional technology is in a "mediated classroom," which allows instructors to connect to the Internet, demonstrate lessons with the Internet and through PowerPoint presentations, mind maps, etc. In a survey conducted in 2005, over fifty percent of the faculty who responded agreed that student attention had improved; forty-five percent felt a different attitude from students and that technology made a difference in their teaching (IIC1- 27). In a later, revised survey, twenty-eight percent of the respondents "agreed" or "strongly agreed" that their students' grades improved with the use of technology. Additionally, sixty-two percent thought their students' attention improved, forty-eight percent perceived better attitudes in their students, and fifty-nine percent thought students were more engaged during lectures or presentations (IIC1-28).

Have student attitudes about your class changed?	14% (13)	34% (32)	29% (27)	3% (3)	2% (2)	18% (17)	94
Are your students more engaged in your lectures or presentations?	18% (17)	41% (39)	22% (21)	5% (5)	3% (3)	11% (10)	95
Have you noticed any improvements in your student's grade?	6% (6)	22% (21)	42% (40)	5% (5)	2% (2)	22% (21)	95

The August 2006 SAC Student Satisfaction Survey (IIC1-29, H) showed that the two biggest computer labs in the college, the Nealley Library and the Academic Computing Center, had the highest (eighty-nine and eighty-eight percent respectively) "good" and "excellent" ratings college-wide. The July 2006 survey (IIC1-30, J) of Former SAC Students Who Transferred to Four-Year Universities showed that ninety-two percent used the Internet for their studies, up from eighty-five percent in 2003. However, when asked about the level of preparation in computers and technology, sixty-five percent felt prepared, down from seventy-four

percent in 2003. The college needs to research the drop in student satisfaction. One possible reason is that technology moves very quickly, and whereas universities are budgeted to be state of the art, community colleges are not. Lastly, the SAC Graduate Student Study, June 2007 shows that seventy-seven percent of the students felt that their experience at SAC prepared them to “use and apply technology effectively” with thirty-five percent rating this area as excellent (I). More research is needed in this area.

As noted earlier, students do not have SAC sponsored email. This has been identified as a problem (IIC1-5). The upcoming implementation of Datatel will include the acquisition of a student email package. That implementation is not expected until 2009.

Quantitatively, SAC technology has grown. In 2001-2002, the college had computers and projectors in the fifteen large-group instruction rooms; then seven portable systems that were to be shared in seven buildings were added. At that point, an institutional commitment was made to slowly mediate the entire campus, and as of September 2007, SAC had ninety-three classrooms mediated with plans to add another eighteen rooms using Basic Skills Initiative funding (IIC1-31; IIC1-32). In 2001-2002, many faculty still shared computers, and not all were using electronic mail. Currently all faculty should have their own PC in their offices; electronic mail is the default mode of communication. There are new technology tools for all to use. SAC was fortunate to obtain a Title V grant for development basic skills. Part of the grant sought to ensure better communication college-wide, particularly with adjunct faculty. Using Title V funds, SAC developed an internal website [www.insidesac.net](http://www.insidesac.net) (IIC1-2) as a depository for institutional activities and programs, purchased an online curriculum management system and an online survey tool (IIC1-21; IIC1-23), and developed a database for departmental portfolios (i.e., Department Planning Portfolio—P) (IIC1-24). All these tools are heavily used and have measurably added to SAC’s institutional effectiveness.

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***Planning Agenda***

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- ❖ Datatel implementation management will include student electronic mail as part of the full implementation of the system.
- ❖ The associate dean of ILR and the Institutional Research Department will further refine technology questions on student satisfaction surveys.

## **STANDARD III: Resources**

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**III.C.1 (b) The institution provides quality training in the effective application of its information technology to students and personnel.**

### ***Descriptive Summary***

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Training for most of the software used at SAC is a local responsibility. The district is conducting training sessions for the Datatel functions (IIC1-33). SAC is responsible for all other training. The Information & Learning Resources division, which encompasses Media, Staff Development and the Center for Learning & Instruction, is charged with delivery of technology training. Workshops are conducted during flex week and also throughout the semester (IIC1-34; IIC1-35). Surveys have been conducted to determine user needs. Workshop curricula has been expanded to keep up with new technologies and to meet users more sophisticated/maturing needs (IIC1-36; IIC1-37). Examples of workshops topics are:

- Blackboard course management
- Online survey creation
- WebCMS – curriculum proposals
- Department Planning Portfolio
- Web publishing on [www.sac.edu](http://www.sac.edu) and [www.insidesac.net](http://www.insidesac.net) and [School of Continuing Education's](#) pages
- PowerPoint – from basic to advanced, including “Death by PowerPoint”
- Captivate
- Wikis and blogs
- Managing Google portal
- Developing concept maps
- Online rubrics
- Adobe Photoshop
- Captivate I and II
- Creating audio and video content for Blackboard or web pages through podcasting or streaming
- Microsoft Office products
- Using digital cameras and scanner

All workshops have manuals or handouts for users; some tutorials are online: [http://ext.sac.edu/faculty\\_staff/pacino\\_joe/mediasite/Training.html](http://ext.sac.edu/faculty_staff/pacino_joe/mediasite/Training.html) , <http://nearbysac.pbwiki.com>, and <http://hyperimage.pbwiki.com>

## STANDARD III: Resources

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(IIIC1-38; IIIC1 39). All workshops for faculty and staff are evaluated. Copies of the evaluations are forwarded to the presenters within a week of the workshop.

The Center for Learning & Instruction (CLI), one of ILR's departments, is comprised of a small faculty lab with ten computers, printers, text and slide scanners, and a CD/DVD multiple copier (IIIC1-40). Staff at the center provide individual training sessions, as well as drop-in support for all district software and for use of equipment such as scanners and recorders. CLI staff function as trainers or workshop leaders. CLI is the primary support for web page development and for Blackboard use for faculty.

SCE has a faculty resource center located at the CEC (IIIC1-41). It has computers for faculty and offers training workshops throughout the year and during flex week. Examples of technology workshops beyond those listed above are:

- Google documents
- Instructional Uses of the Internet
- Making class certificates
- Portable Keyboards
- ASAP for roster creation

Student training is primarily a departmental function. The Business division's curriculum consists of many courses on applications software such as Microsoft Office, Flash for web pages, Java scripting and SQL. The Business division has three large computer labs, and many of their classrooms feature twenty or more computer stations. Many departments (page III.C-3) have labs where students learn to use specialty software. The Academic Computing Center (ACC) is an open lab available to all enrolled students. ACC has training workshops for students in such areas as getting free email accounts, creating online resumes, and using software such as Adobe Photoshop and others (IIIC1-42). Departments install their specialty software in the ACC lab because it is open longer hours than the departmental labs. One of the tasks in the new Technology Plan is to develop a continuum of technology skill for SAC graduates to have mastered. In December 2007, a SACTAC working group completed a preliminary list that will be reviewed by the entire committee, the Curriculum & Instruction Council (C&I), the Academic Senate and the College Council (IIIC1-43).

## STANDARD III: Resources

### Self Evaluation

This standard is mostly met. Technology training for faculty and staff is an ongoing activity at SAC. Training is available through Information and Learning Resources (IIIC1-34), and from IT for Datatel implementation (IIIC1- 33). Student technology training is continuously available from the ACC (IIIC1-42).

There have been multiple faculty and staff surveys to gauge the satisfaction and usefulness of the training program. In the SAC Spring 2007 Staff Accreditation Survey (IIIC1-44, AA) fifty-seven percent agreed or strongly agreed that the training program met their needs.

In May 2007, a survey on SAC technology training workshops noted that regardless of the reason for attending, the overwhelming majority of the respondents found the workshops to be effective (IIIC1-36). Respondent comments were positive except for the fact that people cannot find the time to attend workshops and that if the workshops precede the need for the application, the skills sets are lost. Staff try to vary the timing of workshops and schedule them continuously since job needs vary. SAC has online versions of some workshops and plans to create online versions as much as possible (IIIC1-38; IIIC1-39).

2. How helpful were these workshops in terms of							
	Very effective	Effective	Neutral	Not Effective	Not useful at all	Not applicable	Response Total
improving my job skills	30% (19)	48% (30)	5% (3)	0% (0)	0% (0)	17% (11)	63
improving my teaching skills	21% (12)	29% (17)	12% (7)	0% (0)	0% (0)	38% (22)	58
personal growth	4% (21)	39% (24)	6% (4)	0% (0)	0% (0)	21% (13)	62
<b>Total Respondents</b>							183

In past years, the main purpose of technology training has been the acquisition and mastery of skills. As early as 1998, the district did not have standard office software. At the last accreditation visit in 2001, it could not be said that the college had saturated staff with MS Office training. At this point, although there may be gaps, most personnel at SAC are competent in MS Outlook and MS Word.

Faculty technology training encompasses other skills sets that go beyond competency in MS Office. Many faculty are technically competent in creating an MS PowerPoint presentation, but although fifty percent of the faculty agree that SAC provides training in integration of technology into the curriculum, the college has not focused efforts into the appropriate application of technology into the curriculum. In other words, the program is not targeting pedagogy.



## STANDARD III: Resources

Question	Percentage Distribution of Ratings						Average **
	Strongly Disagree 1	2	3	4	Strongly Agree 5	Don't Know	
SAC provide assistance to faculty in the integration of technology into the curriculum. Administrator/Supervisor (n=23)	0%	4%	22%	39%	22%	13%	3.90
Classified (n=56)	2%	2%	23%	29%	13%	32%	3.71
Faculty (n=137)	7%	10%	23%	38%	20%	4%	3.57
Other (n=4)	0%	0%	25%	50%	25%	0%	4.00
TOTAL (n=220)	5%	7%	23%	36%	18%	12%	3.64

In the 2001 self study, the college noted this issue and called for investigating a position of instructional designer (IIIC1-45, pp 6-7). There have been multiple discussions regarding this, and fortunately, through a new Title V grant just recently awarded, SAC will be able to create and staff such a position (IIIC1-46). Once this position is in place, SAC will make every effort to include pedagogy into faculty training.

### ***Planning Agenda***

- ❖ The ILR training program will focus on pedagogy.

**III.C.1 (c) The institution systematically plans, acquires, maintains and upgrades or replaces technology infrastructure and equipment to meet institutional needs.**

### ***Descriptive Summary***

The acquisition, maintenance and upgrades/replacement of equipment and infrastructure is the responsibility of district Information Technology Services department and SAC. As noted in Section IIIC.1 (a), the district provides site licenses for basic software.

The network and administrative systems are the responsibility of the district Information Technology department. All computers at SAC are connected to the network. However, some SAC department such as EOPS, DSPS, the Nealley Library, Information & Learning Resources have servers that run various applications. Those servers are supported by the IT Applications group. For instance: [www.sac.edu](http://www.sac.edu) is supported by an applications specialist (IIIC1-2); [www.insidesac.net](http://www.insidesac.net) is supported by a different programmer/specialist in that group (IIIC1-3). Funding for these types of servers does not follow a set pattern. The college may purchase a server through a grant or through local funds, but the installation and maintenance is a district IT responsibility. Replacement of servers is either a college or district responsibility depending on the application.

### **STANDARD III: Resources**

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The district offers security for “office” data by providing all full-time faculty and staff with storage space on the network. The data on the network are backed up daily. According to the IT assistant vice chancellor:

1. The district and colleges have two networks: one for instructional and one for administrative purposes. Systems attached to the instructional network do not contain sensitive information, and therefore, require less security. Academic computers in labs, library, and computer classrooms are part of the instructional network.
2. Administrative systems, e.g. ERP system, are part of the non-instructional network. Active directory is the primary authentication system to gain access to this network and is protected by standard firewall and security protocols.
3. Procedures are in place to maintain security updates on servers and email services.

It is the college’s responsibility to update and replace local equipment. The college continually updates plans for a computer replacement program that include academic and general office computing. Moreover, “ITS is working on a district plan to place all equipment, particularly networking equipment, on a replacement plan and to identify the regular funding. SAC’s goal is to make the best use of the dollars by identifying critical pieces to be replaced on a regular cycle (generally four-year replacement cycles) or funding to purchase new equipment as needed (for example ‘edge’ equipment on the network)” (IIC1-47). Until late spring 2008, the district IT department did not have accessible inventory records. Up to that point, SAC was provided with reports for instructional and non-instructional PCs, but they lacked accuracy. The reports note computers by model number, representing age (IIC1-48 and IIC1-49). Since new data will soon be available, planning and budgeting for computers and peripherals will be less of a challenge.

Media equipment is updated and replaced as funds allow. The Media Systems department creates spreadsheets that list all mediated classrooms and the equipment that can be used there (IIC1-50).

Support for all SAC technology computers and peripherals in offices and in classrooms is provided by the district Information Technology Services department. A manager is assigned to SAC along with 13.5 technicians. There is a Help Desk that is open Monday through Friday from 7:00 a.m. to 4:00 p.m. The Help Desk services both classrooms and offices at SAC. Software support is available by phone or in person at the Center for Learning & Instruction, which is open Monday through Thursday from 7:00 a.m. to 7:00 p.m. and Fridays from 8:00 a.m. to 5:00 p.m.

### STANDARD III: Resources

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SAC site	Number of technicians
SAC main campus	8.5 plus 1 Help Desk attendant
Continuing Education at Centennial	4 (1 position is two part time technicians)
Continuing Education at Marketplace	1.5
Digital Media Center	0
Sheriff's Academy	0

The district has been using an antiquated mainframe-based system for student records, coupled with specialty software for fiscal purposes that run on a series of servers. In July 2007, the district installed the first phase of Datatel Colleague integrated enterprise system. Full implementation is expected by summer 2009. The Datatel software will bring integrated fiscal and human relations functionality along with the student information. Online application and registration will be 24/7 from any computer attached to the Internet. Room scheduling software as well as other specialty software for Human Resources application tracking will also be implemented. Research is being conducted to replace the district-wide phone system probably using voice-over IP.

#### **Self Evaluation**

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SAC partially meets this standard. Since SAC is part of a multi-college district, functions and responsibilities are not as distinct as in a single-college district (IIC1-7). The fact that IT support is a district function both complicates and enriches the technology environment. The college has the benefit of professional IT from the district, but their expertise is very thinly distributed due to lack of staffing and multiplicity of responsibilities. Centralized district services can result in disconnects with college accountability. The colleges are diligent about maintaining a collaborative environment, and were not for that dedication, many projects and services would falter.

One of the greatest challenges of promoting technology for California community colleges is that funding for equipment is not predictable. As noted earlier, SAC has upgraded the campus with new mediated classrooms using state and grant funds. The staff accreditation survey shows that forty-five percent agree that we are meeting their needs, but twenty-seven percent are in disagreement.

### STANDARD III: Resources

Question	Percentage Distribution of Ratings						Average **
	Strongly Disagree 1	2	3	4	Strongly Agree 5	Don't Know	
SAC maintains, upgrades, or replaces its technology infrastructure (hardware and software) to meet student learning and staff needs.							
Administrator/Supervisor (n=24*)	4%	4%	42%	38%	13%	0%	3.50
Classified (n=57)	16%	11%	26%	33%	14%	0%	3.19
Faculty (n=138)	12%	19%	23%	32%	10%	4%	3.09
Other (n=4)	0%	0%	50%	25%	25%	0%	3.75
TOTAL (n=223)	12%	15%	26%	33%	12%	3%	3.18

The college has not been able to develop a true replacement plan for instructional and office technology. The methodology has been to create lists of needs annually and to find funding for as many items as possible (IIC1-51). One significant challenge has been that until late spring 2008 the college had not had accurate inventory records (IIC1-26). Future replacement plans would require a reliable inventory, which would also include software (IIC1-52). There also has to be clarity on the issue of replacement of college servers. A server may be purchased through grant funding, but the replacement has to be absorbed somewhere. Fortunately, new district IT management is committed to creating district-wide equipment replacement schedules (IIC1-26).

Technical support is a district function. Even a casual review of the current staffing chart shows that SAC is significantly understaffed to support the more than 1,600 computers on the main campus. As noted in the Technical Support Survey of 2004 and 2006 (IIC1-53; IIC1-54), faculty and staff are tolerant of the situation because they understand how short-handed IT is. A true challenge for technical support is the structural organization of the support staff. IT has a Help Desk open during regular business hours. Media Systems Services, which is a college function, also has a Help Desk. However, faculty having problems in a mediated classroom often don't know who to call for assistance. Media Systems staff field and fix minor computer problems as per their position description; however, the two-tier structure is confusing, inefficient and ultimately does not provide optimal service. One possibility is to organize the technical support function by having a "virtual help desk." IT has automated help desk software that perhaps Media could explore. Another issue is that all the SAC ILR departments are open past 5:00 pm, whereas IT has one technician assigned to the evening shift at both the SAC and SCE sites. As noted earlier, faculty and staff are tolerant, but everyone recognizes that SAC is at a critical point in technical support efforts.

Perhaps a solution might be to reassign district IT staff to SAC and have SAC be responsible for its own computer support.

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***Planning Agenda***

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- ❖ The associate dean of ILR and district IT will explore collaborative ventures such as a joint Help Desk.
- ❖ The district IT will provide readily accessible and accurate inventory records.
- ❖ The associate dean of ILR, SACTAC, the vice president of academic affairs and district IT will develop a replacement plan for technology equipment.
- ❖ President's Cabinet will study feasibility of reassigning district IT personnel stationed at SAC to a SAC vice president.

**III.C.1 (d) The distribution and utilization of technology resources support development, maintenance, and enhancement of its programs and services.**

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***Descriptive Summary***

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The college-wide distribution of resources is a direct result of departmental planning. Departments create and update goals in their Department Planning Portfolios (DPP) (P) annually. The DPP database hosts the plans [www.insidesac.net/portfolio](http://www.insidesac.net/portfolio) (IIIC1-24). Technology goals are included, a rationale is given, and a budget application is added. SACTAC makes recommendations for college-wide and department technology needs based on DPP goals. Since funding requests far outnumber the actual funds available to be disbursed, difficult decisions have to be made. In terms of instructional equipment state funds, a fundamental assumption is that funds for departments that teach technology have priority (IIIC1-12). When possible, the newly replaced equipment is cycled down to other areas where the technology applications do not require the very latest technology.

As noted in Section IIIC1 (a), the utilization of technology at SAC is pervasive. There are very few areas that are not technology dependent. Even Maintenance & Operations uses a database for work order tracking (IIIC1-55). The Safety and Security Department web page is <http://www.sac.edu/safety>.

Facilities for technology are decentralized and located throughout the SAC main campus. As noted in Section IIIC1 (a), there are multiple computer labs all over campus. ILR departments are in several locations:

- ILR Administration: A-101
- Center for Learning & Instruction (CLI): A-101

### **STANDARD III: Resources**

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- Media Services L-116 and L-117
- Quick Center: Z-107

Moreover, IT services are also decentralized with technicians housed in different buildings. The manager's office is in A-120, and the Help Desk is located in A-117-4.

The space for support services is limited. For instance, Media Services has 2000 square feet in a section of the library building. The location for the Quick Center is a temporary one since it is located where the new science building is to be built. The CLI is near IT services in the A building (Cesar Chavez). Along with ILR management office space, it measures approximately 800 square feet. There is a training classroom with eight work stations at the other end of the building.

#### ***Self Evaluation***

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This standard is partially met. SAC effectively uses the funds that are available. As noted earlier the college has grown significantly in the past years: the number of mediated classrooms has grown; technology applications are readily visible (IIC1-56; IIC1-50). SAC does a good job of maximizing its resources, purchasing what is necessary, extending the life of existing equipment, and cycling down equipment from high-tech areas to areas where the applications are not as intense.

Facilities are major challenges for Santa Ana College. SAC is often referred to as the third smallest community college campus in the state in terms of acres of lands and square footage, yet the student population is over 23,000. SAC needs as much space as possible for classrooms. Support functions and offices have to come second. Because of that imperative, SAC has little or no room for technology facilities expansion.

Academic departments have been successful in creating areas for departmental labs. Departments such as ESL, reading and math have utilized grant funds to improve technology labs but are unable to add space. The availability of [Blackboard](#), faculty pages on [www.sac.edu](http://www.sac.edu), and Nealley Library's excellent [online tools](#) do help. However, students need one-on-one support, particularly if they are not successful at mastering course content.

The college technical functions: Media Services, the CLI and Reprographics are scattered throughout the college campus. Media Services, which has seen tremendous growth, only has about 2,000 square feet in a corner of the Nealley Library building. The library needs more space for students, and Media needs more space to support students through services to faculty. SAC does not have a media center or media lab for students. If an instructor assigns a media project, students must be resourceful and work independently. The ACC does not have a space for

media production. Media Services has drawn up plans outlining needs, and management is aware of the problem (IIIC1- 57). However, when funds become available, as was the case of the 2002 bond *Measure E*, the obvious priority was to build and upgrade classrooms, and to remediate safety hazards (e.g., asbestos removal) in affected buildings.

Creative thinking is needed to meet this challenge. For instance, growth of full online courses should lead to more open spaces on campus that could be reorganized for technology labs and functional areas. Availability of space could also help in technical support issues such as co-locating the IT and Media Help Desks.

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***Planning Agenda***

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- ❖ SACTAC and the Facilities Committee will develop a plan for upgrading and expanding technology facilities.

**III.C.2. Technology planning is integrated with institutional planning. The institution systematically assesses the effective use of technology resources and uses the results of evaluation as the basis for improvement.**

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***Descriptive Summary***

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College-wide technology planning is the responsibility of the associate dean for information and learning resources. Planning is implemented through SACTAC, the college's shared governance technology committee. Planning is documented via SACTAC's *Technology Plan* and annual planning agenda or action plan. The *Technology Plan* (IIIC1-10, **AE**) is a chapter of SAC's *Educational Master Plan (EMP) (Q)*. The *Technology Plan* is informed by the college's *Strategic Plan (AB)*. The last iteration of the SAC *Technology Plan 2007-2012*, which was significantly revised in format and content for 2008–2012 is derived from:

- 2005 – 2007 plan
- Core Dreams a document produced at the all-day retreat on January 31, 2007 (IIIC1-9)
- SAC *Strategic Plan 2007-2015 (AB)*
- Department Planning Portfolio plans, many of which include a technology section

SCE follows a similar planning process and uses both the SAC EMP as well as departmental technology plans (IIIC2-58).

The core planning instruments for the college are the Department Planning Portfolios (DPP) (IIIC2-59, **P**). Departments at SAC develop plans and document needs in the DPP, which reside in a database in <http://www.insidesac.net/portfolio>. Plans for technology applications and

### **STANDARD III: Resources**

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programs are included in department portfolios. Budget request forms are attached to the departmental portfolio. Criteria for expenditures follow college overall goals; priorities are given to the instructional programs that teach technology and to programs that teach content using technology (IIC1-12). Administrative or office and/or division clerical needs are met by using age as the key criteria for replacement.

In the past years, SAC has tried to promote a culture of evidence calling for continuous assessment of its programs. SAC purchased an online survey tool to make assessment a readily available activity (IIC1-23). Technology programs have been assessed at different times for various purposes (IIC1-8):

- SAC Spring 2007 Staff Accreditation Survey (IIC1-44, **AA**)
- SACSCCE Faculty Technology Training Survey, Spring 2007 (IIC1-32)
- Distance Education Taskforce Priorities Survey, September 2006 (IIC2-60)
- Multimedia Classroom Survey, March 2005 (IIC1-27; IIC1-28)
- Technology Training Workshops, May 2007 (III1-36)
- ATS/Media (IIC1-53)
- Classroom Support Survey, 2006 (IIC1-54)
- SACTAC Informational Survey, May 2007 (IIC1-11)
- SAC Student Satisfaction Study, August 2006 (IIC1-29, **H**)
- Survey Results of Former SAC Students Who Transferred to Four-Year Universities in 2003-2004 (IIC1-30)
- Survey of Technology Use and Needs at RSCCD, Fall 2007 (IIC2-61)

Santa Ana College meets this standard. Planning for technology goes on full-time in Information & Learning Resources. DPP plans of various departments give evidence. SACTAC has had Technology Plans since 1998.

Planning efforts have been effective. SAC did increase the number of mediated classrooms from fifteen to ninety-four (out of a total of 116) and has upgraded computer and audio visual equipment diligently as funds have permitted. Curriculum offerings are rich in technology applications, and the college will be able to introduce enhanced pedagogical strategies into faculty technology training in the next academic year (IIC1-46).

The *Technology Plan* (**AE**) is a component of the *Educational Master Plan* (**Q**). Technology is always a part of college-wide planning sessions. Funds



## STANDARD III: Resources

for technology are not allocated unless the request has been documented in Department Planning Portfolios.

As per the Spring 2007 Staff Accreditation Survey (IIC1-44, AA), most SAC constituencies are not aware of planning efforts:

Question	Percentage Distribution of Ratings						Average **
	Strongly Disagree 1	2	3	4	Strongly Agree 5	Don't Know	
SAC technology planning is coordinated with SAC master planning.							
Administrator/Supervisor (n=24)	4%	0%	21%	50%	13%	13%	3.76
Classified (n=55)	4%	11%	15%	20%	6%	46%	3.23
Faculty (n=137)	4%	4%	13%	23%	12%	43%	3.60
Other (n=4)	0%	0%	25%	0%	0%	75%	3.00
TOTAL (n=220)	4%	6%	15%	25%	11%	41%	3.54
SAC technology planning is coordinated with District ITS master planning.							
Administrator/Supervisor (n=23)	9%	0%	26%	30%	9%	26%	3.41
Classified (n=55)	4%	11%	11%	16%	7%	51%	3.26
Faculty (n=137)	4%	4%	7%	18%	6%	61%	3.45
Other (n=4)	0%	25%	0%	0%	0%	75%	2.00
TOTAL (n=219)	4%	7%	10%	18%	6%	55%	3.38

The college and SACTAC need to be more vocal in communicating this work. There needs to be a higher level of integration between the DPP and the line of communication from the department/division level to SACTAC. Currently the *Technology Plan* informs the technology section of the Department Planning Portfolios. However, departments also innovate on their own, usually funded through grants. These ideas are not always integrated into college-wide technology planning. The goal is to formulate a process that will ensure this integration.

### **Self Evaluation**

SAC is developing a true culture of assessment. The acquisition of a user-friendly online survey tool has added measurably to this end (IIC1-23). The college has conducted many surveys and has studied the results and applied them to make necessary improvements (IIC1-8). Nevertheless, research is needed to ascertain whether SAC technology improves student achievement and office productivity. Although the fact that twenty-eight percent of the respondents to a recent survey indicate that student performance has improved, there are too many variables to reach a definitive conclusion (IIC1-28). There are not many studies available to prove or disprove the effectiveness of technology (IIC2-62). One study asserts that “basic skills assessment increase by twenty-one percentiles”

## STANDARD III: Resources

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when using some media, and nine percentiles when using others (IIIC2-63, p 13). Common sense and anecdotal evidence indicates that students are less likely to attend a college that does not offer technology services such as online registration, transcripts, etc. The availability of technology services such as podcasting is expected. Four-year colleges assume transfer students have technology skills as do employers in competitive industries. Computer and media technology is now a basic part of infrastructure.

SAC will try to meet this assessment challenge. The introduction of the instructional designer, the focus on student learning outcomes, and assessment through academic program review (i.e., the Portfolio Assessment/Program Review model—Y) will lead the college in that direction. The technology initiatives in the new Title V grant mandate such assessment (IIIC2-64).

### Planning Agenda

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- ❖ Technology goals from the DPP will be forwarded to SACTAC division representatives, through the division deans, so that DPP plans will be infused into the college-wide *Technology Plan*.

### Standard IIIC: Technology Resources

#### Evidence

Number	Name
IIIC1-1 (V)	Santa Ana College Mission Statement
IIIC1-2	<a href="http://www.INSIDEsac.net">www.INSIDEsac.net</a> SACTAC home page
IIIC1-3	<a href="http://www.insidesac.net">www.insidesac.net</a> front page
IIIC1-4	SACTAC Agenda Notes/Minutes
IIIC1-5	SACTAC Recommendations or Updates to College Council SACTAC Meeting September 20, 2006 Strategic Plan Theme II Technology March 08 Review Web Development Publishing Guidelines, February 2008
IIIC1-6	Rancho Santiago Community College District/ Santa Ana College/ Academic Affairs/ Information and Learning Resources Organizational Chart
IIIC1-7 (L)	RSCCD Functions/Mapping of Responsibilities Function 4: Fiscal & Administrative Services
IIIC1-8	Technology Surveys 2005-2008
IIIC1-9	Core Tech Dreams
IIIC1-10 (AE)	Technology Plan 2007-2012

### STANDARD III: Resources

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IIC1-11	Online Assessment: SACTAC Information Survey May 2007
IIC1-12	Programs that Teach Technology; Programs that Use Technology
IIC1-13	Mediated Classroom: Prioritized By Need 2007-2008
IIC1-14	Standard IIC Technology Resources
IIC1-15	Santa Ana College Media Systems Services Policies & Standards
IIC1-16	Santa Ana College Media Production Services Policies & Standards
IIC1-17	Santa Ana College Quick Center Policies & Standards
IIC1-18	Clerical Supply Request
IIC1-19	Shared Department Directories
IIC1-20	Wireless Internet Access
IIC1-21	WebCMS Start Page
IIC1-22	Santa Ana College Website
IIC1-23	Online Assessment: Online Survey System
IIC1-24 (P)	Departmental Planning Portfolio System
IIC1-25	RSCCD Intranet
IIC1-26	RSCCD: Technology Advisory Group (TAG) Meeting Minutes – December 6, 2007
IIC1-27	Online Assessment: Multimedia Classroom Survey II
IIC1-28	Online Assessment: Technology in the Classroom
IIC1-29 (H)	Research Department Report: SAC Student Satisfaction Study–August 2006
IIC1-30 (J)	Research Department Report: Survey Result of Former SAC Students Who Transferred to Four-Year Universities in 2004-2005, July 2006
IIC1-31	from “Technology Plan 2001-2003: Develop a Plan and Time Schedule to Mediate all Classrooms”
IIC1-32	College-Wide Budget Requests 07-08: Basic Skills Classroom Detail
IIC1-33	RSCCD Intranet: Datatel Implementation Training and Consulting Schedule
IIC1-34	Santa Ana College Technology Flex Workshops

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- IIC1-35 Flex & Technology Workshop Statistics
- IIC1-36 Online Assessment: Technology Training Workshops
- IIC1-37 Santa Ana College School of Continuing Education: Faculty Technology Training Survey - Spring 2007
- IIC1-38 Manuals
- IIC1-39 Handouts and Tutorials
- IIC1-40 Center for Learning & Instruction: Services Available to Faculty and Staff
- IIC1-41 SCE/CE Resource Center flyer
- IIC1-42 Academic Computing Center: Student Support Classes
- IIC1-43 Student Basic Computer Skills
- IIC1-44 Santa Ana College Spring 2007 Staff Accreditation Survey Results Technology Section
- IIC1-45 Self-Study 2001 Standard Six: Information and Learning Resources
- IIC1-46 US Department of Education-Fiscal year 2007: Application for Hispanic-Serving Institutions Program
- IIC1-47 Sylvia LeTourneau's email, October 24, 2007
- IIC1-48 SAC Non-Instructional Computer Inventory
- IIC1-49 SAC Instructional Computer Inventory
- IIC1-50 All Buildings--Equipment in Classrooms
- IIC1-51 College-Wide 07-08: Budget Proposal
- IIC1-52 Interview with Nick Quach, Director of Academic Technical Services, SAC
- IIC1-53 Media Academic Technical Services Survey
- IIC1-54 Online Assessment: Classroom Support Survey
- IIC1-55 Maintenance & Operations Work Order System
- IIC1-56 All Buildings—Equipment in Classrooms, 2002
- IIC1-57 Media Services Space Needs
- IIC2-58 SCE/ English Literacy and Civics Education Technology Plan
- IIC2-59 Department Portfolio System Information & Learning Resources

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- IIC2-60 Online Assessment: Distant Education Taskforce Priority Survey
- IIC2-61 Survey of Technology Use and Needs at RSCCD, Fall 2007
- IIC2-62 Research Articles on Effectiveness of Technology on Student Achievement
- IIC2-63 Multimodal Learning Through Media: What the Research Says
- IIC2-64 from US Department of Education-Fiscal year 2007: Application for Hispanic-Serving Institutions Program “Evaluation Plan and Narrative”



**III.D. FINANCIAL RESOURCES**

**Financial resources are sufficient to support student learning programs and services to improve institutional effectiveness. The distribution of resources supports the development, maintenance, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. The level of financial resources provides a reasonable expectation of short-term financial solvency. Financial resource planning is integrated with institutional planning.**

**III.D.1. The institution relies upon its mission and goals as the foundation for financial planning.**

The mission statement (V) for Santa Ana College (SAC) is reviewed annually and updated as needed to meet current goals and expectations of the college. In conjunction with the Board of Trustees *Vision Statement*, the mission statement is used as the foundation for the development of all plans, including the *Strategic Plan*, the *Facilities Plan*, the *Technology Plan*, and budget priorities and allocations, included in the comprehensive **Santa Ana College Educational Master Plan 2007 (EMP)**. **The EMP (Q)** also contains the *Month-by-Month Planning Calendar (W)*, which is overseen by the Institutional Effectiveness and Assessment Committee (IE&A).

**III.D.1 (a) Financial planning is integrated with and supports all institutional planning.**

***Descriptive Summary***

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Santa Ana College (SAC) is part of the Rancho Santiago Community College District (RSCCD). As the fourth largest community college district within the California community college system, RSCCD is financially sound. The district has been able to maintain a balanced budget with a five percent reserve and a plan for automatic expenditure increases, such as salary step and column. Actual reserves have averaged 12.75 percent over the last five years (IIID1-1; 2006-07 Adopted Budget; 2007-08 Adopted Budget).

Every year the Board of Trustees reviews the district's Vision Statement and goals. While there is consistency in these goals over the years, adjustments are made on the basis of new challenges and new directions the district wishes to make. These goals then become an important basis for the development of annual budget assumptions before the start of each fiscal year and budget cycle. Budget assumptions reflect both short-range and long-range goals as well as direction for the district. The district Budget Allocation and Planning Review Committee (BAPR), a participatory governance committee with representation

### **STANDARD III: Resources**

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from all constituencies (administration, faculty, staff and students), in conjunction with the Chancellor's Cabinet and Chancellor's Council, uses the budget assumptions to develop a district budget for both credit and non-credit programs. An annual budget calendar is also prepared (IID1-2). Budget assumptions are then approved by the Board of Trustees. Budget process guidelines are also provided in a series of board policies and administrative regulations.

Since 2000-2001, the RSCCD Budget Allocation Model (K) has been used to distribute all unrestricted funds within the district. This model first allocates funds to cover all fixed expenditures for district operations and for the operations of the two colleges. These funds are disbursed by the district. Fixed expenditures include all full-time faculty and staff salaries and benefits, utilities, facility leases, inter-fund transfers and reserves. What is left is then divided among the district and the two colleges for discretionary expenditures according to a fixed formula. Presently 16.48 percent of discretionary funds are set aside for district operations. The remainder of the discretionary funds is then divided between the two colleges based on the breakdown of FTES (credit and non-credit) that have been projected for the campuses. The individual colleges then have discretion over the allocation of these funds for supplies, instructional and non-instructional equipment, contract services, conferences and travel, building improvements, consultants and budgets for adjunct faculty and short-term employees (2007-08 Adopted Budget, p. 23).

At the campus level, all departments complete a Department Planning Portfolio (P) (DPP) every year in which faculty or staff review data from research reports, grade distribution and student demographic reports and then establish department goals to improve learning, identify needs, determine plans of action, timelines and identify resources required. The drive behind these decisions is to actively support student learning and improve courses, services and technology to achieve those goals. The portfolios are submitted each year to the supervising academic dean or administrator. That administrator subsequently submits the proposed budget priorities, human resources needs, facility modification and equipment requests with justifications and prioritization to the appropriate vice president. The vice president then sends budget priorities to the President's Cabinet and then the SAC Budget Committee.

The 2004 *LPA Facilities Master Plan (F)* for the Rancho Santiago Community College District is the guiding document for bond *Measure E* new building and renovation plans. In fall 2007, the Santa Ana College *Educational Master Plan (Q)* was revised to include the *Strategic Plan* (IE&A oversight), Department Planning Portfolios, Student Services Portfolio, the Academic, Student Services, Administrative Services and President's Cabinet Program Review Processes (IE&A oversight), the



## STANDARD III: Resources

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*LPA Facilities Master Plan* (Facilities Committee oversight), the *Budget Plan* (Budget Committee oversight) and the *Technology Plan* (SACTAC oversight) as plans of operation and the Month-by-Month Planning Calendar (**W**). Both documents are founded on the vision and goals of the board and the mission of the college and serve as the primary foundation for college financial planning.

Future needs projects, an integral part of the EMP, are recorded in the Department Planning Portfolio (DPP) (**P**). The DPP allows each division and or department to prioritize its current and future needs on an annual basis. Needs are considered for funding based on the prioritized list established by academic affairs, student services, the School of Continuing Education (SCE) and administrative services. Within the DPP, departments also conduct regular systematic program review (quadrennially for academic program review, annually for student services program review). In a program review cycle, in addition to aggregating their four-year *Direct SLO Assessment* for student learning assessment, departments utilize indirect data from multiple research studies, analysis and outside advisory and accrediting bodies to ensure programs and courses meet the goals of the college mission (**AB** – Santa Ana College *Strategic Plan 2007-2015*).

The SAC Budget Committee (BC), a shared governance committee, reports to the College Council. The BC meets monthly to review financial information and to make recommendations to the college president (**N-SAC Participatory Governance Structure**). SAC Budget Committee meeting minutes are posted on InsideSAC ([http://www.insidesac.net/support\\_services/adm\\_svr/budget\\_committee.asp](http://www.insidesac.net/support_services/adm_svr/budget_committee.asp)).

### **Self Evaluation**

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This standard is met. Even though recent state budget shortfalls are impacting the college and causing budget cuts of \$1,041,940 in discretionary spending for SAC in 2008-2009, processes are in place for fiscal priorities to be met. The district will experience a six-million dollar reduction in the budget for 2008-2009.

### **Planning Agenda**

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None.

**III.D.1 (b) Institutional planning reflects realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.**

## STANDARD III: Resources

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### ***Descriptive Summary***

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Since its last accreditation report, SAC has continued to develop and implement appropriate processes and procedures to reflect realistic assessment of financial resources and expenditures through establishing an Academic Senate position to co-chair the SAC Budget Committee with the vice president of administrative services, and through the creation of a clearly-defined budgeting process (*N-SAC Participatory Governance Structure*).

The 2007-2008 general fund budget for SAC is \$104,000,277. Of this amount, \$39,010,826 is under the direct control of SAC (\$24,429,475 is *unrestricted* and \$14,581,351 is *restricted*). The remaining sixty-five million dollars in the SAC budget is managed by the RSCCD District Office to pay for fixed costs, which include salaries and benefits for full-time and part-time on-going staff, utilities and inter-fund transfers.

Total SAC Budget	\$104,000,277.00
SAC Controlled	\$39,010,826
Restricted	\$14,581,351
Unrestricted	\$24,429,475
SAC Fixed Costs Managed by the District Office	\$65,000,000

The majority of the 24.4 million unrestricted dollars managed by SAC is used for adjunct instruction, summer school instruction and instructional agreements for both the Fire and Criminal Justice Academies programs, which account for 21.7 percent of the total credit FTES of the college (IIID1-3; IIID1-4; 2007-08 Adopted Budget, p. 22; IIID1-5).

The combined RSCCD FTES for non-credit classes is the second largest in the state of California. The SAC School of Continuing Education (SCE) holds classes in over ninety sites and comprises over seventy-one percent of the district's total non-credit budget. SCE's budget consists of \$19,089,412, or 18.36 percent of the total college budget. Most non-credit classes are taught by adjunct instructors (IIID1-6; 2007-08 Adopted Budget, pp 16-17).

On a regular basis, information about financial resources, expenditure requirements and the status of the budget are compiled and distributed by administrative services. SAC Budget Committee meeting minutes are posted on InsideSAC ([http://www.insidesac.net/support\\_services/adminsvr/budget\\_committee.asp](http://www.insidesac.net/support_services/adminsvr/budget_committee.asp)).

Financial information is also shared by staff members who actively participate on the SAC BC and provide reports to the respective employee groups through College Council meetings, division and department meetings as well as the Academic Senate.

## STANDARD III: Resources

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To supplement state funding, the district and SAC pursue alternative sources. These include:

- Successful passage of bond *Measure E* for capital projects
- Santa Ana College Foundation
- Federal and state grants
- Aggressive participation in the state's scheduled maintenance program

SAC is successful in applying for and receiving state and federal grants, and special projects play an important role in the programs offered at Santa Ana College (IIID1-7). Budgeted grant dollars for 2007-08 total \$23.96 million or 23.03 percent of the total budget. (Grant funds appear on the budget model as *restricted* funds.) Beyond the federal and state entitlements, SAC receives substantial awards from competitive grants. For example, SAC will receive approximately \$3.6 million from the state Basic Skills Initiative. Significant competitive federal grants for 2007-08 include Gear Up (\$630,888), HUD - HSIAC Parent/Childcare (\$475,551); Job Development Training Placement Program for Handicap Students (\$336,915), Talent Search (\$330,771), WIA Nursing (\$392,295), and a newly-awarded five-year Title V grant for academic literacy across the curriculum (to commence October 2008). SAC will also receive \$696,326 from ENLACE III, a local competitive grant funded by the Kellogg Foundation.

The revenue from grants has enabled the colleges to develop and institutionalize unique programs and services that serve SAC's diverse student population by keeping the colleges on the cutting edge of technology, curriculum and other services.

An example of this is a Title V grant received to upgrade communications. One component was to build capacity in technology that would enable departments (particularly full-time and adjunct faculty) to have departmental and college information at their fingertips twenty-four hours a day, seven days a week. With these funds SAC:

- Created [www.insidesac.net](http://www.insidesac.net) to serve as the college's depository for departmental information
- Implemented WebCMS, which serves as the college's curriculum database
- Implemented OAS, an online assessment system, which is now used district-wide
- Created and implemented the DPP database that is in incipient stages

### **STANDARD III: Resources**

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- Hired a part-time IT technician to support the basic skills departments – ESL, English, Reading, Math (now a full-time IT position assigned to SAC)
- Hired a full-time application specialist to develop/implement the databases noted above (now a full-time IT position assigned to the district office)
- Hired a full-time tenure track math technology faculty member
- Upgraded technology in the reading department
- Upgraded technology in math department

#### ***Self Evaluation***

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This standard is partially met. Through the EMP, the participatory governance model, including the Budget Committee, and particularly the link between the Department Planning Portfolio (DPP) and budget prioritization, SAC makes every effort to establish funding priorities through collaboration of faculty and staff to help divisions and departments achieve their educational and financial goals (Q—EMP; N—SAC Participatory Governance Structure; <http://insidesac.net/portfolio>). All the systems are in place to achieve goals and meet the expectations and needs of the SAC students. The Spring 2007 Staff Accreditation Survey (AA) indicated that a majority of staff agreed that the DPP process is used in the budget planning process.

Institutional planning ensures that SAC has adequate funding for fixed expenses while discretionary funds for hourly and vocational contract instruction remain unchanged. The budget model does not provide additional funds for program expansion, however. The basic issue the college is facing is, on the one hand, increasing fixed costs, especially for full-time salaries and benefits, and, on the other hand, a state budget that is not keeping up with the increasing costs. The result is that while requiring additional fixed costs, the amount left in the model for discretionary funds for the colleges continues to dwindle.

SAC does an effective job applying for and receiving special categorical funds through grant proposals in order to further the mission and goals of the college.

#### ***Planning Agenda***

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- ❖ The president of the college will request dialogue to occur at Chancellor's Cabinet regarding the issue of dwindling state resources in a context of increasing fixed costs, which negatively impacts the resources available for discretionary funds available to the colleges.

## STANDARD III: Resources

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The president of the college will communicate the result of college-district dialogue and help develop strategies for funding enhancement to all constituencies through College Council.

**III.D.1 (c) When making short term financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies and plans for payment of liabilities and future obligations.**

### ***Descriptive Summary***

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Over the past several years, Rancho Santiago Community College District has been able to meet and exceed its five percent reserve fund target. Actual reserves have averaged 12.75 percent over the last five years (IIID1-8; IIID1-9; IIID1-1; 2006-07 Adopted Budget; 2007-08 Adopted Budget). This makes RSCCD a financially stable community college district.

In addition to operating expenditures, regular full-time and adjunct faculty salaries, and long-term liabilities are set aside by the district prior to allocating funds to the colleges. Included are expenses such as post-retirement employment benefits, long-term leases and debt payments.

Proposition 39, the Smaller Classes, Safer Schools and Accountability Act, approved by state voters in November 2000, allows community colleges to use approved local general obligation bonds for the construction, rehabilitation or replacement of school facilities by increasing property taxes in excess of the one percent limit if approved by fifty-five percent of the voters. In November 2002, voters in the RSCCD approved bond *Measure E*, providing \$337,000,000 for much needed construction and renovation, other than scheduled maintenance. The original budget provided \$156,300,000 (or forty-seven percent) for Santa Ana College. A special bond-oversight committee has been appointed by the RSCCD Board of Trustees as a citizen advisory board charged with ensuring financial accountability for these funds as required under Proposition 39. Bond-fund projects have been identified and listed in the five-year facilities plan (*F—LPA Facilities Master Plan*).

The proceeds and use of general obligation bonds are subject to an annual audit by external auditors. An annual report is prepared and presented to the RSCCD Board of Directors. (IIID1-10; IIID1-11 p. 48 audit; Schedule of Proceeds and Use of General Obligation Bonds 2005-06 p. 42 audit; Schedule of Proceeds and Use of General Obligation Bonds 2006-07)

Governmental Accounting Standards Board Statement No. 45 now requires financial disclosure of retiree health benefits (GASB 45). The district currently provides retiree and dependent medical coverage to eligible academic and classified employees. Persons retiring with more

### **STANDARD III: Resources**

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than ten years but less than fifteen years of service are eligible to receive medical benefits on a self-pay basis. Persons retiring with fifteen years of service or more are eligible to receive medical benefits up to \$20,813 for 2006. (The maximum amount for most employees is \$13,908 for fiscal year 2006). Currently 288 employees meet those eligibility requirements.

For employees whose first paid date of service is on or after May 31, 1986 and who subsequently qualify for the foregoing fifteen-year retiree service benefit, the district will pay its portion of the insurance premium until the retiree reaches age seventy. After age seventy, such retirees may continue at their own expense.

In December 2005, the district received a September 1, 2005 actuarial valuation for Retiree Health Liabilities from Total Compensation System, Inc., an outside consultant. The report is based upon data as of September 1, 2005 and is intended to determine retiree healthcare plan benefit obligations as of June 30, 2006 pursuant to GASB 45. The district is required to report in conformity with GASB 45 beginning with the fiscal year ending June 30, 2008 (IIID1-12).

The report from Total Compensation System, Inc. estimates the actuarial accrued liability (the liability of obligation from benefits earned or allocated to past service at the valuation date calculated using the selected actuarial methods and assumptions) at approximately \$111,243,936. The report also determined that the Annual Required Contribution (ARC), the normal cost (value of benefits expected to be earned or allocated to the fiscal years) plus a thirty-year level percentage of pay amortization of the unfunded liability for FY 2005-06 would be \$7,535,015. As of June 30, 2006, the district had designated \$18,563,921 for retiree health benefits, or seventeen percent of the total actuarial accrued liability 2004-05 RSCCD Annual Financial Audit, pg 48 (note 14); 2005-06 RSCCD Annual Financial Audit, p. 42 (note 13).

#### ***Self Evaluation***

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This standard is met.

#### ***Planning Agenda***

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None.

**III.D.1 (d) The institution clearly defines and follows its guidelines and processes for financial planning and budget development with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.**

***Descriptive Summary***

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The process for financial planning, budget development and appropriate control mechanisms at the district level and at SAC are in accordance with Board Policies (BP) for Business Financial support (Board Policies Note: BP3202).

The financial planning process is as follows:

***District Level***

- The Budget Allocation and Planning Review Committee (BAPR) is a district-wide committee with representatives from both colleges and the district office. SAC has six representatives on the committee representing faculty, administrators, classified staff and students (2007-08 BAPR Membership). The committee is responsible for proposing an annual budget to the chancellor, who then forwards it to the Board of Trustees for approval.
- The governor develops the budget for the coming fiscal year and releases a proposed budget in January. District fiscal services keeps BAPR informed through state budget updates and projections.
- BAPR prepares a budget calendar and recommends assumptions to the chancellor for Board approval in February (IIID1-2; District's 2007-08 Budget assumptions).
- The district Fiscal Services Office proposes a district-wide tentative budget based on the assumptions approved by the board in February and financial projections derived from the governor's proposed budget. Total funds available flow through the budget allocation model to determine amounts for each location. The present budget allocation model was first developed by BAPR for the 1999-2000 budget as a method for distributing all unrestricted funds within the district, and with some modifications, has remained in effect to the present time (K—RSCCD Budget Allocation Model). This model first allocates funds to cover all fixed expenditures for district operations and for the operations of the two colleges, including all full-time faculty and staff salaries and benefits, utilities, facility leases, inter-fund transfers and reserves. These funds are disbursed by the district. What is left is then divided among the district and the two colleges for discretionary expenditures according to a fixed formula. Presently 16.48 percent of discretionary funds are set aside for district operations. The remainder of the discretionary funds is then divided between the two colleges based on the breakdown of FTES (credit and non-credit) that have been projected for the campuses. The

### **STANDARD III: Resources**

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individual colleges then have discretion over the allocation of these funds for supplies, instructional and non-instructional equipment, contract services, conferences and travel, building improvements, consultants and budgets for adjunct faculty and short-term employees.

- The college distributes budget worksheets to departments in late March-early April. Departments return completed worksheets to administrative services by mid-May.
- Changes in the budget may be necessary if the governor's May revision is significantly different from the proposed January budget. These changes normally are made for the adopted budget that goes to the board in September.
- BAPR reviews the tentative budget and forwards it to the chancellor. The chancellor presents the tentative budget to the Board of Trustees in June for approval. Approval of the tentative budget gives the district spending authority from July 1st until the final budget is adopted before September 15th.
- After the state legislature and the governor approve the final state budget, and as the district accounting offices properly closes the books at year-end, BAPR once again reviews the proposed district budget and recommends the budget to the chancellor. The chancellor then submits it to the Board of Trustees in September for adoption. In addition to the development of a budget proposal, the BAPR regularly reviews expenditures ([BAPR minutes](#)).

#### **College Level**

- During the first quarter of the calendar year, the SAC Budget Committee receives a preliminary estimate of the college allocation for the coming fiscal year, which provides basic information about expected financial resources. The [Adopted Budget for 2007-2008](#) (p. 23) indicates a clear flow chart of the budget allocation model as it applies to the whole district. This is linked then to "RSCCD Tentative Budget Calendar, Fiscal Year 2008-2009" and "SAC Budget Calendar for 2008-2009," which serve as complementary documents.
- Within the DPP, there is an online *Budget Request Application*, which chairs of the departments use as they create their goals and establish their priorities for staffing, equipment and technology. After requests from the DPP are sent through the priority-formation process by the deans of the divisions to the appropriate vice presidents, President's Cabinet receives them and further prioritizes. Then the Budget Committee (BC) aggregates and sets college-wide priorities. Criteria are used to formulate priorities. For example, in technology, there is



## STANDARD III: Resources

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a document that lists departments that teach technology (IIID1-13). These departments have first priority for technology requests. At the same time, the IE&A committee receives all program review reports, including student services, administrative services and President's Cabinet program reviews. The quadrennial PA/PR reports from the academic departments are first reviewed by the Teaching Learning Committee (TLC), and then after interdisciplinary dialogue, college-wide recommendations are sent to IE&A for further discussion and possible inclusion into the *Strategic Plan*. The chair of IE&A prepares an *End-of-Year Report* for College Council, the Budget Committee, the Facilities Committee and SACTAC (IIID1-14). After reviewing the IE&A report and the cabinet priorities, BC then recommends allocations to the college president for approval by President's Cabinet.

- The district's fiscal services department calculates the total amount of discretionary funds the college will receive. Departments are given an opportunity to re-allocate funds, with the exception of full and part-time salaries and summer school faculty expenses. The budget is consolidated by SAC administrative services department and submitted to BC for review. The BC recommendations are submitted to the college president for review.
- In April, the SAC requested budget is forwarded to the district (W—SAC Month-by-Month Planning Calendar).
- Supplemental funds, such as state equipment funds, are reviewed by the BC.
- Monthly or daily expenditure reports are made available through an online repository that provides real-time budget information to departments.

All staff members are encouraged to be involved in the development and updating of their department budget. In addition, Budget Committee meetings are open to all constituents. These meetings are often attended by college faculty, staff and/or students who want to ensure that their special project or interest is fully represented. The Budget Committee minutes and budget information including processes are available on the college website ([www.INSIDEsac.net](http://www.INSIDEsac.net)).

### **Self Evaluation**

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This standard is partially met. SAC has input to the district budgeting process by representation on the BAPR. Seventy-two percent of the staff and faculty who responded to the Spring 2007 Staff Accreditation Survey (AA) felt the DPP is used as part of the budget process at SAC. However, only forty-four percent agreed or strongly agreed that SAC's

### **STANDARD III: Resources**

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budget process is open, transparent and includes input from staff. Fifty-four percent agreed that all constituencies at SAC have an appropriate opportunity to contribute input to institutional plans and budgets. Fifty-six percent felt appropriate and timely financial information is provided regularly to SAC constituencies.

The distribution of state apportionment funds utilizing the district budget allocation model continues to generate questions and concerns at SAC based on the following facts:

- The district receives 16.48 percent of the total unrestricted dollars available each year from the state apportionment. Funds are not available to the colleges to support replacement costs, such as furniture, computers and maintenance when new buildings are built. The district has relied on the bond *Measure E* and/or one-time state funds to support these two areas.
- Ongoing changes in fixed expenditures, especially full-time salaries and benefits and the spiraling costs of other fixed expenditures, impact the amounts available for discretionary spending at the colleges.

#### ***Planning Agenda***

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- ❖ The president of the college will include more discussion and input from all concerned constituencies regarding the nature of fixed expenditures, the impact of fixed and discretionary expenditures and funding priorities on the district and local college levels through College Council and regularly-published reports.

#### **III.D.2. To assure the financial integrity of the institution and responsible use of financial resources, the financial management system has appropriate control mechanism and widely disseminates dependable and timely information for sound financial decision making.**

RSCCD has purchased a new software program, Datatel Colleague, to replace IFAS, a financial management product in use by the district for several years. Reports generated from IFAS provide management and auditors with accurate financial data. Datatel was the product recommended by district IT because of its reputation in student services. It was determined that the financial management module would be implemented first and the general ledger went live on July 1, 2007. Offices have been trained, and teams are working together to develop the same reports in Datatel that were available in IFAS. Human resources and student services software modules within the Datatel system have also been purchased to replace aging legacy systems. The human resources modular is scheduled to go live in the spring 2009 semester, and the

## **STANDARD III: Resources**

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student services modular is scheduled to go live in time for fall 2009 registration. District Office fiscal services and SAC administrative services will work to fully implement Datatel. When this system is fully implemented, the database shared by fiscal, human resources and student services will be integrated, and users will have access to a wide-range of reports.

**III.D.2 (a) Financial documents, including the budget and independent audit, reflect appropriate allocation and use of financial resources to support student learning programs and services. Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.**

### ***Description Summary***

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The annual budget of the district and the district's finances and expenditures are reviewed annually by external auditors (IIID2-15; IIID2-16; IIID2-17). The district's fiscal services department begins preparing for the audit prior to the closing of the books on June 30th. Auditors conduct their field work in September, and the completed audit is reviewed by the Board of Trustees in December. The 2003-2004, 2004-2005, and 2005-2006 audits all reported un-qualified opinions; however, three findings were noted in the 2004-2005 audit report (IIID2-15, pp 67-69). The auditors found that the district did not comply with requirements regarding concurrent enrollment, EOPS, and course repetition. Management responded to the exceptions. Concurrent enrollment and EOPS were corrected in 2005-2006, and course repetition was corrected in 2006-2007 (IIID2-16, pp 63-65).

### ***Self Evaluation***

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This standard is met. RSCCD has received an unqualified opinion from the external auditors for the last four years. (An unqualified opinion from external auditors is the best possible ranking.)

### ***Planning Agenda***

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None.

**III.D.2 (b) Appropriate financial information is provided throughout the institution.**

### ***Descriptive Summary***

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Financial reports are provided throughout the institution and to the public per Board Policy 3216 and Board Policy 3220. Board Policy 3201 includes directions for the college to share financial information publicly. The district budget is available for public inspection prior to being

### **STANDARD III: Resources**

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presented to the board for adoption. All budget changes are approved by the board throughout the year.

#### ***Self Evaluation***

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This standard is partially met. Information is shared through SAC representation on shared governance committees. The implementation of the new Datatel financial software in July 2007 has temporarily impacted the district's financial reporting capacity. SAC end users will work with IT to ensure necessary reports are available and accurate.

#### ***Planning Agenda***

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- ❖ SAC Datatel users will continue working with district IT staff to improve the flow of accurate and timely information.

#### **III.D.2 (c) The institution has sufficient cash flow and reserves to maintain stability, strategies for appropriate risk management, and realistic plans to meet financial emergencies and unforeseen occurrences.**

The primary sources of RSCCD funding are through general apportionment and funds from categorical programs. RSCCD sets aside funds for fixed costs, including ongoing obligations. It also sets aside a five percent reserve fund for emergencies. Over the past several years, RSCCD has been able to meet and exceed its five percent reserve fund target. Unspent general funds become part of the district's ending fund balance at the end of the fiscal year and available for future budget years. For instance, the June 30, 2007 ending fund balance is available to balance the 2007-08 budget.

The district's ending fund balance for the past five years have been as follows (IIID2-18):

Adopted Budget for 2007-2008, p. 83).

2002-2003	\$17.05 million
2003-2004	\$17.10 million
2005-2005	\$17.16 million
2005-2006	\$16.99 million
2006-2007	\$24.30 million

The fact that RSCCD is financially stable is partially proven by the actual reserves that have averaged 12.75 percent over the last five years. The 24.3 million dollars ending fund for June 30, 2007 includes approximately 3.7 million dollars in non-credit enhancement funding. Eighty percent of RSCCD SCE courses qualify for enhanced funding.

The district is exposed to various risks of loss related to torts, property liability, health benefits, errors and omissions, and natural disasters.

## STANDARD III: Resources

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These risks are addressed through a combination of participation in public entity risk pools, commercial insurance and self-insurance. The district is self-insured for workers' compensation claims and property and liability claims through its membership in two joint powers authorities, the Alliance of Schools for Cooperative Insurance Programs (ASCIP) and the Schools Excess Liability Fund (SELF). RSCCD is self-insured for the deductible portion of property and liability claims and any exposures that are not covered in ASCIP and SELF.

To comply with board policy, the district has a Risk Management department to ensure that its risk management program meets all legal requirements and provides protection and/or insurance against loss, damage, or disability in accordance with the California Education Code and other applicable state codes. This includes loss and damage to property, liability of the district, the board and employees, workers' compensation, and health and welfare benefits to employees.

### ***Self Evaluation***

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This standard is met. Maintaining a five percent prudent reserve is one assumption that the RSCCD Board recommends each year during the budget development process. For the last eight years, the actual ending fund balance has ranged from 11.12 percent to 14.31 percent, exceeding the District's budget assumptions.

In light of the state's current budget crisis, the conservative approach taken by RSCCD allows the district and colleges to continue operating without impacting employees or funding for essential programs.

### ***Planning Agenda***

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None.

**III.D.2 (d) The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contracted relationships, auxiliary organizations or foundations, and institutional investments and assets.**

### ***Descriptive Summary***

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Oversight of RSCCD finances includes the following processes: The district's BAPR meets regularly to review the budget status and distribute information prepared by the district's fiscal services department. SAC administrators also review the budget and actual year-to-date expenditures monthly. Board Policy 3104 provides for an annual audit of all funds.

Foundation funds are managed by a director with the assistance of an accountant and reviewed by the SAC Foundation Board of Directors.

### **STANDARD III: Resources**

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External auditors have found no exceptions in the SAC Foundation records during the past three years (2003-04 SAC Foundation Audit; 2004-05 SAC Foundation Audit; 2005-06 SAC Foundation Audit; 2006-07 SAC Foundation Audit; IID2-19; IID2-20; IID2-21). The RSCCD District Foundation records are also audited by an external auditing firm (2004-05 RSCCD District Foundation Audit, June 30, 2005; 2005-06 RSCCD District Foundation Audit, June 30, 2006; 2006-07 RSCCD District Foundation Audit, June 30, 2007).

The district financial aid fund, categorical grants and district auxiliary funds are included in the annual audit.

#### ***Self Evaluation***

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This standard is met.

#### ***Planning Agenda***

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None.

**III.D.2 (e) All financial resources, including those from auxiliary activities, fund-raising efforts, and grants are used with integrity in a manner consistent with the mission and goals of the institution.**

#### ***Descriptive Summary***

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Rancho Santiago Community College District Board Policy 3222 includes all procedures to ensure effective oversight of external auxiliary funding. Board Policy 3204 regulates district and college use of funding.

Santa Ana College receives all discretionary funds, special funds and grant funds through the district's Fiscal Services department. The district also conducts regular audits to ensure that the college follows proper procedures and that no irregularities occur. SAC seeks to confirm that all resources, including those acquired through fund raising, grants or auxiliary activities, directly relate to the SAC mission and goals outlined in the *Strategic Plan (AB)*.

#### ***Self Evaluation***

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The standard is met.

#### ***Planning Agenda***

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None.

## STANDARD III: Resources

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**III.D.2 (f) Contractual agreements with external entities are consistent with the mission and goals of the institutions governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution.**

### ***Descriptive Summary***

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Rancho Santiago Community College developed Board Policy 3300, Administrative Regulation 3302, and Board Policy 3307 to establish a sequence of policies and procedures governing the use of external contractual agreements. All contracts with outside vendors require the approval of the RSCCD Board of Trustees (IIID2-22; IIID2-23; IIID2-24; IIID2-25).

The district internal auditor reviews systems and procedures to confirm that they are consistent with board policies and administrative regulations. The district Accounting Department follows generally accepted accounting principles and strictly adheres to all federal and state codes and regulations.

SAC assists in choosing contractors and/or vendors for smaller projects, based on their ability to provide the best quality services consistent with the SAC mission and goals. The district purchasing department policies govern the required insurance specifications for contractors.

### ***Self Evaluation***

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The standard is met.

### ***Planning Agenda***

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None.

**III.D.2 (g) The institution regularly evaluates its financial management processes, and the results of the evaluation are used to improve financial management systems.**

### ***Descriptive Summary***

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RSCCD and SAC have procedures to evaluate financial management processes. BAPR reviews budget data as well as the allocation process and makes adjustments to the model as needed. The SAC budget process is reviewed by the SAC BP and makes recommendations for changes deemed necessary.

The district contracts with an external auditor for an annual audit of its financial records, processes and procedures. SAC utilizes an annual external audit for the SAC Foundation to ensure compliance with all district policies and procedures as well as to monitor the efficiency and effectiveness of their fiscal management processes.

## **STANDARD III: Resources**

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### ***Self Evaluation***

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Despite budget reductions, the district has been successful in ending the past fiscal years with reasonably good balances without having to incur layoffs. State budget problems requiring cuts of \$1,041,940 in discretionary spending for SAC in 2008-2009 as well as increases in fixed costs continue to make it more difficult to maintain funds for operating expenses and extremely challenging to have the necessary funds for growth and replacement of retiring administrators, faculty and classified staff.

### ***Planning Agenda***

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- ❖ The college and district will continue to seek ways to operate efficiently as well as pursue alternate sources of revenue through the DPP at the department level, the Budget Committee at the college level, and BAPR at the district level.

**III.D.3 The institution systematically assesses the effective use of financial resources and uses the results of the evaluation as the basis for improvement.**

### ***Descriptive Summary***

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Rancho Santiago Community College District Board Policies 3000-3405 regulate the effective use of financial resources for both the district and the two colleges. Based on these policies and the vision of the district, SAC has developed a series of procedures designed to ensure the most effective use of resources. These procedures include annual review of the college Vision Themes (**AG**), goals and activities contained in the *Strategic Plan 2007-2015* (**AB**). The *Strategic Plan* is aligned to the college mission as well as to the college Core Competencies (**O**). This begins at the departmental level Department Planning Portfolios (DPP) (**P**). The goals and activities outlined in the DPP are reviewed annually with complete *Portfolio Assessment/Program Review* (PA/PR) (**Y**) conducted quadrennially. Documents in the DPP incorporate planning and needs assessments conducted by the departments which are then evaluated to determine fiscal needs. These may include curricular, human resources, facility, equipment and training needs. All financial requests are incorporated into the DPP and related to the corresponding departmental goal. Departmental goals and fiscal requests are systematically reviewed annually by the division deans, who send division priorities to the appropriate vice president. In a quadrennial PA/PR cycle, departments also send their DPP analyses to the division curriculum committees, who refer these to the Teaching Learning Committee (TLC). The TLC then makes recommendations for the *Strategic Plan* to IE&A. IE&A



### STANDARD III: Resources

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refers all budget priorities to the Budget Committee and College Council. President's Cabinet has the ultimate responsibility for approval.

During the 2002-2003 budget cuts caused by state budget difficulties, fiscal resources were extremely limited, requiring severe restrictions in spending. More recent state budget allocations, coupled with the passage of bond *Measure E*, have allowed the district and colleges to increase spending for facilities. Santa Ana College, established in 1915, has an aging campus infrastructure. This requires extensive maintenance to the campus infrastructure and constant repair and renovation of campus buildings.

The 2006 – 2007 budget allocation from the state provided Santa Ana College with the most improved financial situation in recent years. This allowed for purchases of computers and other much needed equipment for programs.

State equipment funds provided the college with the opportunity to update and upgrade equipment critical to sustaining instructional programs. These needs were established in the DPP and at SAC Technology Advisory Committee (SACTAC). An additional eighteen classrooms were mediated for the 2007–2008 school year, based on previous needs assessments. Some monies will be carried over to fund additional equipment next year, especially for career technical education (CTE) programs that had performed needs assessments based on workforce development needs and advisory committee recommendations.

Santa Ana College must continually grow to meet the current apportionment level and to generate sufficient FTES to receive additional growth dollars. SAC allocates approximately seventy percent of the allotted discretionary funds to adjunct faculty salaries. With an increase in FTES comes the increased demand for programs, services and upgraded facilities. SAC strives to meet these needs by seeking additional funding sources such as grants.

Several major grants currently assist in complying with enrollment growth as well as addressing the workforce needs of our community and state. These include numerous grants awarded to the SAC nursing program which fund faculty salaries, the admission of additional students, equipment purchases to update existing labs and to develop simulation labs. The SAC Center for Teacher Education has also been the recipient of a major grant in collaboration with California State University, Fullerton and Fullerton College to prepare Hispanic students to become highly qualified teachers (IIID3-26; IIID3-27).

Improvements in many critical areas have been undertaken, such as basic skills. The Basic Skills Initiative funding from the state for all colleges

### **STANDARD III: Resources**

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will allow SAC to enhance student success in basic skills and academic literacy through a variety of activities. This includes providing released time for the basic skills/literacy coordinator and the faculty development coordinator as well as providing training and support of staff in basic skills. The funds are for both credit and non-credit programs, including ESL students.

Finally, over the past thirty months, the SAC Budget Committee was restructured adding a faculty co-chair position. With this restructuring and extensive dialogue, the SAC BC has become more transparent and is moving in a positive direction that includes both classified staff and faculty input and participation in decision making. One area that is being discussed is the Budget Allocation Model described earlier. The model has been in place since fiscal year 1999-2000 but has not been changed since.

#### **Self Evaluation**

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This standard is partially met. In light of the state budget crisis, the college has to rely more and more on special funds, such as categorical funds and grants. This has caused serious concern on the part of all constituencies regarding requests for needed staffing, equipment, faculty, staff development and technology. First, in order not to negatively impact the college's ability to actualize the activities outlined in the *Strategic Plan*, cooperative strategies must be developed by all constituencies at the SAC Budget Committee. Second, upon the development of the Vision Themes into the *Strategic Plan*, it was determined that the established governance committees (i.e., Budget Committee, Facilities Committee, SACTAC) were not integrated into the college's budget priority process. This was the impetus for the development of the IE&A committee as the oversight committee of the *Strategic Plan* and its link to the *Facilities Plan*, the *Technology Plan* and budget processes, the DPP, Program Review and the annual budget prioritization cycle. The vice presidents must also ascertain that budget priorities generated from the DPP, sent by the division deans, go to the Budget Committee for prioritization as well as IE&A for alignment into the *Strategic Plan*, before being sent to President's Cabinet. This will juxtapose the recommendations from the TLC (PA/PR report to IE&A) and the recommendations which come forth from the division deans to the vice presidents, while maintaining the integrity of the *Strategic Plan* in a seamless and transparent approach to prioritization of expenditures. IE&A forwards all budget issues to the Budget Committee and College Council. Therefore, the Budget Committee and College Council will receive congruent information. Third, the SAC Budget Committee and the district BAPR must continue evaluating the efficacy of their practices and processes. Although there have been discussions about the Budget Allocation Model, there has not been a formal,

systematic review. This needs to take place to ensure that processes are working and to recommend improved practices for meeting fiscal needs. The “General Model Guidelines,” part of the RSCCD Budget Allocation Model, should be used for this review (K—RSCCD Budget Allocation Model, p. 3). At a meeting in May 2008, BAPR discussed the review process of the Budget Allocation Model. It was determined that although review has taken place, a more explicit formal review is needed not only of the Budget Allocation Model but of processes of the BAPR committee as a whole. As a result, a workgroup was formed to develop an assessment review model for BAPR during summer 2008 which will be implemented immediately thereafter. The workgroup met in June 2004 and made initial recommendations to conduct a survey at the following BAPR meeting and to maintain this group as an ongoing planning workgroup. After the survey is analyzed, the workgroup will develop a committee assessment model which will include annual formal review of the integration of district-level planning and budget conducted by BAPR, communication linkages and formal review of the Budget Allocation Model. This will fortify the alignment of district and college-level planning and budget processes as well as decrease any possible misunderstanding between the district and the colleges.

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***Planning Agenda***

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- ❖ The SAC Budget Committee will conduct an annual review to ascertain that budget allocation is aligned with the *Strategic Plan* of the college.
- ❖ The vice presidents will send DPP/student services portfolio budget priorities received from the division deans and student services managers to IE&A for information and alignment with the *Strategic Plan*, and the Budget Committee for prioritization. The Budget Committee will also be supplied the status of the *Strategic Plan* every spring by the chair of IE&A.
- ❖ BAPR will conduct an annual self review of its effectiveness together with a review of the ongoing effectiveness of the Budget Allocation Model in an environment that is conducive to voicing concerns and suggesting change without apprehension. The model developed by the BAPR workgroup should be utilized in concert with existing processes.

## **STANDARD III: Resources**

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### **Standard IIID: Financial Resources**

#### **Evidence**

<b>Number</b>	<b>Name</b>
IIID1-1	RSCCD 2005-06 Adopted Budget
IIID1-2	RSCCD 2007-08 Adopted Budget Calendar
IIID1-3	SAC's 2007-08 General Fund Discretionary and Fixed Expenditures
IIID1-4	SAC 2007-08 Unrestricted and Restricted Expenditures
IIID1-5	SAC Academies and Credit FTES
IIID1-6	SAC's 2007-08 Credit and Non-Credit Expenditures
IIID1-7	SAC Special Projects 2007-08
IIID1-8	RSCCD 2003-04 Adopted Budget
IIID1-9	RSCCD 2004-05 Adopted Budget
IIID1-10	2003-04 Schedule of Proceeds and Use of General Obligation Bonds
IIID1-11	2004-05 Schedule of Proceeds and Use of General Obligation Bonds, p. 48
IIID1-12	Actuarial Study of Retiree Health Liabilities Prepared by Total Compensation Systems, Inc.
IIID1-13	Programs that Teach Technology, Programs that Use Technology
IIID1-14	IE&A End of Year Report, May 29, 2008
IIID2-15	Audit Report 2004-2005
IIID2-16	Audit Report 2005-2006
IIID2-17	Audit Report 2006-2007
IIID2-18	Eight Year Recap of Revenue, Expenditure, and Ending Fund Balance
IIID2-19	SAC Foundation Assets
IIID2-20	SAC Foundation Revenue
IIID2-21	SAC Scholarships
IIID2-22	Public Contract Code 22000-22003
IIID2-23	Public Contract Code 20110-20118.4
IIID2-24	California Department of Education Bid Thresholds for 2007

### **STANDARD III: Resources**

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- IIID2-25 Competitive Bidding & Public Contracting
- IIID3-26 SAC Center for Teacher Education Program Description
- IIID3-27 Milestones Along the Path (MAP) Summary









## **STANDARD IV: LEADERSHIP AND GOVERNANCE**

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

### **IV.A. DECISION-MAKING ROLES AND PROCESSES**

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

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

#### ***Descriptive Summary***

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The mission statement of Santa Ana College is the overarching statement of principle guiding the governance structure of the college:

*The mission of Santa Ana College is to be a leader and partner in meeting the intellectual, cultural, technological, work force and economic development needs of our diverse community. Santa Ana College prepares students for transfer, employment, careers and lifelong intellectual pursuit in a dynamic learning environment.*

The mission statement is evidenced in all the agendas which are prepared for each governing unit (IVA1.1). The document called Participatory Governance Structure (IVA1-2, N) describes the purpose, goals, membership and meeting schedule for eight key participatory governance groups including College Council, Accreditation Committee, Budget Committee, Facilities Committee, Institutional Effectiveness and Assessment Committee (IE&A), Safety and Security Committee, Student Success Committee and Technology Advisory Committee (SACTAC). This instrument is reviewed regularly and revised as needed.

## **STANDARD IV: Leadership and Governance**

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The College Council is the participatory governance committee for all constituent groups. Meetings are held twice monthly and include representatives from administration, Academic Senate, CSEA and the Associated Student Body. The council is the primary vehicle for providing advice to the president on college issues and for reviewing and considering recommendations from other committees as needed. The Budget Committee is the governance unit that is responsible for recommending budget priorities and processes to the College Council. The Budget Committee meets once in August, October, November, December, February, April, May and June and includes representatives from administration, Academic Senate, CSEA and Associated Student Government.

The college president meets regularly with the president of the Academic Senate to discuss current issues and requests. The academic deans and the student services administrators meet regularly, and on occasion, there are joint meetings to address areas of common interest and for professional development activities.

The college president had an informal meeting with representatives of the classified staff in the spring 2007. The primary purpose was to facilitate communication with classified support staff and to express appreciation for contributions to all college activities.

In order to make informed decisions, administrators, faculty, staff and students utilize data and information gleaned from the following sources:

- Enrollment Management Information
- Student data from the institutional Research Department, such as reports on demographic, enrollment, programmatic, degree/certificate attainment data, transfer patterns, and the Student Satisfaction Survey
- Individual Department Planning Portfolios (DPP) (P)
- Surveys conducted by outside agencies, such as the National Center for Educational Statistics, which provide the IPEDS Data Feedback Report, and the Community College Survey of Student Engagement
- In-house data from the Transfer Center, EOPS and the Freshman Experience Program
- Enrollment management information and statistics from Admissions and Records on enrollment trends
- Data provided by the School of Continuing Education (SCE)

Fall 2007 the *Portfolio Assessment/Program Review (PA/PR) (Y)*, a course embedded approach for program-level review kept in alignment with the mission of the college as well as the *Strategic Plan (AB)*, was created

## STANDARD IV: Leadership and Governance

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and juxtaposed with the existing *Department Planning Portfolio* (DPP) (P) structure (Y—Academic PA/PR). The PA/PR includes *Direct SLO Assessment*, conducted every semester for four years and a template for *DPP Portfolio Assessment/ Program Review (19QT)*, including indirect data, e.g., persistence rates, conducted quadrennially, for complete program review. Therefore, the DPP process is the most critical aspect of discipline/program planning and evaluation for the college. The DPP includes:

- Defining and assessing student learning outcomes
- Development of annual department/program goals
- Activities to actualize goals
- Annual review and status on current department goals
- Establishing future goals
- Conducting *Portfolio Assessment/Program Review* and posting data and results of *19QT* in the DPP

A thorough examination of offerings or services relies heavily on input from faculty and support staff. The portfolios include:

- Defining and assessing student learning outcomes
- Annual progress report on current goals
- Establishing future goals
- Giving evidence from the PA/PR

Department chairs and deans, the program leaders, consider factors such as course enrollments, participation rates and individual measures of student success in conjunction with historical trends to assess program effectiveness. All of these factors provide the basis for budget recommendations and input for college improvement (Sample portfolios—IVA1-3).

The job description of the SAC president includes the overall responsibility to the chancellor for all aspects of planning and leadership. Essential functions include communicating long- and short-range plans of the campus and to provide clear directions and leadership regarding campus and district plans (IVA1-4).

The Institutional Effectiveness and Assessment Committee (IE&A), first a sub-committee of the Accreditation Committee and then established as a governance committee in 2007, is responsible for oversight of all college planning documents and program review. In conjunction with the college president, IE&A hosted a college-wide planning retreat in April 2007. The two major goals were: 1) To create “Vision Themes”; and 2) To review and confirm the SAC mission statement. Over sixty employees participated

## **STANDARD IV: Leadership and Governance**

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in this all-day event (IVA1-5). As a result, six major vision themes with goals and some strategies, measures and timelines were developed (IVA1-6). The Vision Themes (**AG**) included Student Achievement, Use of Technology, Innovation, Community, Workforce Development and New American Community. IE&A then used this template to develop the *2007-2015 Strategic Plan (AB)*. (2015 commemorates the centennial of SAC.)

The faculty and staff at SAC have opportunities to participate in the planning process, and the administration is committed to keeping all constituent groups involved in the decision-making processes. However, in the Spring 2007 Faculty Staff Accreditation Survey (**AA**), forty-seven percent of the classified respondents did not agree that the “SAC leadership encouraged participation in the decision-making process.” A focus group session with members of the classified staff showed that many classified employees felt their views were not solicited in the development of the DPP. Many in this group pointed to a lack of administrative stability in their areas due to management turnover as a possible reason for this inconsistency. Since 2003-2004, the college has seen changes in thirty leadership positions.

In addition, although a structure is clearly in place for participatory governance, lack of communication sometimes impedes the work of some committees. This was the case with the safety issue surrounding inoperable fire alarms on the SAC campus and the reason for the reinstatement of the Safety and Security Committee. Interviews conducted with the president of the college, the president of the Board of Trustees, the chancellor and the executive board of the Academic Senate in January 2008 all suggest this. The president noted that shared governance was “tested in 2007,” and that the institution needs to continue to have “authentic communication” in the appropriate venues and committees. With regard to the same issue, the president of the Board of Trustees noted, “There is a problem with shared governance at SAC. Information is not free-flowing enough.” The chancellor also made reference to organizational and communication problems in the governance structure that were pointed up by the fire alarms problem. Finally, the executive board of the Academic Senate noted that the senate has been working on streamlining the shared governance committee structure and enhancing the flow of information and efficiency of institutional operations (IVA1-7).

Two sets of survey results speak to the relative health of collegial, dialogic processes and shared governance:

## **STANDARD IV: Leadership and Governance**

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1) The Accreditation Standard IV Survey of November 2007:

- Sixty-one percent of 190 respondents “agreed” or “strongly agreed” with the statement: “The SAC president establishes a collegial process that sets values, goals and priorities” (IVA1-8, Overview, p. 3. Item 8).

2) The Spring 2007 Staff Accreditation Survey (AA):

- Forty-six percent of 220 respondents from administration, faculty and classified “agreed” or “strongly agreed” with the statement: “SAC leadership encourages participation in the decision-making process.”
- Forty-seven percent “agreed” or “strongly agreed” with the statement, “Faculty, staff, administrators and students at SAC have clearly defined roles in institutional governance.”
- Fifty-one percent “agreed” or “strongly agreed” with the statement: “The collegial governance structure at SAC follows an organized process.”
- Forty-seven percent of the classified respondents did not agree that the “SAC leadership encourages participation in the decision-making process.” A focus group session with members of the classified staff revealed that many classified employees felt their views were not solicited in the development of department portfolios and pointed to a lack of administrative stability in their areas due to management turnover as a possible reason for this deficiency.

A focus group session with members of the classified staff revealed that many classified employees felt their views were not solicited in the development of department portfolios and pointed to a lack of administrative stability in their areas due to management turnover as a possible reason for this deficiency (IVA1-9).

### **Self Evaluation**

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The Participatory Governance Structure (N) is the document that outlines the purposes, goals, membership and meeting schedule of each institutional governance committee. Two major changes have been made within the past three years. In 2007, The Institutional Effectiveness and Assessment Committee was added as a governance committee for oversight of all college planning, and the Safety and Security Committee was reinstated to address all safety and security concerns. Safety issues which arose fall 2007 have been alleviated; all fire alarms are in complete compliance at this time.

Both the college president and Academic Senate leaders acknowledge that important and encouraging progress is being made. In particular, they point to a highly productive and unprecedented joint meeting of the Academic Senate executive board and the President’s Cabinet on

## **STANDARD IV: Leadership and Governance**

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February 5, 2008, to discuss and initiate refinements and improvements in the strategic priorities for SAC, in governance structures and operational flow and in documentation and evidence collection. Additional joint meetings of the Academic Senate executive board and the President's Cabinet are slated for later in the year. This group will also convene annually to continually review governance structures, ascertain that information is clearly flowing to appropriate groups, and make adjustments as needed (IVA1-7, N).

Because the college has implemented many changes in its structures and processes since 2004, the administration saw the need to reaffirm its commitment to ensure participation in the decision-making process, particularly by classified staff. This has been addressed by convening special forums for classified staff so that they may voice their views relating to operational matters at the college.

### ***Planning Agenda***

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- ❖ The president of the college, the president of the Academic Senate and representatives of CSEA will continue to review the participatory governance framework and its operational flow annually.
- ❖ The college president will conduct regularly-scheduled classified forums to facilitate communication among this constituency group.

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

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

### ***Descriptive Summary***

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All constituency groups are given an opportunity to participate in governance activities. The Participatory Governance Structure (N) clearly stipulates that most governance groups be represented by the Academic Senate, CSEA and Associated Student Government. All meetings are held on a regular basis and are open to the community to allow for public comments. In addition, faculty and the academic administrators participate in the division/department meetings to discuss college policies, planning and budget issues that relate to their respective area of

## **STANDARD IV: Leadership and Governance**

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responsibility. Administrative Support Services and the Student Services division hold department/program meetings in which faculty, staff and students have a voice in college planning and budget related to their area. The college president meets weekly with vice presidents at the President's Cabinet and quarterly with all SAC managers at a Management Council meeting.

### ***Self Evaluation***

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This standard is met. All constituent groups are given ample opportunity to participate fully in governance activities. The Academic Senate appoints faculty to serve on all governance committees and is responsible for making recommendations to the board regarding academic and professional matters. Students and staff are allowed equal opportunity to participate in institutional governance; staff is appointed by the classified bargaining unit (CSEA), and students are assigned by the student organization (ASG).

### ***Planning Agenda***

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None.

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

### ***Descriptive Summary***

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The college relies heavily on faculty to give input on student learning outcomes and on faculty, administrators and support staff on services. Input on learning and student services is evidenced in the work of the Curriculum and Instruction Council (C&I) and the division curriculum committees, Teaching Learning Committee (TLC), IE&A and Student Success Committee. It is also evidenced in the DPP (**P**).

The Academic Senate has the primary responsibility for making recommendations to the RSCCD Board of Trustees regarding the following academic and professional matters:

- Curriculum, including establishing prerequisites and placing courses with disciplines
- Degree and certificate requirements
- Grading policies
- Educational program development
- Standards regarding student preparation and success
- Policies for faculty professional development activities

## **STANDARD IV: Leadership and Governance**

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The C&I Council, which reports to the Academic Senate, fulfills the state-mandated role of certifying the academic integrity of all credit and non-credit classes and programs. It is founded on a joint agreement between the Academic Senate and the Board of Trustees to consult collegially on all academic and professional matters. The council is also part of the district shared governance framework and provides a forum for students, administration and faculty to participate in formulating curricular, instructional and academic policy. Representation from each division curriculum committee ensures cross-disciplinary dialogue and unity in the application of academic policies. The main functions of the council are to approve, review and modify all course outlines; approve all catalog policy changes affecting curriculum, instruction, degree requirements, standards and student participation; and approval of all academic standards and policies (AF—Santa Ana College/Santiago Canyon College Joint Curriculum and Instruction Handbook). The SAC C&I council is separate from but simultaneously aligned with the Santiago Canyon College (SCC) C&I council. Both councils are dedicated to maintaining a district-wide common/shared curriculum. The district Curriculum and Instruction Council, a joint SAC/SCC council, ensures that information is shared and that policies and shared courses are in alignment.

The Teaching Learning Committee (TLC), a sub-committee of C&I, is charged with the oversight of student learning outcomes and assessment and hosting staff development activities related to SLOs and assessment practices, rubric development and best practices in teaching. The TLC receives aggregate reports from the quadrennial DPP *Portfolio Assessment/Program Review* regarding *Direct SLO Assessment* (Y). After cross-disciplinary dialogue, the TLC refers recommendations regarding student learning to the IE&A committee for discussion and possible inclusion into the *Strategic Plan*.

The IE&A committee is the planning oversight committee of the *Educational Master Plan* (Q). This committee is responsible for updating the *Strategic Plan* and making recommendations to College Council and other governance committees regarding outcomes of the DPP academic program review, as well as Student Services, Administrative Services and President's Cabinet program reviews. Reports received from the TLC and the appropriate vice presidents are utilized to make recommendations about changes to the *Strategic Plan* (AB). A faculty member, the IE&A coordinator, chairs this committee. Other members include the Academic Senate president, the past president of the Academics Senate, the vice president of academic affairs, the vice president of student services, the vice president of administrative services, the vice president of SCE, the assistant vice-chancellor of educational services (district), the associate dean of information and learning resources, an academic dean and a classified staff member appointed by CSEA.



## STANDARD IV: Leadership and Governance

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The purpose of the Student Success Committee is to positively impact the academic achievement and success for SAC students by linking matriculation, student equity and related student success initiatives at the college. Sub-committees of the Student Success committee include the SAC Basic Skills Task Force, the Matriculation Committee, the Transfer Task Force and the Student Success Scholarship Task Force. The Student Success committee is chaired by the vice president of student services and the basic skills/literacy coordinator. Membership includes up to fourteen faculty members appointed by the Academic Senate, nine administrative representatives, four classified representatives appointed by CSEA, and two student representatives appointed by ASG (N—SAC Participatory Governance Structure).

### **Self Evaluation**

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This standard is met. Faculty, managers, classified staff and students participate in all participatory governance committees that make recommendations regarding student learning programs and services. C&I, an Academic Senate committee, is chaired and represented by faculty, with the exception of the vice president of academic affairs and one division dean. It has been delegated the *primary advice role* to the Board of Trustees in all academic areas involving curriculum and program development:

- Curriculum, including establishing prerequisites and placing courses with disciplines
- Degree and certificate requirements
- Grading policies
- Educational program development
- Standards regarding student preparation and success

All other participatory governance committees act in consultation to College Council and are represented by all constituency groups.

### **Planning Agenda**

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None.

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

## STANDARD IV: Leadership and Governance

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### ***Descriptive Summary***

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The college has established a governance framework and necessary processes to ensure effective communication, the interchange of ideas and collegial governing among SAC constituents. The Participatory Governance Structure (N) provides an outline of the official guidelines of the committees which report to College Council: Accreditation, Technology Advisory (SACTAC), Safety and Security, Institutional Effectiveness and Assessment (IE&A), Facilities, and Student Success. This structure ensures effective and broad communication. Students are standing members of six of the seven formal governing committees. Faculty and classified staff are represented on all governance committees. Moreover, the college president meets regularly with the president of the Academic Senate to exchange ideas and share concerns.

The College Council is the participatory governance communication tool for all constituent groups to provide advice to the college president and college leaders of the constituency groups on college issues. The council reviews board docket items, reviews and considers recommendations from other committees as needed, reviews and considers recommendations from council members for special consideration, and reviews Board of Trustees Policies (BP) and Administrative Regulations (AR). The IE&A is responsible for institutional effectiveness and coordination of all college plans and program reviews. This committee aggregates and communicates recommendations from program review studies to College Council, the Budget Committee, SACTAC and the Facilities Committee as appropriate. The Accreditation Committee oversees and coordinates institutional self studies, interim reports, midterm reports and all exigencies of ACCJC. During self study cycles, the committee is amplified in membership and becomes the Accreditation Steering Committee. The Budget Committee is responsible for recommending budget priorities, procedures and processes. Members of the Budget Committee serve on the district Budget and Planning Review Committee (BAPR). The Facilities Committee is responsible for identifying and prioritizing capital projects. It is responsible for oversight of *Measure E* bond projects. The Student Success Committee is responsible for linking matriculation, student equity and related student success initiatives. The Basic Skills Task Force, Matriculation Committee, Transfer Task Force and the Student Success Scholarship Task Force are linked to the Student Success Committee. SACTAC is the hub for academic and administrative technology planning. It generates the ***Technology Plan*** (AE).

In February 2008, President's Cabinet met with the executive committee of the Academic Senate to discuss communication issues regarding participatory governance. This meeting yielded positive strategies and a

## **STANDARD IV: Leadership and Governance**

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revised Participatory Governance Structure manual. An annual meeting to ascertain the status of the governance structure is planned.

A student representative serves as an advisory member on the Board of Trustees (BOT), and the ASG president gives reports to the board at each regular meeting. The president of the SAC Academic Senate addresses the BOT at each meeting.

### ***Self Evaluation***

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This standard is mostly met. The primary vehicle for facilitating discussion of ideas is the Participatory Governance Structure, which is comprised of eight institutional committees. All councils and committees meet regularly, and minutes of each meeting are prepared and distributed widely.

As noted in IV.A.1, there has been concern from faculty and classified staff that although the participatory governance structure is well conceived, important information is sometimes not shared, e.g., the safety issue surrounding inoperable fire alarms.

Both the president and Academic Senate leaders acknowledge that important and encouraging progress has been made. In particular, they point to a highly productive and unprecedented joint meeting of the Academic Senate executive board and President's Cabinet on February 5, 2008 to discuss and initiate refinements and improvements in governance structures and the operational flow of information. Additional joint meetings of the Academic Senate executive board and President's Cabinet will take place later in the year. Also, because the college has seen changes in thirty leadership positions since 2004, the administration has reaffirmed its commitment to ensure participation in the decision-making process, particularly by classified staff. This has been addressed by the convening of special forums for classified staff so that they may voice views related to operational matters at the college (IVA1-9).

### ***Planning Agenda***

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- ❖ The college president and all constituency group leaders will continue to review and refine the governance framework and its operational flow.

## **STANDARD IV: Leadership and Governance**

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

### ***Descriptive Summary***

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The Accreditation Committee is an integral part of the Participatory Governance Structure (N). It reports to College Council and is charged with the responsibility to oversee and coordinate institutional self studies for WASC accreditation visits. Membership consists of the accreditation chairs, accreditation liaison officer, the assistant vice chancellor of educational services for the district, the associate dean of information and learning resources, one student representative and one college staff and employee group representative. In addition, during self study and accreditation team visit years, two chairs from each accreditation standards committee are added to the Accreditation Committee as the Accreditation Steering Committee. An accreditation Oversight Committee, comprised of the Accreditation Steering Committee co-chairs, the assistant vice chancellor of educational services, the associate dean of information and learning resources and the academic senate president, work regularly to coordinate all aspects of the process as well as the logistics of the team visit. Both groups keep agendas and minutes.

The Accreditation Committee took steps to ensure that the self study process included all college constituent groups by designating faculty, administrative and classified co-chairs for each accreditation standard. The Accreditation Steering Committee conducted orientations on the self study process and on the new format for the standards. Ample time was given for committee co-chairs to recruit and assign employees to participate on specific work groups or teams. Students were also recruited to participate in some committees. Regular Steering Committee meetings were held to receive progress reports on all aspects of self study activities and to offer suggestions on the descriptive or evaluative phases of the self-assessment. Standard committee co-chairs were reminded to review previous accreditation recommendations to ensure that any stated planning activities were incorporated into the current self study.

In preparation for the self study, the Accreditation Standards Committees collected evidence to support their findings. Regular progress reports were conveyed to the Board of Trustees by the college president. The Steering Committee faculty co-chair presented the final draft to the BOT

## **STANDARD IV: Leadership and Governance**

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in May and June; the BOT approved the final written edition of the self study July 21, 2008.

SAC complies with all policies and guidelines of the WASC Commission and moves expeditiously to respond to recommendations made by the commission. For example, the last SAC accreditation was reaffirmed with a requirement that the college complete an Interim Report. The team recommended that "... special attention be given to the evolving relationship between the district and the college...in consultation with the appropriate district and college leaders, a specification of the ultimate district/college relationships and desired governance structure." In response to this recommendation, district and college administrators created RSCCD Functions/Mapping of Responsibilities (L), a matrix which identifies seven major functions:

- Instructional Programs
- Student Services
- Fiscal and Administrative Services
- Educational Services
- Governance
- Graphic Communications, Publications, Public Relations and Marketing

This document outlines respective responsibilities and defines the relationship between the district and the colleges for each of the functions and is reviewed regularly.

### ***Self Evaluation***

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This standard is met. When completed, the latest self-study report represented a thorough and candid report of SAC and its plans for future improvements related to the accreditation standards.

### ***Planning Agenda***

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None.

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

### ***Descriptive Summary***

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The Participatory Governance Structure (N) is updated and changed as necessary. The framework has undergone thorough review over the past

## **STANDARD IV: Leadership and Governance**

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two years by the college president and academic senate president. In 2007 two new committees were added to the participatory governance structure. The Institutional Effectiveness and Assessment Committee (IE&A), formerly a sub-committee of the Accreditation Committee, to oversee institutional effectiveness related to Standard I, was added to the governance structure with amplified responsibilities, including oversight of the mission statement, all college planning and all program review efforts. The seminal document, the *Educational Master Plan (Q)*, is under the aegis of IE&A.

### **Education Master Plan:**

- Mission Statement
- College Core Competencies
- Strategic Plan
- Coordination of the Budget Plan, Technology Plan, Facilities Plan
- Oversight of program review, including Academic PA/PR (in conjunction with the Teaching Learning Committee), Student Services, Administrative Services and President's Cabinet models
- Department Planning Portfolios
- Month-by-Month Planning Calendar

This committee reviews the mission statement annually, forms sub-committees for the activities of the *Strategic Plan* as needed, works with College Council to host college planning meetings, keeps abreast of all accreditation exigencies related to institutional effectiveness, refers outcomes of program review to other governance committees for discussion and consideration, and makes recommendations to the College Council regarding planning.

The new Safety and Security Committee is responsible for reviewing policies and procedures relating to health and safety of students, staff and guests of the college.

### **Self Evaluation**

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This standard is met. The college president meets with academic senate representatives each fall to examine the collegial governance structure. As a result of these discussions, two new committees were added to the college governance structure: the IE&A and the Safety and Security Committee.

### **Planning Agenda**

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None.

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## STANDARD IV: Leadership and Governance

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### IV.B. BOARD AND ADMINISTRATIVE ORGANIZATION

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

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

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

#### ***Descriptive Summary***

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The Rancho Santiago Community College District (RSCCD) is governed by a seven-member Board of Trustees which has full legal authority and responsibility for the district. Board members each serve four-year terms and must reside in certain specified trustee areas they are selected at-large. Each college selects a student trustee as an advisor to the board.

The following Board Policies apply to conduct of the board:

- Statement of Ethical Conduct BP 9002
- Filling Vacancies BP 9005
- Training for New Trustees BP 9028
- Duties of the Officers BP 9008
- Board of Trustees Political Activities & Solicitation of Political Contributions BP 9027
- Alcohol Consumption BP 2021

In setting policy, the board has established intent to work within a participating environment with respect for students and all employee groups. Regarding academic and professional matters, the board consults collegially with the faculty by relying primarily on the advice of the Academic Senate. For all other professional matters, the board consults

## **STANDARD IV: Leadership and Governance**

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collegially through the participatory governance structure consisting of councils, committees, and College Council (N).

It is the responsibility of the board to appoint and evaluate the chancellor. Board Policy 2110 states: “The chancellor is accountable to the Board for the administration of all district activities not reserved by the Board or by the Education Code. Included in the chancellor’s prerogatives are the responsibility to submit reports and recommendations to the Board and implement powers and duties approved by the Board.”

### ***Self Evaluation***

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This standard is met. The Board of Trustees of RSCCD has developed clear policies and practices to ensure the quality of student learning and protect the district from undue influence or pressure.

### ***Planning Agenda***

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None.

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

### ***Descriptive Summary***

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The Vision Statement of the Rancho Santiago Community College District affirms that RSCCD is a learning community. It further states that the district and colleges are committed to ensuring access and equity. Moreover, it states that RSCCD will be a leader in the state in student learning outcomes (IVB1-10).

The vision and goals of the board are accomplished through the two colleges, Santa Ana College and Santiago Canyon College. Both colleges provide comprehensive programs and services in order to fulfill the mission (M—Santa Ana College Catalog 2007-2008).

Board Policy 6000: Instruction provides that the courses of instruction and educational programs are consistent with the mission statement. In addition, Board Policy 3500-5999: Students and Student Personnel Services gives direction to provide support services to students.

### ***Self Evaluation***

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This standard it met. There are sufficient board policies consistent with the district’s mission and goals.



## STANDARD IV: Leadership and Governance

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### ***Planning Agenda***

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None.

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

### ***Descriptive Summary***

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The Board of Trustees receives reports and presentations as part of the docket packet prepared for each board meeting. These reports concern educational programs, strategies fiscal planning and formal budgets. The board ensures the fiscal integrity of the district through a review of an annual audit by an independent audit firm and providing a minimum requirement of a five percent reserve.

The board is responsible for the allocation of funds to both colleges, which is based on full-time equivalent students (FTES) and specific needs of each college.

### ***Self Evaluation***

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This standard is met.

### ***Planning Agenda***

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None.

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

### ***Descriptive Summary***

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The Board of Trustees is governed by a series of Board Policies that specify the size, duties, responsibilities, structure and operating procedures of the board.

BP 9003 Membership

BP 9005 Vacancies

BP 9008 Duties of the Officers

BP 9009 Committee Structures

BP 9017 Order of Business

BP 9018 Parliamentary Procedure

BP 9019 Discussion and Debate

BP 9023 Approval of New Board Policies or Changes to Existing Policies

## **STANDARD IV: Leadership and Governance**

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Board policies and administrative regulations are available through the district intranet. Board policies are updated as needed based on information supplied by the Community College League of California.

### ***Self Evaluation***

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This standard is met. The board has sufficient policies.

### ***Planning Agenda***

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None.

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

### ***Descriptive Summary***

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The Board of Trustees operates under the RSCCD Series BP 9000, which includes bylaws of the board. The board complies with related state education and administration codes. This is evidenced in minutes and board resolutions.

The board reviews its policies on an annual basis during the Board Training Workshop, and it updates and revises policies as needed. The board has approved and/or revised policies under the provisions of BP 9023: Approval of New Board Policies or Changes to Existing Board Policies. There is also a series of administrative regulations attendant to board policy, which operationalize the board policies.

### ***Self Evaluation***

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This standard is met. Regular evaluation and revision of policies occurs.

### ***Planning Agenda***

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None.

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

### ***Descriptive Summary***

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Board Policy 9003 provides guidelines for ensuring continuity of board membership and staggered terms of office. Each trustee is elected for a staggered four-year term by the voters of the district.

Board Policy 9028: Training for New Trustees provides comprehensive in-service training and information deemed important for effective board

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## STANDARD IV: Leadership and Governance

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membership, including state legislative materials, education codes and other legal documents.

In addition to attendance at a variety of state and national trustee conferences, a Board Planning Retreat is held annually for board members to provide information about the programs, services and budgetary status of the colleges. New trustees are also encouraged to visit each college campus to meet with the president, academic senators and students (IVB1-11).

### ***Self Evaluation***

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This standard is met. Orientation and training for new board members is effective.

### ***Planning Agenda***

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None.

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

### ***Descriptive Summary***

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Board Policy 9022: Evaluation of Trustees describes a self-evaluation process in which each member conducts a self-evaluation according to the following criteria:

- Evaluation of progress towards board goals
- Identification and review of board strengths and weaknesses
- Overall board performance

The board held its annual planning and self-evaluation retreat on July 2, 2007. There were no suggestions to change the vision statement. Eight board goals for 2007-2009 were approved (IVB1-11).

### ***Self Evaluation***

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This standard is met. The board conducts self-evaluation.

### ***Planning Agenda***

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None.

## **STANDARD IV: Leadership and Governance**

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

### ***Descriptive Summary***

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The code of ethics for the Board of Trustees is defined in Board Policy 9002: Statement of Ethical Conduct, which was reviewed and updated in March 2005.

### ***Self Evaluation***

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This standard is met.

### ***Planning Agenda***

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None.

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

### ***Descriptive Summary***

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The Board of Trustees has been kept abreast of the accrediting process through ongoing reports at board meetings given by the president of the college and the president of the Academic Senate, who is a member of the Accreditation Oversight Committee. Agendas and detailed minutes of the Accreditation Steering Committee sent to the president of the college and regular meetings with the faculty co-chair of the Accreditation Steering Committee serve as a source of information for the college president. The faculty co-chair of the Accreditation Steering Committee also attended the board meeting in May and June 2008 to answer potential questions when the draft of the self study was presented. The final draft of the SAC self study was approved by the board in July 2008.

### ***Self Evaluation***

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This standard is met.

### ***Planning Agenda***

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None.

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

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## STANDARD IV: Leadership and Governance

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

### ***Descriptive Summary***

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Board Policy 2113: Evaluation of the Chancellor is the purview and responsibility of the Board of Trustees. The procedure for selection of a qualified chief executive officer requires that the chancellor be accountable to the board for administration of all district activities not reserved by the board or the education code.

Board Policy 2110 includes the duties of the chancellor, and Board Policy 2112 includes the chancellor's prerogatives. The chancellor has the responsibility of evaluating the president of each college, a process approved by the board, which includes staff evaluation forms sent from the chancellor's office to faculty, administrators and classified staff. Utilizing staff input, the chancellor evaluates the college president and reports his assessment to the board. When a vacancy exists at the level of the college president, the chancellor directs a search, oversees the selection process, evaluates the recommendations of the selection committee, and may authorize site visits at the final interview level. The chancellor then presents his recommendation to the board for approval. It is also the responsibility of the chancellor to submit regular reports and recommendations to the board on all other matters and implement powers and duties approved by the board.

The chancellor is required to prepare a self-evaluation in early December of each year. The self-evaluation includes progress toward achieving annual goals and long-range goals. The president of the Board of Trustees is responsible for scheduling a meeting with the chancellor to discuss the evaluation process. Notice of the evaluation sessions of the Board of Trustees' regular meetings on February 4 and March 10, 2008, were posted as required by California government code 54954.2 (a). For the chancellor's last evaluation, surveys were distributed to all district managers to solicit their opinion of his job performance. The evaluation session is posted as required by California Education Code (IVB1-12). The chancellor distributes evaluation surveys to all district managers to solicit their opinion of his job performance.

### ***Self Evaluation***

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This standard is met. Board policies are in place for evaluating the chief administrators of the district and colleges.

### ***Planning Agenda***

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None.

## **STANDARD IV: Leadership and Governance**

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

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

### ***Descriptive Summary***

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In June 2004 the Board of Trustees of Rancho Santiago Community College District did not renew the contract of the Santa Ana College president. Subsequently, the executive vice chancellor of human resources became the interim president of the college from July 2004 until March 2005. During that time, representation of deans on the College Council was ended. The selection of a new president was finalized when Erlinda Martinez, EdD was hired as the president of Santa Ana College on March 14, 2005.

The Santa Ana College president “serves as chief executive officer of the campus with overall responsibility to the chancellor for all aspects of planning, funding, staffing, facilities and delivery of all instructional programs in the Santa Ana service area, personnel services and employer-employee relations, student services and activities, [and] student performance and conduct in the service area” (IVA1-4).

The president oversees and evaluates the administrative structure, which includes vice presidents of academic affairs, student services, administrative services, and continuing education, the director of Santa Ana College Foundation, and the manager of Datatel, all of whom report directly to the president. Eight division deans report to the vice president of academic affairs, two deans of student services report to the vice president of student services, three deans report to the vice president of continuing education, and the director of institutional services, the plant manager and the custodial supervisor/graveyard report to the vice president of administrative services (IVB2-13). The president assigns responsibilities and delegates authority to this team of managers consistent with their assigned responsibilities.

The Spring 2007 Staff Accreditation Survey (AA) revealed:

- Fifty-one percent of 220 respondents from administration, faculty and classified “agreed” or “strongly agreed” with the statement: “The SAC president delegates authority to appropriate personnel.”
- Thirty-five percent of respondents answered “Don’t know.”

## STANDARD IV: Leadership and Governance

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- In that same survey, fifty-three percent “agreed” or “strongly agreed” with the statement: “The SAC administration provides effective and productive leadership.”
- Seventy-one percent “agreed” or “strongly agreed” with the statement, “The president of SAC provides effective leadership.”

A second Standard IV survey was conducted between November 25, 2007 and January 9, 2008, and was answered by 190 respondents from administration, faculty and classified:

- Fifty-seven percent “agreed” or “strongly agreed” that the “SAC president appropriately delegates authority to administrators and others consistent with their responsibilities.”
- Thirty-one percent selected “neutral.”
- Respondents’ comments to this survey item suggest that many “don’t know.” These numbers may indicate some lack of surety or awareness on the part of respondents as to the appropriate delegation of responsibilities to personnel. Some respondents cited limited contact with the president, in part due to her low visibility on campus. (IVA1-8, Overview, p. 3, item 7; Details, item 7)

While the administrative structure at the college has not undergone significant change since the 2001 accreditation self study report, the personnel filling many key administrative, directorial, managerial and coordinating roles have changed, particularly since the close of the 2003-2004 academic year. Since that time, the college has seen changes in thirty top-level college positions. Consequently, this has been a period of transition in terms of administrative leadership as follows:

President

Vice President of Academic Affairs: two turnovers (the position remained unfilled on a permanent basis for two-and-a-half years.)

Vice President of Administrative Services: two turnovers

Vice President of School of Continuing Education

Dean of Fine and Performing Arts

Dean of Counseling: two turnovers

Dean of Enrollment Services

Dean of Student Affairs

Dean of Exercise Science

Dean of Special Services

Dean of Instruction and Student Services: two turnovers

## **STANDARD IV: Leadership and Governance**

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Associate Dean of Instruction & Student Services

Associate Dean of Admissions and Records

Associate Dean of Student Development

Director of the Santa Ana College Foundation

Director of EOPS

Director of Administrative Services: two turnovers

Director of Health Sciences and Nursing: two turnovers

Director of Financial Aid: two turnovers

Director of Instruction and Student Services

Coordinator of MESA

Instructional Coordinator/Analyst in charge of coordinating scheduling of classes, monitoring faculty load and payroll

Coordinator of the Academic Computing Center

Plant Manager (IVB2-13, 14)

Administrative positions are filled in accordance with state regulations and district hiring policies as set forth in Board Policy of Rancho Santiago Community College District as well as the district's administrative regulations (IIIA1-6). Hiring committees comprised of representative college constituencies screen applicants, conduct interviews and forward finalists to the college president, who conducts a final interview, makes the determinative selection and forwards recommendations to the chancellor, who forwards recommendations to the Board of Trustees for approval.

In accordance with board policy BP 4128 (IVB2-15) and the Administrative Evaluation Procedures document, the president evaluates the vice presidents, and the vice presidents evaluate the academic and non-academic deans and forward these evaluations to the college president for review (IVB2-16). Administrators are evaluated in terms of standardized evaluation criteria the first two years of employment in a new position and at least once every three years thereafter. Evaluation standards include leadership/supervision skills, motivation skills, professional performance, interpersonal skills and knowledge base. Subsequently, the college forwards all evaluations to the chancellor for review. Additional evaluations may be made at the request of the chancellor, the vice chancellor or an immediate supervisor.



## STANDARD IV: Leadership and Governance

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### **Self Evaluation**

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This standard is met. The president oversees and evaluates an administrative structure that is organized and staffed to reflect the college's purposes, size and complexities. However, one of the challenges to the college as it pursues its mission has been the turnover of thirty administrators, directors, coordinators and managers since the end of the 2003-2004 academic year.

Because of the high number of administrative turnovers, many administrators have experienced a steep "learning curve" as they try to undertake demanding new positions requiring high degrees of leadership and supervision skills, motivational skills, professional performance, interpersonal skills and an institutional and job-specific knowledge in a college culture that is, for many of them, unfamiliar. As a result, the period since July 2004 has been one of transition and regeneration of momentum at Santa Ana College.

### **Planning Agenda**

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- ❖ The college president will ascertain that the roles and responsibilities of relatively new administrators are clearly defined and understood.

**IV.B.2 (b) The president guides institutional improvement of the teaching and learning environment by the following:**

### **Descriptive Summary**

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- Establishing a collegial process that sets values, goals and priorities.

The President engages in collegial processes and dialogue to establish values, goals and institutional priorities in several ways. The primary vehicle for these processes is the Participatory Governance Structure (N) document, detailed in IV. A, which identifies and describes eight institutional committees: College Council, Accreditation Committee, Budget Committee, Facilities Committee, Student Success Committee, Technology Advisory Committee (SACTAC), Safety and Security Committee and Institutional Effectiveness and Assessment Committee (IE&A). The latter two are committees added to the college governance structure after a thorough review over the last two years by the college president and the president of the Academic Senate. The Institutional Effectiveness and Assessment Committee is responsible for oversight of all college plans, including the *Strategic Plan*; oversight of student learning outcomes in concert with the Teaching Learning Committee (a sub-committee of the Curriculum and Instruction Council); and all program review, including academic, student services, administrative services and President's Cabinet. The Safety and Security Committee is charged with reviewing policies and procedures relating to health and safety, accident

## **STANDARD IV: Leadership and Governance**

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and injury reports, crime reports and complaints relating to the health and safety of students, staff and guests to the college. Each committee, made up of the various constituent groups of the college, takes part in the ongoing process of dialogue to define the values of the college, establish and refine college goals and set priorities.

The president dialogues weekly with vice presidents at the President's Cabinet and quarterly with forty-five vice presidents, deans, associate deans, directors, managers, supervisors, the accountant, the registrar, the lieutenant of campus security and the public information officer at Management Council meetings (IVB2-17). Reports are made to President's Cabinet by co-chairs of the governance committees as needed. The president also meets regularly with the president of the Academic Senate to discuss matters related to institutional values, goals and priorities.

In April 2007, the president, in conjunction with IE&A, held a college-wide planning retreat involving more than sixty members of the college from all constituencies. The dialogue at the retreat resulted in the creation of a draft of Vision Themes (**AG**), which includes six-broad-based thematic strands that are the foundations of an eight-year institutional *Strategic Plan* (**AB**), as well as re-evaluation and refinement of the mission statement of the college to make it more clear and succinct.

In 2007 the Academic Senate, in consultation with the college president, created two new institutional positions, faculty development coordinator and basic skills/literacy coordinator. These new positions, which reflect institutional goals, values and priorities that arose at the college-wide strategic planning retreat, are designed to enhance support for teaching, student learning and professional development at Santa Ana College. In 2008, the institutional effectiveness and assessment coordinator position was also established to coordinate institutional effectiveness efforts as they relate to planning, program review, SLOs and accreditation. The IE&A coordinator also chairs the IE&A committee.

- **Ensuring that evaluation and planning rely on high quality research and analysis on external and internal conditions.**

The SAC president is regularly given a range of information on demographic, enrollment, programmatic, degree/certificate attainment, transfer patterns and student satisfaction by the district Research Department that aid in the evaluation of institutional programs and planning. In addition, surveys conducted by outside agencies, such as the National Center for Educational Statistics, who provide the IPEDS Data Feedback Report, and the Community College Survey of Student Engagement, are supplied to the president. The president receives data from the SAC Transfer Center, EOPS and the Freshman Experience

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program, and statistics from Admissions and Records on enrollment trends and data provided by the continuing education division (IVB2-18). The department planning portfolio (DPP) process is also a crucial element of discipline/program planning and evaluation for the college, including assessment of student learning outcomes and providing evidence of program effectiveness, which aids in establishing future goals (P).

In the Fall 2007 Standard IV survey:

- Forty-three percent “agreed” or “strongly agreed” that the “SAC president ensures that evaluation and planning rely on high quality research and analysis.”
- Forty-two percent gave the response “neutral” to this survey item, suggesting either a lack of information about the use of high quality research and analysis in institutional planning or equivocal confidence that such research and analysis is an integral component in institutional planning (IVB1-8, Overview, p. 3, item 9).

Toward this end, IE&A is providing a venue for the analysis and use of data in institutional planning. IE&A, a shared governance committee, is charged with development and coordination of the *Strategic Plan 2007-2015 (AB)*, the *Technology Plan 2007-2012 (AE)*, and the *LPA Facilities Master Plan (F)* and *Budget Plan* into the *Educational Master Plan (Q)* and coordination of program review, including development and monitoring of the Month-by-Month Planning Calendar (W) of the college, oversight of planning, mission statements and institutional effectiveness as they relate to the accreditation process, and overseeing SLOs and assessment at the program and institutional levels.

- **Ensuring that educational planning is integrated with resource planning and distribution to achieve student learning outcomes.**

The president ensures that educational planning is integrated with resource planning and distribution aimed at achieving student learning outcomes through her participation on key participatory governance committees, including the College Council, Budget, and Facilities; through her weekly meetings with the vice presidents of academic affairs and student services, who serve on the IE&A and Student Success committees; and through her regular dialogues with the president of the Academic Senate.

In the Fall 2007 Standard IV survey:

- Fifty-three percent “agreed” or “strongly agreed” that the “SAC president ensures that educational planning is integrated with resource planning and distribution to achieve student learning outcomes.”

## **STANDARD IV: Leadership and Governance**

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- Thirty-six percent of respondents answered “neutral” on this issue. This may indicate a lack of knowledge about the issue on the part of the respondents or some reservations about the degree of integration between educational planning and resource allocation (IVB1-8, Overview, p. 4, item 10).

In an interview, the president affirmed that the college is doing well in working on planning and that SAC has “the right pieces in place” (IVB2-19).

At the district level, the president attends: 1. Weekly meetings of the Chancellor’s Cabinet, which includes the chancellor, the executive vice chancellor of human resources, the vice chancellor of fiscal services, the executive director of public affairs and governmental relations and the college presidents; 2. The chancellor’s monthly meetings with the District Management Council, made up of 125 members, fifty-one from the district, forty-five from SAC and twenty-nine from SCC; and 3. Monthly meetings with the Budget Allocation Planning Review Committee (BAPR), “the district’s participatory governance committee charged with making final recommendations to the Chancellor after formulating budget assumptions, reviewing budget projections, and developing district procedures relevant to budget and funding issues” (N—Participatory Governance Structure).

- **Establishing procedures to evaluate overall institutional planning and implementation efforts.**

The IE&A is the primary vehicle in the participatory governance structure that has been established to evaluate overall institutional planning and implementation efforts. The IE&A is “responsible for oversight of institutional effectiveness and coordination of all college plans.” These include development and coordination of the strategic planning cycle of the college, coordination and integration of the *Strategic Plan*, the *Technology Plan*, the *LPA Facilities Master Plan*, the *Budget Plan* into the *Educational Master Plan*, development and monitoring of the Month-by-Month Planning Calendar of the college, oversight of planning, mission statements and institutional effectiveness as they relate to the accreditation process, and overseeing SLOs and assessment at the program and institutional levels, while maintaining ongoing dialogue with the Teaching and Learning Committee regarding course and program-level SLOs (N—SAC Participatory Governance Structure).

### **Self Evaluation**

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- **Establishing a collegial process that sets values, goals and priorities.**

## STANDARD IV: Leadership and Governance

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This standard is partially met. The president has engaged in collegial processes and dialogue, primarily through the participatory governance model, to establish values, goals and institutional priorities that have resulted in a number of positive initiatives at SAC. The college president and the Academic Senate president, through dialogue, consultation and assessment of institutional needs, created two important new participatory governance committees, the Institutional Effectiveness and Assessment Committee and the Safety and Security Committee. In April 2007 the president and IE&A sponsored a strategic planning retreat involving more than sixty members of all college constituencies, which resulted in the draft of the six Vision Themes. This document, in conjunction with a refined college mission statement, served as the foundation of the *Strategic Plan 2007-2015 (AB)*.

Partly as an outgrowth of priorities, goals and values identified during the retreat, two new important positions were created: the faculty development coordinator and the basic skills/literacy coordinator. These positions, strongly supported by the Academic Senate, are designed to provide critical professional development opportunities for faculty, support for more effective teaching, and enhanced academic literacy skills for students. The IE&A coordinator position, also created in consultation with the Academic Senate, formalized institutional effectiveness as a college priority. The IE&A coordinator chairs the IE&A committee as well as the TLC.

The Safety and Security Committee was reinstated in response to the discovery of inoperable fire alarms in nine buildings on the campus. This situation, brought to light by faculty and staff, pointed up the need for an institutional committee to oversee issues of safety and security on campus. “The goal of the committee is to ensure that continuous attention is given to issues of safety and security at SAC and that communication on all related matters is on-going” (N—SAC Participatory Governance Structure).

These achievements have helped SAC recast its institutional vision, reassert its direction and regenerate its institutional momentum. Nonetheless, there is a general consensus from all constituencies that the participatory governance process is not working as well as it might at SAC. This is not a conceptual problem with the governance model but is rather an operational issue.

Nonetheless, both the president and Academic Senate leaders acknowledge that important and encouraging progress is being made (IVA1-7). In particular, they point to a highly productive and unprecedented joint meeting of the Academic Senate executive board and the President’s Cabinet on February 5, 2008, to discuss and initiate refinements and improvements in the strategic priorities for SAC, in

## **STANDARD IV: Leadership and Governance**

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governance structures and their operational flow and in documentation and evidence collection.

### ***Planning Agenda***

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- ❖ The college president will continue to meet with the Academic Senate executive board and classified staff leaders regarding participatory governance structures.

### ***Self Evaluation***

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- **Ensuring that evaluation and planning rely on high quality research and analysis on external and internal conditions.**

This standard is met. In her interview, the president affirmed that she works very closely with the assistant vice chancellor of educational services, who oversees the institutional Research Department, as institutional planning goes forward, and that the college has available large amounts of institutional and community data, including demographic, enrollment, programmatic, degree/certificate attainment, transfer patterns and student satisfaction data, which is sent out to constituencies involved in the planning process through participatory governance committees. These data and data from outside agencies, institutional programs and offices, as well as the department portfolio planning process, aid in the evaluation of institutional programs and planning for future institutional undertakings.

A second group, the recently convened joint Academic Senate executive board and President's Cabinet, including the president and the four vice presidents of academic affairs, student services, administrative services and continuing education, has also made documentation and evidence collection related to work on strategic planning priorities and improved governance processes of the college an explicit goal.

### ***Planning Agenda***

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None.

### ***Self Evaluation***

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- **Ensuring that educational planning is integrated with resource planning and distribution to achieve student learning outcomes.**

This standard is met. In an interview, the Academic Senate executive board indicated some reservations about the president's facility in handling institutional planning and organization and its relation to budgeting and resource allocation. Notwithstanding these concerns, the president is actively engaged in various committees at the district and college levels to ensure that educational planning is integrated with

## STANDARD IV: Leadership and Governance

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resource planning and distribution aimed at achieving student learning outcomes.

At the district level, the president attends weekly meetings of the Chancellor's Cabinet and monthly meetings with the District Management Council and the Budget Allocation Planning Review Committee (BAPR). At the college level, the president attends key participatory governance committees, including the College Council, Budget, and Facilities. She meets weekly with the vice presidents of academic affairs and student services, who serve on the IE&A (charged with integrating all college plans and oversight of all program review) and Student Success committees. She also dialogues frequently with the president of the Academic Senate.

The president's active engagement with all these groups charged with oversight of educational planning and budget supports the achievement of student learning outcomes that are undergirded by an integration of educational planning and resource allocation and distribution.

### ***Planning Agenda***

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None.

### ***Self Evaluation***

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- **Establishing procedures to evaluate overall institutional planning and implementation efforts.**

This standard is met.

In the Spring 2007 Staff Accreditation Survey (AA) revealed:

- Forty-four percent of 221 respondents from administration, faculty, and classified "agreed" or "strongly agreed" with the statement: "Planning processes at SAC are reviewed to identify needed areas of improvement."

In the Fall 2007 Standard IV survey:

- Fifty percent "agreed" or "strongly agreed" that the "SAC president establishes procedures to evaluate overall institutional planning and implementation efforts" (IVB1-8, Overview, p. 4, item 11).

The president acknowledged that assessing program effectiveness is "more challenging [than other aspects of the planning process]" (IVB2-19). The president identified a need for some improvement and refinement in creating measurable goals for institutional effectiveness. In this regard, she works very closely with the chair of the Institutional Effectiveness and Assessment Committee (IE&A), the Curriculum and Instruction Council (C&I), the Accreditation Committee and the Teaching and Learning Committee (TLC). As a result, integrated program review models

## **STANDARD IV: Leadership and Governance**

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for academic programs, student services, administrative services and President's Cabinet have been created and/or refined and included in the *Educational Master Plan (Q)*, a document under the aegis of IE&A. The Executive Board of the Academic Senate acknowledges the president's strong support for the Institutional Effectiveness and Assessment Committee.

The recently-constituted Institutional Effectiveness and Assessment committee is the primary vehicle in the participatory governance structure to evaluate the overall effectiveness of institutional planning and implementation efforts and the coordination of all college plans and all program review. Spring 2008, fifteen departments conducted a complete academic program review; student services conducted its annual program review; administrative services conducted program review and President's Cabinet conducted its first program review. IE&A received these reports and has made recommendations to College Council and other appropriate governance bodies.

The institutional planning derived from the Vision Themes and goals of the April 2007 college-wide planning retreat have been developed into the *SAC Strategic Plan 2007-2015 (AB)*. Under the aegis of IE&A, the goals and activities of the *Strategic Plan* have been assessed and updated. This will occur annually, and the *Strategic Plan* will be refined every spring. The development and adoption of the *Strategic Plan* provides for strengthened institution-wide assessment of effectiveness, and it provides a framework and a timeline in which that assessment will take place.

The department planning portfolio process (DPP) is the primary vehicle for department and division-level planning. The portfolio includes annual departmental goals, resource needs, assessment of progress toward the completion of goals. The portfolio includes an annual assessment of the prior year's goals as well as goals for the current year. Recommendations and requests for funding are tied to department goals, and allocation of resources is dependent upon department planning, assessment and linkages to efforts to improve student learning. Recommendations are prioritized by departments, forwarded to division deans and sent to the appropriate vice presidents. Dialogue and review of recommendations and requests occur at President's Cabinet, College Council and the Budget Committee, which serves in an advisory capacity to the College Council. Based on input from representatives on the Budget Committee, including administrators, faculty and classified staff, the committee establishes a list of college-wide priorities that are used for the allocation of funds. In addition, all *Portfolio Assessment/Program Review* is included in the DPP. *Direct SLO Assessment* is conducted annually, and a complete program review (*19QT*) is included in the DPP quadrennially. This information



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also informs fiscal and faculty requests, first evaluated at the department/division level, and then at the institutional-level.

Evaluation processes of decision-making and planning make use of many forms of research and data, including surveys (climate, student satisfaction, graduates, departments), enrollment trends, grade distribution reports, FTES reports, student utilization of services, student tracking and data on assessment and testing, student demographics, student outcomes and accountability, student retention, persistence, performance and satisfaction, transfer and graduates and enrollment management.

### **Planning Agenda**

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- ❖ The IE&A will continue to update the *Strategic Plan* and review its effectiveness in meeting the college's goals, objectives and mission statement.

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

### **Descriptive Summary**

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The president “recommends and executes Board policy, Rules and Regulations of the district and performs other duties as assigned by the Chancellor” (IVA1-4). The president and the administrative managers adhere to the RSCCD Board Policies Manual. Maintaining the consistency of institutional practices with the institutional mission and policies is achieved through the practices of shared governance, which are clearly defined in the document Participatory Governance Structure (N). In particular, the College Council, made up of the president, vice presidents, CSEA representatives, the Academic Senate president and the ASG president, (representation of the deans was ended in 2004), review “board of trustee’s policies and administrative regulations as needed.”

### **Self Evaluation**

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This standard is met.

In the Fall 2007 Standard IV survey:

- Fifty-nine percent “agreed” or “strongly agreed” that the “SAC president assures that institutional practices are consistent with institutional mission and policies” (IVB1-8, Overview, p. 4, item 12).

Overall, the president assures the implementation of statutes, regulations and governing board policies and assures that institutional practices are consistent with the institutional mission and policies. The general

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responsibilities of the president include the responsibility “for safety, security and preservation of human and fiscal resources” (IVA1-4). However, the issue of inoperative fire alarms in nine buildings on the Santa Ana campus, discovered over the last two years, but not brought to the attention of the board until the board meeting of October 29, 2007 by the Academic Senate president of SAC, pointed up an area of presidential responsibility requiring attention, a board policy that was not being implemented appropriately and violations of existing fire codes. Board Policy 3517 ensures that “the Board is committed to a safe and secure district work and learning environment (IVB2-20). To that end, the Chancellor shall ensure that there are safety plans established and posted or otherwise made available at each site,” and that these plans “shall include any special safeguards that have been established, any actions taken in the preceding 18 months to increase safety, and any changes in safety precautions to be made during the next 24 months.” Due to this situation, violations of Sections 1001.5.1, 1001.5.3 and 1001.5.3.1 of the Uniform Fire Code and the California Fire Code occurred. It must be noted, however, that once discovered, the problem of the inoperable fire alarms was solved expeditiously in thirty-one days through joint efforts of the district and the college, and the college is once again in compliance with Board Policy 3517 and the provisions of the Uniform Fire Code and the California Fire Code. Subsequently, to ensure the safety and security of all constituencies at Santa Ana College, the college reinstated the Safety and Security Committee, a participatory governance committee, charged with reviewing policies and procedures relating to health and safety, accident and injury reports, crime reports and complaints relating to the health and safety of students, staff and guests to the college (IVA1-7, IVB2-19, IVB2-20, IVB2-21, IVB2-22).

### ***Planning Agenda***

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None.

#### **IV.B.2 (d) The president effectively controls budget and expenditures.**

The president effectively controls budget and expenditures through a series of consultative processes involving both college-based and district-level budget planning and allocation committees. At the college, the president attends meetings of the SAC Budget Committee (BC), a participatory governance committee which reports to College Council. The Budget Committee meets eight times a year to review the college budget and Resource Allocation Model and to recommend budget priorities and processes, long-term fiscal planning, a budget calendar and processes for resource allocation to the college president.

A preliminary estimate of the fiscal allocation for the college goes to the BC in the first quarter of the calendar year. Based on this estimate,

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college constituencies identify specific future needs for fiscal resources. Departments and divisions submit budget requests based on the department planning portfolio (DPP) process, which allows them to identify goals and prioritize upcoming yearly resource needs tied to those goals. During this process, SAC administrators, faculty and staff work collaboratively to refine these prioritizations. Departmental goals and attendant budget requests are sent to division deans and then forwarded to the appropriate vice president. The vice presidents then bring requests to President's Cabinet for discussion. The SAC administrative services department consolidates the budget requests and submits a resulting budget to the BC, which in turn, recommends a final version of the budget to the president for approval. The president evaluates the recommended budget and forwards an approved budget to the chancellor. The chancellor then evaluates the approved college budget and forwards his recommendations to the Board of Trustees for approval.

In the Fall 2007 Standard IV survey:

- Forty-four percent “agreed” or “strongly agreed” that the “SAC president effectively controls budget and expenditures.”
- Thirty-eight percent of survey respondents chose “neutral” for this item. This may suggest a lack of information about how effectively the president controls budget and expenditures or some reservation that budget and expenditures are being controlled effectively (IVB1-8, Overview, pp 4-5, item 13).

In an interview, the Academic Senate executive board indicated some reservations about the president's facility in handling institutional planning and organization and its relation to budgeting and resource allocation (IVB2-22). However, this may be an indicator of unevenness in the flow of information.

At the district level, the president, vice president of academic affairs, vice president of administrative services, an administrator from the School of Continuing Education (SCE), the accountant, and designees from the Academic Senate represent Santa Ana College on the eighteen-member Budget Allocation and Planning Review Committee (BAPR), “the District's [participatory] governance committee charged with making final recommendations to the Chancellor after formulating budget assumptions, reviewing budget projections, and developing District procedures relevant to budget and funding issues” (IVB2-23). The committee, in conjunction with the Chancellor's Cabinet and the Chancellor's Council, meets monthly to develop and monitor the budget for both credit and non-credit instruction and related issues.

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### ***Self Evaluation***

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This sub-standard is mostly met. The president effectively controls budget and expenditures through active participation in key budgeting processes at both the district level and college levels. In an interview, the president noted that she and the Budget Committee “have a fair handle on the budget” and the various funding sources available to the college, and that all governance constituencies dealing with budget are well-grounded in Education Code budget regulations (IVB2-19). The president affirmed that the Budget Committee and members of the College Council pay close attention to quarterly and mid-year reports in order to anticipate and plan for the natural ebb and flow of resources occurring in the budget cycle.

### ***Planning Agenda***

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- ❖ The president of the college will make information regarding budget issues readily available on a regular basis, especially in these times of fiscal constraint.
- ❖ To enhance communication, the president will ensure that budget requests brought to President’s Cabinet by the vice presidents from the DPP are shared with the Budget Committee.

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

Since arriving, the college president has engaged in substantial outreach to the local communities served by the college. The president attended several meetings of various local neighborhood associations to answer questions, make presentations and engage in dialogue. For example, after the passage of the bond *Measure E*, the prospective changing footprint of the college raised concerns in some local neighborhoods. In response, the president attended several meetings of various neighborhood associations, including the Artesia-Pilar Neighborhood Association and the Washington Square Neighborhood Association, to answer questions, make presentations and engage in dialogue. In an effort to promote the advantages of living in neighborhoods near the college, the president began a VIP program with four neighborhood associations contiguous to the college, which enabled residents to attend events at the college for free. In addition, the president has worked with various other local community agencies to support community development and to promote the college, including the City of Santa Ana Empowerment Corporation Board of Directors, the Santa Ana Workforce Investment Board, the Chamber of Commerce, and local high schools and PTAs (IVB2-24).

With regard to the college community *per se*, the president initiated a monthly president’s

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e-message, “Notes from the President,” to all SAC constituencies to update them on events and issues impacting the college (IVB2-25).

In the Fall 2007 Standard IV survey:

- Sixty-seven percent “agreed” or “strongly agreed” that the “SAC president works and communicates effectively with the communities served by the institution” (IVB1-8, Overview, p. 5, item 14).

### **Self Evaluation**

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This substandard is met. The college president has made substantial and concerted efforts to work and communicate effectively with the local communities served by the college. The president also communicates regularly to the college community through monthly e-messages.

### **Planning Agenda**

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None.

### **IV.B.3. Board and Administrative Organization**

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

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

### **Descriptive Summary**

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The 2001 accreditation visiting team made the following recommendation regarding the clear delineation and communication of operational responsibilities and functions of the district/system as opposed to those of the colleges and the consistent adherence to this delineation in practice:

*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*

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*arrangements; the Board should periodically be apprised of progress being made (Former Standard 10C.3).*

### **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 (Former Standard 10C.2).*

In response to the recommendation of the commission, the district, in collaboration with the colleges, has made progress in defining and assigning roles and responsibilities for various operational functions, including campus security, publications and facilities planning, which all have been centralized under *district operations*. In addition, the already centralized functions of human resources and purchasing have been reviewed from the perspective of efficiency, resulting in some procedural changes. In 2004, the district and the colleges created and implemented the RSCCD Functions/Mapping of Responsibilities (L) document, which delineates, in matrix format, district and college responsibilities in the following functions:

Function 1 Instructional Programs

Function 2 Student Services

Function 3 Human Resources

Function 4 Fiscal and Administrative Services

Function 5 Educational Services

Function 6 Governance

Function 7 Governmental Relations, Public Relations, Communications and Publications

The RSCCD Functions/Mapping of Responsibilities (L) defines the operational responsibilities of the colleges and the district and essentially provides a blueprint to assist with communication, operations and multi-college planning. This document is reviewed and revised by the Chancellor's Cabinet annually to ensure a smooth, articulated operational flow between the college and the district.

### **Self Evaluation**

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This standard is partially met. The college and district have made progress on a number of operational issues; however, the need for broad-based understanding of the RSCCD Functions/Mapping of Responsibilities remains open.

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In an interview for accreditation, the chancellor declared that the RSCCD Functions/Mapping of Responsibilities (L) document, revised annually, is adhered to by the district and the colleges. He called the annual review and revision of this document part of a larger “forced discussion,” an ongoing goal-driven dialogue designed to define, clarify and align and the roles of the colleges and district in terms of their operational responsibilities. These efforts have improved the clarity of the delineation of operational responsibilities of the district versus those of the colleges. Nonetheless, the chancellor acknowledges, “Delineation is a problem. Sometimes people do not like the delineation of functions although the delineation is very clear” (IVB3-26). Indeed, there are indicators that, while the delineation of district and college functions has been clearly defined in the RSCCD Functions/Mapping of Responsibilities, actual operational clarity about these delineations on the part of college constituencies remains challenging.

The results of two institutional surveys reveal:

- Of those respondents who have knowledge of the delineation of functions, less than a third agree that is clear and consistent.
- Nearly a third of respondents do not know whether this delineation of functions has been defined or, if it has, whether has it been operationalized consistently.
- Approximately a quarter of the respondents on both surveys answered “disagree” or “strongly disagree,” suggesting that this group of respondents finds the delineation defined in the RSCCD Functions/Mapping of Responsibilities to be unclear or inconsistent in practice.

The Spring 2007 Accreditation Faculty and Staff Survey (AA) indicates that this issue is the second lowest in terms of favorable responses of all items.

- Twenty-seven percent “agree” (twenty percent) or “strongly agree” (seven percent) with the proposition, “The district/system clearly delineates and communicates the operational responsibilities and functions of the district/system from those of the colleges and consistently adheres to this delineation in practice.”

Breakdown of this response by constituency groups:

- Fifty-four percent of administrators
- Twenty-seven percent of faculty
- Seventeen percent of classified “agree” or “strongly agree” with this proposition.
- Thirty-two percent responded “don’t know.”

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- Twenty percent of those responding answered “disagree” (nine percent) or “strongly disagree” (eleven percent).

Results from the Standard IV Survey of November 2007 yielded similar results. In response to the issue of delineation and consistent implementation:

- Thirty percent of respondents answered “agree” or “strongly agree”
- Forty-one percent answered “neutral”
- Twenty-nine percent answered “disagree” or “strongly disagree” (IVB1-8, Overview, p. 5, item 15).

In a group interview with the Academic Senate executive board, made up of the president, the vice president, the past president, the secretary/treasurer, and the C&I chair, executive committee members were asked, “Does the district clearly delineate and communicate the operational responsibilities and functions of the district from those of the colleges and consistently adhere to this delineation in practice?” Executive committee members observed that some “boundaries [between district and college functions] are blurred.” They note that even though the district and college functions are delineated on paper, in actuality the delineation does not work effectively as it should. They cite, for example, the lack of adequate support for the college from IT and facilities planning, all services that have become centralized as district functions (IVB2-22).

### ***Planning Agenda***

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- ❖ In meetings of all governance committees at the college and district levels, constituents should:
  - identify issues related to the delineation of functions between the district and the colleges that remain unclear, unknown, problematic, or less than optimally functional
  - create a plan for clarifying and optimizing the functions related to these issues
  - create a timeline for completion of these plans
  - operationalize the plans
  - widely communicate the results to the aforementioned district committees and to the appropriate governance bodies at the colleges.



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

### ***Descriptive Summary***

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The RSCCD Functions/Mapping of Responsibilities (L) document identifies those areas of service that the district provides to support the college in its mission and functions:

Function 1 Instructional Programs

Function 2 Student Services

Function 3 Human Resources

Function 4 Fiscal and Administrative Services

Function 5 Educational Services

Function 6 Governance

Function 7 Governmental Relations, Public Relations, Communications and Publications

RSCCD district services to the college include contract management, human resources, IT support and all business services, including payroll, purchasing, warehousing, publications and delivery for both colleges. The district also manages the portion of the budget used to pay administrators, full-time faculty and staff. In addition, the district provides research development, economic development and child development services (IVB3-27).

### ***Self Evaluation***

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This standard is partially met. In an interview, the chancellor stated that use of the budget allocation model initially forced the decentralization of services. However, in order to make more effective use of technology and resources, some services became centralized functions of the district. The chancellor cited two examples. Community Services was turned into a centralized district function. According to the chancellor, when this happened, SAC went from three to two positions, and SCC received two positions. Publication Services became a centralized function because of factors such as cost-effectiveness, the scope of district-wide services it was required to provide, and resources available, including enhanced technology and staffing.

Responding to the question, “Does the district provide effective services that support the college in its mission and functions?” members of the Academic Senate executive board affirmed that the district Research Department is very thorough, highly competent and beneficial. They expressed strong reservations about other district functions, most

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particularly IT, maintenance, and safety, in the wake of the fire alarms issue (IVB2-22).

Comments on the November 2007 Standard IV Survey support the senate's view:

- “Some district services are very appropriate (childcare, research, grants, etc.) but others are not.”
- “The fire alarms situation at SAC and the fact that CEC and SCC were properly outfitted with new systems and SAC was [not] speaks volumes.”
- “ITS, Purchasing and sometimes Human Resources have not provided timely or effective services. College members readily recognize deficiencies in these areas.”
- “Service does not seem to be the first concern. Whether it is ITS plans, priorities, or programs, Accounting's IFAS adoption, or HR's Greentree software, little effort seems to be made to work with those affected by the changes. Much more cooperation and service are needed rather than such [an] independent, autonomous approach. End users might and do have some good input to provide for greater success and much less frustration” (IVB1-8, Details, item 16).

Responses to the question “Does the district provide effective services that support the college in its mission and functions?” on the November 2007 Standard IV Survey indicate:

- Forty-five percent agree (thirty-six percent) or strongly agree (nine percent)
- Twenty-nine percent responded “neutral”
- Twenty-five percent answered “disagree” (nineteen) or “strongly disagree” (six) (IVB2-30, Overview, p. 5, item 16).

### ***Planning Agenda***

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- ❖ The college, through its governance committees and the Academic Senate will:
  - identify and prioritize the most serious areas of concern related to the district's support to the college

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- present them at the district level through the appropriate governance and operational venues, including the Chancellor's Cabinet, District Management Council, the District Construction Coordination Committee, the Human Resources Committee, the Budget Allocation and Planning Review Committee, the Technology Advisory Group, meetings of the chancellor with the Academic Senate presidents from Santa Ana College and Santiago Canyon College, and meetings of the Board of Trustees

❖ In response, the Chancellor's Cabinet should:

- create a plan for addressing the identified and prioritized areas of concern
- create a timeline for completion of these plans
- operationalize the plans
- widely communicate the results to the aforementioned district committees and to the appropriate governance bodies at the colleges.

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

### ***Descriptive Summary***

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The district's budget allocation model, developed in 2000-2001, is used in yearly budget and allocation resource planning. Based on the model, the district assumes responsibility for all fixed district costs, which include salaries and benefits for administrators, full-time instructors, full-time staff and part-time ongoing staff, amounting to 74.3 percent of the total budget resources in the 2007-2008 budget year. Of the remaining 25.7 percent of funding resources, the district receives 16.48 percent before allocations are made to the colleges. These allocations are based on a formula that is driven by the size of the college in the previous year and by an FTES production/income-generation model. Currently 60.52 percent of the discretionary budget remaining after budgeting for fixed costs is allocated to Santa Ana College. In the 2007-2008 fiscal year, that was \$55,582,177 for an institution of 27,097 enrolled students (IVB3-28).

To allocate funds from bond *Measure E*, the board requested and received a list of desired projects from Santa Ana College, Santiago Canyon College and the District Office. The district allocated a share to SAC, roughly forty-seven percent according to the chancellor, for land purchase, large off-site projects, including the Sheriff's Academy and the Digital Media Center, and new facilities and improvements to the aging infrastructure on the main campus of SAC. Total expenditures for SAC equaled \$91,746,759 through May 8, 2008 (IVB3-29).

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In allocating faculty hires to the colleges, the chancellor uses a process that takes into account education code requirements, the state “Faculty Obligation Number” requirement that districts “maintain their ratio of full-time faculty each year by increasing full-time faculty by the same percentage as funded enrollment growth,” compliance with the California legislated “Fifty Percent Law.” Also taken into account are hiring priority lists submitted by the colleges through the presidents to the chancellor, and a set of criteria that includes replacement of key positions, enrollment growth and demands, anticipated key vacancies, program development and expansion and equalization of full-time faculty ratios between the colleges (IVB3-30).

### **Self Evaluation**

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The issue of “fairness” is subjective and open to legitimate debate on the part of fair-minded district and college stakeholders. Any reasonable examination of this issue requires a sense of the larger district context in which decisions about resource allocations have been made. Given that this is the first time that the district and its two colleges are undergoing the simultaneous process of self study, this larger, comparative, contextualized approach to the idea of fairness in the distribution of resources is useful and appropriate.

In survey and interview responses from SAC administrators, faculty and staff, and in commentary from the chancellor, a difference emerged in how constituents of the college and the district construe the idea of fairness. It is in the distinction between the idea of “equity” voiced by SAC constituencies and the idea of “equality” discussed by the chancellor that they appear to differ in their perceptions of what is fair in terms of resource allocation.

Constituent responses to two institution-wide surveys at SAC, the Santa Ana College Spring 2007 Staff Accreditation Survey (AA) and the Standard IV Survey of November 2007, suggest a widely-held perception by a large number of faculty, staff and administrators at Santa Ana College that the college does not always receive a fair or appropriate allocation from the district.

Constituent responses to this item on the Spring 2007 Staff Accreditation Survey “The district provides *appropriate* distribution of resources that are adequate to support the effective operation of the college” were the least favorable of all survey responses.

- Twenty-five percent responded “agree” (eighteen percent) or “strongly agree” (seven percent) with the proposition.

Breakdown by respondent constituency groups:

- Fifty-four percent of administrators

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- Twenty-two percent of faculty
- Nineteen percent of classified.
- A relatively low eighteen percent responded “don’t know.”
- Thirty-seven percent of those responding answered “disagree” (fourteen percent) or “strongly disagree” (twenty-three percent)

Breakdown by respondent constituency groups:

- Thirty percent of administrators
- Thirty-eight percent of faculty
- Thirty-nine percent of classified

In response to the issue, “The district provides *fair* distribution of resources that are adequate to support the effective operations of the college, the Standard IV Survey of November 2007 results show:

- Twenty-three percent of respondents answered “agree” or “strongly agree”
- Twenty-one percent answered “neutral”
- Fifty-five percent answered “disagree” or “strongly disagree.” (IVB1-8, Overview, p. 6, item 17).

When asked in an interview if there is a fair distribution of resources to the college from the district, the executive board of the Academic Senate cited several examples of unfair distribution, including staffing allocations, distribution of Chancellor’s Ball revenues to the colleges, and uneven maintenance, safety and IT support from the district (IVB2-22).

While there are several reasons for the perception of inadequate and unfair distribution of resources at SAC, the single biggest factor, according to staff surveys and Academic Senate executive board comments, has been the perceived inequity of allocation of faculty for the college in recent years.

- According to one set of documents from Human Resources, since 2001, SAC has had a net loss of seven full-time faculty positions. Santiago Canyon College (SCC) has had a net gain of twenty-four full-time faculty positions in this same time period (IVB3-31).
- Another set of data from Human Resources indicates that SAC has gained five positions since 2003 while SCC has gained twenty-eight (IVB3-32).
- Yet a third data set from IT shows SAC full-time contract faculty growing by three from fall 2002 to fall 2007, about one percent, while SCC full-time faculty grew by twenty-nine during this same period, growth of about thirty-three percent (IVB3-33).

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Clear and specific rationale for hiring decisions exists; however it was first broadly communicated publicly at the March 10, 2008 meeting of the Board of Trustees by the executive vice chancellor of human resources and shortly thereafter to constituencies at SAC at meetings of governance and operational committees. At that time, SAC constituencies learned that the chancellor takes into account the equalization of full-time to part-time faculty ratios between the two colleges as one factor when making decisions about new hires. This factor may account for some of the differences in perception between SAC constituencies and the district in terms of the issue of fairness of distribution of staffing allocations.

Regarding the faculty hiring issue, the executive vice chancellor of human resources explained, “SCC's change in the full-time/part-time ratio over the last eight years has been relatively small due to the growth rate at SCC vs. SAC. The full-time/part-time ratio is a measure taken each fall of the credit weekly student contact hours (WSCH) for full and part-time faculty. In those eight years, SAC's WSCH has increased 8.65 percent, whereas SCC's has increased 34.18 percent. Another factor that would contribute to this is the fact that in its early years, some SAC faculty taught part of their load at SCC” (IVB3-34).

According to statistics from Human Resources (not including child development faculty), though SAC's increase in WSCH has been 8.65 percent from 2000-2007, increase in full-time faculty has been less than one percent during that same period, and the college's full-time to part-time ratio has remained almost unchanged:

- In 2000 full-time faculty at SAC totaled 252
  - The ratio of full-time to part-time faculty at SAC was 63.6 percent to 36.4 percent.
  - The ratio of full-time to part-time faculty at SCC was 52.51 percent to 47.49 percent.
- In 2007, after 165 full-time faculty hires made since 2000 using the chancellor's criteria, full-time faculty at SAC totaled 254.
  - The full-time to part-time ratio at SAC was 63.16 percent to 36.84 percent.
  - The full-time to part-time ratio at SCC was 53.72 percent to 46.28 percent (IVB3- 31).

One discernable result of the pattern of hiring in the district in recent years is that students at SAC are currently in English and mathematics courses with slightly higher average class sizes taught by a much lower percentage full-time faculty than their counterparts at SCC. At SAC excess demand numbers for many sections of English and mathematics are high (IVB3-35).

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According to the *RSCCD 2000 Community Demographic Profile* based on the 2000 Census, the student populations affected by these changes are demographically quite different:

- The SAC service area population is comprised of a community with a per capita income of \$12,744.
- The student body at SAC comes from a community with an educational attainment level of an AA degree or above for fifteen percent of people over twenty-five years old (fifty-seven percent in census year 2000 had not obtained a high school diploma).
- The student body at SAC comes from a community that is twenty-six percent linguistically isolated (IVB3-36, pp. 51-55, pp. 38-39, pp 42-44, pp. 49-50).

In 2005 Latinos represented eighty-two percent of traditional credit enrollments in the SAC service area and are expected to be eighty-five percent of enrollment in 2010 (IVB3-37, p. 6). A 2004 report by the Nelson A. Rockefeller Institute of Government, *An Update on Urban Hardships*, lists Santa Ana as the number one troubled U.S. city among a list of ten troubled cities based on hardship indicators (IVB3-38).

A central theme in the chancellor's interview is that the colleges need to be treated equally. In discussing the district's budgetary philosophy, the chancellor stated, "It's the 'Noah's Ark' approach. Everybody gets the same." As an example of this assertion, he cited the "50/50" split of *Measure E* monies between the colleges, even though a larger percentage of the revenue generated by the bond comes from the communities of Orange and Villa Park, served by SCC, where property values are higher (IVB2-26). According to the May 8, 2008 Capital Projects Summary for *Measure E*, SAC was allotted just under 47% of bond monies and SCC was allotted 49% (IVB3-29). Another example was the chancellor's observation that as some functions formerly housed at the colleges became centralized, three designated positions at SAC for Community Services were cut to two, and two positions were designated for SCC (IVB2-26). In actual practice, monies raised to help students buy books at the annual district charity event, The Chancellor's Ball, are split 50/50 between the two colleges. In discussing students, the chancellor asserted, "We need to take care of the students [at each of the colleges] equally." In a related remark, the chancellor observed that the students attending the two colleges are "about the same." Looking forward, the chancellor predicted that the colleges are headed toward a 50/50 split of resources as they grow. The chancellor observed that accommodating the competing common interests and needs of the colleges is "a challenge." Finally, the chancellor stated that in meeting that challenge, the board delegates

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authority to the chancellor for final decisions about the budget (IVB2-26).

In November 2007, the Academic Senate put forth a resolution asking the board to direct the chancellor to detail his decisions regarding staffing allocations (IVB3-39). Subsequently, in the most recent round of decisions about faculty allocations for the two colleges, the chancellor met and dialogued with the two college presidents, the two presidents of the Academic Senates, and the vice chancellor of fiscal services, and thereafter, made his selections for new positions in that small group meeting, allocating 3.5 positions to each college.

When the president of the Board of Trustees was asked in his interview with the Standard IV Committee about Standard IV.B.3 (c), the fair distribution of resources to the colleges, he replied, "It's a sore point." He noted that "SCC is a growing college that has needs" and observed that it is a challenge to balance the resource requirements of "a growing campus [SCC] vs. a physically expanding campus [SAC]." The board president averred that differences in demographics between the two colleges are considered by the board in making decisions and that the board understands that these disparities exist." He also observed, "There is a capacity problem at SAC, not a demand problem." He stated, "In Santa Ana we have a need for retraining. The answer is non-credit" (IVB2-26).

When asked in an interview for accreditation, "Are our financial resources sufficient to support student learning programs and services?" the SAC president answered, "Yes, but only because of grant monies (e.g., TRIO, Nursing) (IVB3-40).

More transparency and openness in the staffing allocation process would help to diminish the differences in perceptions of fairness that exist between the constituencies at SAC and the district.

### ***Planning Agenda***

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- ❖ The president of the college will elicit clear information about staffing rationale and disseminate this information to SAC constituency group leaders through College Council.

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

### ***Descriptive Summary***

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RSCCD, the fourth largest community college district in the state, is fiscally sound. Under the direction of the Board of Trustees and following established budgetary guidelines, the chancellor directs the staff in the development of a district budget. Through fiscally challenging times, the district has maintained a balanced budget with a planned five percent reserve and an actual reserve of 12.75 percent over the last five years



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## STANDARD IV: Leadership and Governance

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(IIID2-15, 16, 17). In budgetary planning, the district has accounted for automatic expenditure increases, such as salary step and column adjustments. Before the start of each fiscal year and budget cycle, the Board of Trustees identifies budget assumptions that take into account both short-term and long-term goals.

In conjunction with the Chancellor's Cabinet and the Chancellor's Council, the district Budget Allocation and Planning Review Committee (BAPR), a participatory governance committee, which includes representation from all college constituencies, uses the budget assumptions to develop a district budget and prepare an annual budget calendar. Since 2000-2001, the district has used a budget allocation model to distribute financial resources within the district. Based on the model, the district assumes responsibility for all fixed district costs, which include salaries and benefits for administrators, full-time instructors, full-time staff and part-time ongoing staff, amounting to 74.3 percent of the total budget resources for this budget year. Of the remaining 25.7 percent of funding resources, the district receives 16.48 percent before allocations are made to the colleges (IVB3-26). These allocations are based on a formula that is driven by the size of the college in the previous year and by an FTES production/income-generation model. Currently 60.52 percent of the discretionary budget left after budgeting for fixed costs is allocated to SAC, and twenty-three percent is allocated to SCC.

Independent audits of financial statements are conducted annually. The most recent Independent Auditors Report was presented to the RSCCD Board of Trustees on November 9, 2007. Along with other criteria, it was the opinion of the auditors that the district complied, in all material respects, with the compliance requirements that are applicable to each of its major federally funded programs for the year ending June 30, 2007 (IIID2-17).

### **Self Evaluation**

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This standard is met. According to the board president, "This is the most fiscally-sound district [in our region]." In an interview, the chancellor concurred, saying, "We are very financially sound." The chancellor stated that ever since the district became a multi-college district, the district and the Board of Trustees have set goals to remain financially stable, to meet all contractual obligations and to develop a philosophy of creativity and innovation. He notes that we have fewer employees [than other districts our size] but that our employees are well-paid. He affirmed that there are budget managers at both colleges, and that the colleges decide how to spend their discretionary allocations. The district only gets involved with college budgets when there is a fiscal emergency such as a state budget crisis. He notes that the district has set up processes that allow

## **STANDARD IV: Leadership and Governance**

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for input from governance committees at the colleges based on budget assumptions: “They drive the design. It’s bottom-up.” College budgetary recommendations go to chancellor, and “if they are not adequate, then they are sent back for review” (IVB2-26).

### ***Planning Agenda***

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None.

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

### ***Descriptive Summary***

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As established by BP 2110, the Board of Trustees appoints the chancellor and holds him accountable for the administration of all district activities not reserved by the board or by the Education Code. The Board of Trustees delegates to the chancellor the task of providing leadership for planning, setting priorities, managing resources, ensuring compliance with state statutes and regulations and implementing all Board Policies. In turn, the chancellor of RSCCD delegates the authority for administrative decisions and operations at SAC to the SAC president. The job description for the SAC president reads: [the president] “[serves] as chief executive officer of the campus with overall responsibility to the Chancellor for all aspects of planning, leadership, funding, staffing, facilities, and delivery of all district programs in the Santa Ana service area, personnel services and employer-employee relations, student services and activities, student performance and conduct in the service area” (IVA1-4). To ensure that these responsibilities are carried out effectively and efficiently, the SAC president and the chancellor meet weekly during the Chancellor’s Cabinet, at which time delegation of prioritized responsibilities may be discussed. In the chancellor’s interview, he stated that he is involved in the hiring of the presidents, and all presidential authority is delegated authority from the chancellor. The chancellor stated that he delegates authority and gives full responsibility to the college president through a relationship based on trust and understanding of respective responsibilities. The effective operation of the college is the responsibility of the college president, and problems that arise at the college are the responsibility of the president to solve. The chancellor’s stated preference is that the college president speak for the college in all matters relating to the college. The chancellor emphasized that he does not speak for or direct the president in final decisions affecting the college. Instead, he provides guidance, resources and historical perspective in resolving problems. However,

## **STANDARD IV: Leadership and Governance**

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all recommendations that go to the board must have the support of the chancellor (IVB2-26).

According to the Standard IV section of the Spring 2007 Staff Accreditation Survey (AA), “The chancellor gives full responsibility and authority to the presidents of the colleges to implement and administer delegated district/system policies without his/her interference and holds them accountable for the operation of the colleges”:

- Twenty-nine percent “agreed” (sixteen percent) or “strongly agreed” (thirteen percent).

Breakdown by constituency groups:

- Fifty-eight percent of administrators
  - Forty-seven percent of faculty
  - Thirty-seven percent of classified agreed or strongly agreed.
- Forty-five percent responded “Don’t Know”

Breakdown by constituency groups:

- Twenty-five percent of administrators
  - Forty-five percent of faculty
  - Fifty-four percent of classified responded “Don’t Know”
- The average score was 3.28 on a 1-5 scale, 1 representing “strongly disagree” and 5 representing “strongly agree”.

### ***Self Evaluation***

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This standard is met. There is a written board policy regarding the authority and accountability of the chancellor. The chancellor gives full responsibility and authority to the presidents of the colleges to implement and administer delegated district/system policies.

### ***Planning Agenda***

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None.

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

### ***Descriptive Summary***

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According to Board Policy 2112, Chancellor’s Prerogatives, “All reports, recommendations, and correspondence to the Board of Trustees from any employee shall be submitted to the chancellor for transmittal to the

## **STANDARD IV: Leadership and Governance**

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Board.” The district acts as the liaison for information flowing from the colleges to the governing board. The following are district mechanisms for timely and effective communication:

- Twice monthly Board of Trustee meetings with the SAC president, the president of the Academic Senate and a student trustee presenting reports on SAC operations, activities and issues
- Minutes of the board meetings emailed to all faculty and staff
- Yearly board planning workshops attended by board members, the chancellor and college presidents
- Weekly Chancellor’s Cabinet meetings
- Monthly District Management Council meetings
- Regular bi-monthly meetings between the chancellor and the presidents of the Academic Senates
- Meetings between CSEA and the chancellor on matters of governance
- Meetings of the district Technology Advisory Group (TAG)
- Monthly meetings of the Budget Allocation and Planning Review Committee
- Meetings of the Human Resources Committee
- Meetings of the District Construction Coordinating Committee
- The chancellor’s weekly *e-blast*, sent out to all district email users, containing information on impending legislation and other factors affecting the colleges and announcements of recent accomplishments of the colleges, their students, faculty and staff
- Distribution of the *Rancho View*, featuring district news
- Various publications and a newsletter from the institutional Research Department
- The RSCCD website

### **Self Evaluation**

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The chancellor is the primary conduit for all information passing from the college to the board. In an interview, the chancellor stated, “Nothing goes to the board if the chancellor has not approved of an item. I stand by the presidents’ decisions that are going to the board.” The chancellor stated that the participatory governance structure and the administrative structure must share the goal that information is delivered effectively to all constituents through regularized formal processes and special initiatives such as the chancellor’s *e-blast*, special issue-centered forums and academic senate requests (IVB2-26).

## **STANDARD IV: Leadership and Governance**

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The board president emphasized the importance of information and feedback reaching the board through the participatory governance structure to assure effective planning. He asserted that information “must travel down and back up [through the participatory governance structure].” The board president stated that the board is trying to promote communication “in both ways,” from the board back down to district constituencies and through the participatory governance structure back up to the board. Both the chancellor and the board president made it clear that it is the role of the chancellor to convey messages to the board from college constituencies (IVB2-26).

The chancellor and the board president discussed the annual Board Planning Workshop, attended by board members, the chancellor and the college presidents. Workshop discussions about priorities and matters of district importance drive what the board decides to do in the framework of the board’s vision statement. In late summer, the board endorses the resulting vision and directs the college presidents to implement the plans.

When asked if effective and timely information flows between district and college, the board president gave “a qualified ‘yes.’” He stated that the fire alarms issue at SAC pointed out that “communication is not happening as well as what was believed. Shared governance should be working.” The board was made aware of the fire alarm problem through the report of the SAC Academic Senate president at the Board of Trustees meeting on October 29, 2007. The board president observed, “We need to know that there is effective communication [both] from student trustee and Academic Senate” (IVB2-26).

As a result, the Safety and Security Committee was reinstated, and efforts to improve communication have occurred. Members of the Academic Senate executive board stated that communication is improving between the Academic Senate and the chancellor, facilitated by twice monthly meetings between the chancellor and the Academic Senate presidents of both colleges. The fire alarms issue has been resolved.

### ***Planning Agenda***

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None.

## **STANDARD IV: Leadership and Governance**

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

### ***Descriptive Summary***

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Because RSCCD is a relatively new multi-college community college district, it is continually evaluating and developing its governance and decision-making structures. Formally, the district arranges for a yearly planning meeting with administrators from both colleges to revise the existing delineation model. This meeting is also informed by decisions made at the yearly board retreat. Decisions made at this meeting are communicated through the RSCCD Functions/Mapping of Responsibilities (L) document and by the college president at meetings of governance and operational committees.

### ***Self Evaluation***

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This standard is partially met. Maintaining the integrity of the delineation of functions model is a goal of all constituencies, from the board to administrators, faculty and classified staff at all operational levels. The board, the chancellor, the president and, in particular, the Academic Senate believe that recent decision-making, particularly related to the fire alarms issue, has raised questions about the operational effectiveness of some areas of the delineation model and communication within the participatory governance model (IVB2-22, 26).

The chancellor asserts that the delineation of functions between the district and the college is communicated well. He calls the annual review and revision of the RSCCD Functions/Mapping of Responsibilities (L) document part of a larger “forced discussion,” an ongoing goal-driven dialogue designed to define, clarify and align the roles of the colleges and district in terms of operational responsibilities (IVB2-26). These efforts have improved the clarity of the delineation of functions. In an interview with the Standard III committee, the SAC president affirmed that “the [Functions/Mapping of Responsibilities] matrix is helpful and even more so the last couple of years. [There] is [a] need to review [it] more often” (IV.B.3-40). While the delineation of these functions has been clearly defined in the RSCCD Functions/Mapping of Responsibilities, it is apparent that, as RSCCD evolves as a multi-college system, adherence to and consistent implementation of these procedural guidelines still contains challenges, as the survey results cited in IV.B.3 (a) indicate.

## STANDARD IV: Leadership and Governance

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The board president acknowledged that effective communication between all constituents, including the student trustee and the Academic Senate president, and the board is of paramount importance to assure the integrity of the participatory governance model. He stated that the fire alarms issue at Santa Ana College indicated that communication was not happening as well as the board believed. He maintained, “Shared governance should be working.” The board president suggested that a breakdown in the flow of timely and accurate information in the governance structure resulted in the issue with the fire alarms (IVB2-26).

At the college level, the SAC president feels that *vis-à-vis* current challenges to the participatory governance model, improvements are being made in the structure of governance and in the timeliness and effectiveness of communication. The president acknowledges that effective, accurate, timely and free-flowing communication conducted in the appropriate participatory governance committees and other venues for such communication is critical to the successful implementation of the participatory governance model (N; IVB2-19). The February 2008 joint President’s Cabinet/Academic Senate executive committee meeting on participatory governance is testament to this.

### **Planning Agenda**

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- ❖ The Chancellor’s Cabinet will continue to evaluate district/system role delineation and governance to assure effectiveness of the decision-making structures and processes.

## Standard IVB: Leadership and Governance

### Evidence

Number	Name
IVA1-1 (V)	Santa Ana College Mission Statement
IVA1-2 (N)	Participatory Governance Structure
IVA1-3	Sample Department Portfolio Forms
IVA1-4	Job Description for President/Santa Ana College
IVA1-5	Retreat Materials for April 2007 Planning Retreat
IVA1-6 (AB)	SAC Strategic Plan, 2007-2015
IVA1-7	Santa Ana College Cabinet and Academic Senate Executive Committee Joint Retreat, February 5, 2008; Academic Senate Business meeting Minutes February 12, 2008, February 26, 2008
IVA1-8	Accreditation Standard IV survey, November 2007

## **STANDARD IV: Leadership and Governance**

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- IVA1-9 Classified Focus Groups materials
- IVB1-10 RSCCD Vision Statement web page
- IVB1-11 July 2, 2007 RSCCD Board of Trustees meeting
- IVB1-12 Board of Trustees Self-Evaluation Forms 2002-2006  
February 4 and March 10, 2008 RSCCD Board of Trustees meetings
- IVB2-13 District & College Administrative Structure: Flow Charts
- IVB2-14 Terminations and New Hires: Administration – RSCCD  
Office of Human Resources 2003-2008
- IVB2-15 BP 4128
- IVB2-16 Supervisory Evaluation Procedures
- IVB2-17 Management Council – Roster 2008
- IVB2-18 IPEDS Data Feedback Report 2007 and The Community  
College Survey of Student Engagement – Institutional  
Characteristics – Santa Ana College, 2007
- IVB2-19 Interview with SAC President, Erlinda Martinez,  
January 14, 2008
- IVB2-20 Board Policy 3517
- IVB2-21 The Uniform Fire Code and the California Fire Code,  
Sections 001.5.1, 1001.5.3 and 1001.5.3.1
- IVB2-22 Interview with Academic Senate Executive Board  
January 14, 2008
- IVB2-23 RSCCD Web Site: Budget Allocation and Planning Review
- IVB2-24 Flyers, Agendas and PowerPoint Presentations from  
Neighborhood Association Meetings
- IVB2-25 Notes from the President, April 2008
- IVB3-26 Interviews:  
President of the Board of Trustees of the Rancho Santiago  
Community College District – January 16, 2008  
Chancellor of the Rancho Santiago Community College  
District January 16 and 23, 2008
- IVB3-27 Budget Allocation Model Flowchart
- IVB3-28 Budget Allocation Model Flowchart, Adopted Budget 2007-  
2008 and RSCCD Fact Sheet 2007
- IVB3-29 Capitals Project Summary –May 8, 2008



## **STANDARD IV: Leadership and Governance**

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- IVB3-30 Full-time Faculty Hiring Process, Power Point presentation to the Board of Trustees by the Executive Vice Chancellor for Human Relations, 3/10/2008
- IVB3-31 Terminations and New Hires: Faculty – RSCCD Office of Human Resources, 2002 – Spring 2008
- IVB3-32 Email from the Vice Chancellor of Human Resources and Educational Services, 3/18/2008
- IVB3-33 (T) ITS Faculty Totals, PRO 0845
- IVB3-34 Email from the Vice Chancellor of Human Resources and Educational Services, May 5, 2008
- IVB3-35 Fact Sheet: The Relation of District Hiring Practices to Fulltime/Part-time Staffing Ratios, Math and English; Emails from the Chairs of Mathematics and English at SAC; CR045 Report 2/22/08– English and Mathematics Excess Demand
- IVB3-36 Census 2000: Community Demographic Profile/ Reports Directory/Rancho Santiago Community College Website/ Class Sizes and Student Equity at SAC and SCC
- IVB3-37 Forecast 2010, Santa Ana College, March 2006
- IVB3-38 The Nelson A. Rockefeller Institute of Government — Urban & Metropolitan Studies: C. The Ten Most-Troubled Cities in 2000 are Spread Across the Northeast, Midwest, and West
- IVB3-39 Senate Resolution F 07.01 Faculty Hiring
- IVB3-40 Interview with Santa Ana College President conducted by the Standard III Committee – August 7, 2007



## **APPENDIX: College Wide Seminal Documents**

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<b>Evidence Number</b>	<b>Name</b>
A	12 Measures of Success
B	Carl Perkins IV Core Indicators
C	Course Outline of Record
D	FARSCCD Contract
E	IE&A End-of-Year Report
F	LPA Facilities Master Plan
G	Research Department Report: Pathways to Persistence & Performance, July 2007
H	Research Department Report: SAC Student Satisfaction Study: August 2006
I	Research Department Report: Santa Ana College Graduate Student Study, June 2007
J	Research Department Report: Survey Results of Former SAC Students Who Transferred to Four-Year Universities in 2004-2005, July 2006
K	RSCCD Budget Allocation Model
L	RSCCD Functions/Mapping of Responsibilities
M	SAC College Catalog 2007-2008; 2008-2009
N	SAC College Participatory Governance Structure
O	SAC Core Competencies & Student Learning Outcomes
P	SAC Department Planning Portfolio & Database
Q	SAC Educational Master Plan
R	SAC End of Year Report 2006-2007
S	SAC Faculty Handbook
T	SAC Faculty Profile 2002-2007: ITS Report PR0845
U	SAC College Wide Seminal Documents
V	SAC Mission Statement
W	SAC Month-by-Month Planning Calendar
X	SAC Planning Cycle Charts
Y	SAC Program Review Documents: I. Academic—Portfolio Assessment/Program Review; II. Student Services; III. Administrative Services; IV. President's Cabinet

## **APPENDIX: College Wide Seminal Documents**

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Z	SAC Schedule of Classes: Spring 2008; Fall 2008
AA	SAC Spring 2007 Staff Accreditation Survey Results
AB	SAC Strategic Plan 2007-2015
AC	SAC Student Code of Conduct
AD	SAC Student Handbook and Planner
AE	SAC Technology Plan 2007-2012
AF	SAC/SCC Joint Curriculum & Instruction Handbook
AG	SAC Vision Themes
AH	Sample Course Outlines of Record from WebCMS
AI	Teaching Learning Committee Minutes 5/5/08; 5/19/08: Review of PA/PR Reports