**Standard I: Mission, Academic Quality and Institutional Effectiveness, and Integrity**

**The institution demonstrates strong commitment to a mission that emphasizes student learning and student achievement.  Using analysis of quantitative and qualitative data, the institution continuously and systematically evaluates, plans, implements, and improves the quality of its educational programs and services.  The institution demonstrates integrity in all policies, actions, and communication. The administration, faculty, staff, and governing board members act honestly, ethically, and fairly in the performance of their duties.**

**Mission**

**I.A.1. The mission describes the institution’s broad educational purposes, its intended student population, the types of degrees and other credentials it offers, and its commitment to student learning and student achievement. (ER 6)**

**I.A.1. Evidence of Meeting the Standard**

As part of the college’s regular evaluative process the mission statement of Santa Ana College was reviewed and updated in 2017 through the college’s participatory governance processes.  Mission: Santa Ana College *inspires, transforms, and empowers a diverse community of learners.*  (Board Policy 1200 District Mission). (1A1\_01, IA1\_02)

Through campus wide collaboration, a new mission statement was created and combined with a vision statement and five descriptive Cornerstones that further described the direction and identify of Santa Ana College.  *Vision Statement: Santa Ana College is the college of choice that empowers individuals and is committed to creating and strengthening a student-centered, diverse, and welcoming community.  The innovative academic pathways and services that we provide inspire and motivate students to achieve educational excellence and economic advancement in a supportive environment.  (BP 1200 District Mission) SAC’s mission and vision statement are a reflection of the district mission “to provide quality educational programs and services that address the needs of our diverse students and communities.”*

*Cornerstones:*

* **Proud of our Urban Community**
* **Building a Strong Network**
* **Aiming High**
* **Overcoming Barriers**
* **Life-Changing Experiences**

SAC’s mission and vision statements, combined with adopted cornerstones, assure that Santa Ana Collegeaddresses the institution’s broad educational purpose, its intended student population, the types of degrees and other credentials it offers, and its commitment to student learning and achievements.

**I.A.1. Analysis and Evaluation**

The Mission of Santa Ana college, combined with the established vision statement and cornerstones, describes the institution’s broad educational purposes appropriate to an institution of higher learning, its intended student population, the types of degrees and certificates it offers, and its commitment to student learning and student achievement.

**I.A. I. Evidence:**   
IA1\_00\_BP 1200 District Mission

IA1\_00\_ [College Council Approval of Mission Statement](https://rsccd.sharepoint.com/sites/SACAccreditation2022Standard1/Shared%20Documents/Standard%201a/SAC%20Standard%20I%20A--%20Evidence/PDFs/Mission/College_Council_ApprovalofMissionStatement_05%2031%2017%20(Approved).pdf) (5-31-17)

IA1\_00\_ [Minutes of RSCCD Board of Trustees Meeting (7-17-17)](https://www.rsccd.edu/Trustees/Documents/Minutes/2017%20Minutes/07-17-17%20minutes.pdf)

**I.A.2. The institution uses data to determine how effectively it is accomplishing its mission, and whether the mission directs institutional priorities in meeting the educational needs of students.**

**I.A.2. Evidence of Meeting the Standard**

Santa Ana College uses data regularly and often to determine how effectively the institution is achieving its mission and how effectively the institutional priorities are meeting the educational needs of our diverse population (1A2\_01).  SAC’s collaborative process of affirming the College’s mission is driven by regular analysis of a variety of research data, leading to innovative practices to improve student learning outcomes (1A2\_02)

Santa Ana College has an active Research department that has created public and internal dashboards (1A2\_01) to assist staff and faculty in evaluating success and identifying barriers to completion. In addition, the college recently updated itsprogram review process to better integrate data into comprehensive program evaluation and improvement planning (1A2\_02). Data-informed decisions are reflected in program review and development, the distribution of funding streams, strong workforce development, and curriculum design (1A2\_02) The college utilizes strong workforce data provided locally, regionally, and state-wide to identify and respond to priorities in the workforce and improve curriculum to reflect relevant workforce skills as evidenced in the college’s membership in LAOCRC. (1A2\_04).

Santa Ana College’s updated Educational Master Plan also outlines the institution’s plans for meeting the needs of its diverse student body and achieving goals that align with the California Community College’s Vision for Success goals.  This revised Educational Master Plan provides the institution with a roadmap in its efforts to increase degree/certificate completion, increase transfer to a 4-year university, reduce excess units, meet the needs of the non-traditional student populations (older adult and working students), maximize financial aid, and reduce equity gaps.  (1A2\_0\_Evidence 2021-2024 Educational Master Plan)

Data is shared with specific governing bodies and college committees for planning and decision-making. These include the College Council, Academic Senate, Institutional Effectiveness and Assessment Committee, Student Success & Equity Committee and Strong Workforce Council (1A2\_05). In addition, data is used to address and identify goals within the Guided Pathways initiative, which will be tracked through various stages of implementation; specifically, this applies to the college’s recently launched Success Team goals with the assistance of the new Starfish Tool. The Starfish workflow and accompanying predictive analytics module serve as evidence of the college’s commitment to evidence-based directives/priorities to support student success. (1A2\_06) (1A2\_07).

Research findings are shared extensively and made readily available to encourage institutional self-reflection and improvement, as can be seen in our annual SENSE Survey results (1A2\_08) and our publication on Santa Ana College’s Factbook. Each is evidence that the college utilizes quantitative and qualitative data to direct priorities with the factbook serving as additional evidence of the college’s commitment to diversity and equity, further demonstrating the college’s evidence-based approach to student success and its commitment to the diverse community it serves. (1A2\_09).

The Student Success & Equity Committee focuses on utilizing all student-related findings to effectively strategize and implement new program or support measures to achieve the college's mission of educating a diverse community of learners. Demonstration of this commitment is illustrated in Santa Ana College’s Equity Plan, which clearly addresses underserved student populations based on findings of disaggregated data related to ethnicity, economic status, and disproportionately impacted student groups. The Student Equity Plan demonstrates a commitment to inclusivity and equity in all areas of campus life, with many of the activities presented in the plan crossing between Research, Continuing Education, Student Services, Academic Affairs, and Administrative Services. The plan is designed to eliminate barriers to education and provide further support to our students.  (1A2\_10).

**I.A.2. Analysis and Evaluation**

As evidenced, data is used across the institution to meet the institutional goals that are aligned with the overall mission/vision of Santa Ana College.

**I.A.2. Evidence**

IA2\_01\_ [Tableau Research Tools (dashboards)](https://teams.microsoft.com/l/file/82C38B07-9B46-4B6C-B671-F0D9BDA0BD22?tenantId=a8040095-716d-4e49-b783-b5f746eea8b3&fileType=pdf&objectUrl=https%3A%2F%2Frsccd.sharepoint.com%2Fsites%2FSACAccreditation2022Standard1%2FShared%20Documents%2FStandard%201a%2FSAC%20Standard%20I%20A--%20Evidence%2FPDFs%2FData%2FTableau%20Research%20Tools%20-%20Santa%20Ana%20College.pdf&baseUrl=https%3A%2F%2Frsccd.sharepoint.com%2Fsites%2FSACAccreditation2022Standard1&serviceName=teams&threadId=19:5cc1b1fd120544f4bb49ee3ef6fd3af1@thread.skype&groupId=68c847fc-06f6-452d-b927-1ce42ff28f60)

IA2\_02\_ [Program Review](https://teams.microsoft.com/l/file/910156D2-5D57-4D69-BE7A-3A46A4561556?tenantId=a8040095-716d-4e49-b783-b5f746eea8b3&fileType=docx&objectUrl=https%3A%2F%2Frsccd.sharepoint.com%2Fsites%2FSACAccreditation2022Standard1%2FShared%20Documents%2FStandard%201a%2FSAC%20Standard%20I%20A--%20Evidence%2FPDFs%2FData%2F4YEAR_Instructional-programs-SAC-Template.docx&baseUrl=https%3A%2F%2Frsccd.sharepoint.com%2Fsites%2FSACAccreditation2022Standard1&serviceName=teams&threadId=19:5cc1b1fd120544f4bb49ee3ef6fd3af1@thread.skype&groupId=68c847fc-06f6-452d-b927-1ce42ff28f60)

IA2\_03\_ [Budget Priorities 20-21](https://teams.microsoft.com/l/file/EFB53A86-D199-42CA-B22C-C6573D9AF03F?tenantId=a8040095-716d-4e49-b783-b5f746eea8b3&fileType=pdf&objectUrl=https%3A%2F%2Frsccd.sharepoint.com%2Fsites%2FSACAccreditation2022Standard1%2FShared%20Documents%2FStandard%201a%2FSAC%20Standard%20I%20A--%20Evidence%2FPDFs%2FData%2F20-21%20Budget%20Priorities_FINAL.pdf&baseUrl=https%3A%2F%2Frsccd.sharepoint.com%2Fsites%2FSACAccreditation2022Standard1&serviceName=teams&threadId=19:5cc1b1fd120544f4bb49ee3ef6fd3af1@thread.skype&groupId=68c847fc-06f6-452d-b927-1ce42ff28f60)

IA2\_04\_[LAOCRC Program Recommendation](https://teams.microsoft.com/l/file/BEF98E80-28B4-43C2-8F1A-3560EA86BCC6?tenantId=a8040095-716d-4e49-b783-b5f746eea8b3&fileType=pdf&objectUrl=https%3A%2F%2Frsccd.sharepoint.com%2Fsites%2FSACAccreditation2022Standard1%2FShared%20Documents%2FStandard%201a%2FSAC%20Standard%20I%20A--%20Evidence%2FPDFs%2FData%2FLAOCRC%20-%20Program%20Recommendation.pdf&baseUrl=https%3A%2F%2Frsccd.sharepoint.com%2Fsites%2FSACAccreditation2022Standard1&serviceName=teams&threadId=19:5cc1b1fd120544f4bb49ee3ef6fd3af1@thread.skype&groupId=68c847fc-06f6-452d-b927-1ce42ff28f60)

IA2\_05\_ [Participatory Governance Structure](https://teams.microsoft.com/l/file/4ABF6A00-B810-4D7B-8163-56521A429DCA?tenantId=a8040095-716d-4e49-b783-b5f746eea8b3&fileType=pdf&objectUrl=https%3A%2F%2Frsccd.sharepoint.com%2Fsites%2FSACAccreditation2022Standard1%2FShared%20Documents%2FStandard%201a%2FSAC%20Standard%20I%20A--%20Evidence%2FPDFs%2FData%2FParticipatory-Governance-Approved-Signed-2015.pdf&baseUrl=https%3A%2F%2Frsccd.sharepoint.com%2Fsites%2FSACAccreditation2022Standard1&serviceName=teams&threadId=19:5cc1b1fd120544f4bb49ee3ef6fd3af1@thread.skype&groupId=68c847fc-06f6-452d-b927-1ce42ff28f60)

IA2\_06\_ [Success Team Structure & Goals](https://teams.microsoft.com/l/file/86F91E96-5B58-4AC4-B43F-21E92DE01955?tenantId=a8040095-716d-4e49-b783-b5f746eea8b3&fileType=pdf&objectUrl=https%3A%2F%2Frsccd.sharepoint.com%2Fsites%2FSACAccreditation2022Standard1%2FShared%20Documents%2FStandard%201a%2FSAC%20Standard%20I%20A--%20Evidence%2FPDFs%2FData%2F2018%20SAC%20Student%20Success%20Scorecard.pdf&baseUrl=https%3A%2F%2Frsccd.sharepoint.com%2Fsites%2FSACAccreditation2022Standard1&serviceName=teams&threadId=19:5cc1b1fd120544f4bb49ee3ef6fd3af1@thread.skype&groupId=68c847fc-06f6-452d-b927-1ce42ff28f60)

IA2\_07\_ [Starfish Tool Workflows](https://teams.microsoft.com/l/file/19AACDBB-5CB7-410B-8BB6-AF5D56460451?tenantId=a8040095-716d-4e49-b783-b5f746eea8b3&fileType=pdf&objectUrl=https%3A%2F%2Frsccd.sharepoint.com%2Fsites%2FSACAccreditation2022Standard1%2FShared%20Documents%2FStandard%201a%2FSAC%20Standard%20I%20A--%20Evidence%2FPDFs%2FData%2FStarfish%20Workflow%20-%20Level%202%20and%203%20Flags.pdf&baseUrl=https%3A%2F%2Frsccd.sharepoint.com%2Fsites%2FSACAccreditation2022Standard1&serviceName=teams&threadId=19:5cc1b1fd120544f4bb49ee3ef6fd3af1@thread.skype&groupId=68c847fc-06f6-452d-b927-1ce42ff28f60)

IA2\_08\_ [Sense Survey Results](https://teams.microsoft.com/l/file/09C9C77D-9767-4BC6-AB98-6A21EAB00589?tenantId=a8040095-716d-4e49-b783-b5f746eea8b3&fileType=pdf&objectUrl=https%3A%2F%2Frsccd.sharepoint.com%2Fsites%2FSACAccreditation2022Standard1%2FShared%20Documents%2FStandard%201a%2FSAC%20Standard%20I%20A--%20Evidence%2FPDFs%2FData%2FSAC_SENSE_2018_Results_05302019.pdf&baseUrl=https%3A%2F%2Frsccd.sharepoint.com%2Fsites%2FSACAccreditation2022Standard1&serviceName=teams&threadId=19:5cc1b1fd120544f4bb49ee3ef6fd3af1@thread.skype&groupId=68c847fc-06f6-452d-b927-1ce42ff28f60)

IA2\_09\_ [Factbook 2019](https://teams.microsoft.com/l/file/F7C22AC1-850C-41C8-B8AC-AC0B28681EA3?tenantId=a8040095-716d-4e49-b783-b5f746eea8b3&fileType=pdf&objectUrl=https%3A%2F%2Frsccd.sharepoint.com%2Fsites%2FSACAccreditation2022Standard1%2FShared%20Documents%2FStandard%201a%2FSAC%20Standard%20I%20A--%20Evidence%2FPDFs%2FData%2FSAC_2019_FactBook_WITH%20Cover.12.09.19%20FINAL%20FINAL.pdf&baseUrl=https%3A%2F%2Frsccd.sharepoint.com%2Fsites%2FSACAccreditation2022Standard1&serviceName=teams&threadId=19:5cc1b1fd120544f4bb49ee3ef6fd3af1@thread.skype&groupId=68c847fc-06f6-452d-b927-1ce42ff28f60)

IA2\_10\_ [Student Equity Plan 2019-22](https://teams.microsoft.com/l/file/289A5C3A-5B57-495B-920F-2494C5CF73B7?tenantId=a8040095-716d-4e49-b783-b5f746eea8b3&fileType=pdf&objectUrl=https%3A%2F%2Frsccd.sharepoint.com%2Fsites%2FSACAccreditation2022Standard1%2FShared%20Documents%2FStandard%201a%2FSAC%20Standard%20I%20A--%20Evidence%2FPDFs%2FData%2FSanta%20Ana%20College%20Equity%20Plan%202019-2022%20060619%20v1.0.pdf&baseUrl=https%3A%2F%2Frsccd.sharepoint.com%2Fsites%2FSACAccreditation2022Standard1&serviceName=teams&threadId=19:5cc1b1fd120544f4bb49ee3ef6fd3af1@thread.skype&groupId=68c847fc-06f6-452d-b927-1ce42ff28f60)

IA2\_11\_ 2021-2024 Educational Master Plan

**I.A.3. The institution’s programs and services are aligned with its mission. The mission guides institutional decision-making, planning, and resource allocation and informs institutional goals for student learning and achievement.**

**I.A.3. Evidence of Meeting the Standard**

The College’s mission and value statements directly guides the institution's offerings of programs and services. In striving to inspire, transform, and empower a diverse community of learners, Santa Ana College offers 255 degrees and certificates including 54 Associate of Arts degrees, 38 Associate of Science degrees, and 29 Associate Degrees for Transfer programs. SAC has 36 career education departments offering 63 degrees and 133 certificates that provide students the skills to enter the workforce upon completion of their program.  In addition, Santa Ana College was selected to participate in the California Community College Bachelors’ degree pilot program and currently offers a bachelor's degree in Occupational Studies.  The institution is also recognized for its non-credit program.  With an unduplicated head count of 19,983, SAC’s School of Continuing Education offers programs in English Language, High School, College Ready, Career Education, Technology training, Spanish Literacy, U.S. Citizenship, and Active adults.   (**IA3\_00\_CEC\_ Fact Sheet**)

The College’s Program Review process guides mission goals, decision-making, planning and resource allocation, as well as serving as a catalyst for regular analysis of program effectiveness. Both academic and student services programs evaluate their alignment with the College’s mission, as well as document and share how successful the program is in advancing the mission. The program review process also identifies ways to improve programs to increase student learning. (IA3\_00\_PR\_report) \*Program Review Report ) Additionally, all SLO (student learning outcomes) and PLO (program learning outcomes) assessments, are incorporated directly into each academic program’s annual and quadrennial program reviews, further ensuring that each program is aligned with the institutional student achievement goals informed by the mission.

The mission’s focus on a diverse community guides the college’s development of programs and services to support student learning and achievement. The College is committed to providing students with tools to achieve academic, personal, and career success offering a variety of services and programs to support its student population. The College has a wide variety of programs and services that support student learning and prepare its diverse students for academic and professional success. (1.A.3 – 2) Examples include the College’s CalWORKS program which provides students with academic counseling and case management, job development and placement, tutoring, workshops and referrals to campus and community resources for students meeting Welfare to Work requirements. The Center for Teacher Education is a resource for students interested in pursuing a career in teaching. The Mathematic, Engineering, Science Achievement (MESA) program supports educationally disadvantaged students to excel in math, computer science, engineering, and science and facilitates transfer to four-year institutions in related fields and the Trio-SSSP program provides supplemental academic services to eligible students. (1.A.3 – 3).

The College’s planning, budgeting, and resource allocation decisions are all guided directly by the College’s mission. Each council and committee within the participatory governance structure reviews its goals during the Spring semester to ensure that the work being done remains in line with the overall mission of the college.  (1A3\_04)

The college’s resource allocation request process evaluates requests based on institutional goals, student learning outcomes, and direct ties to college budget priorities, the mission statement, and program or service unit outcomes.   (1A3\_06, 1A3\_07)

The College’s goals for student learning and achievement are codified in the Institutional Learning Outcomes (ILOs), which are aligned with the College’s mission. (1A3\_08) The ILOs in turn inform and are informed by the Program Learning Outcomes (PLOs) for academic programs and Student Learning Outcomes (SLOs) for individual courses. Departments and program coordinators regularly assess, document and design plans to increase student achievement related to SLOs and PLOs.

The College’s Equity Plan is a college-wide collaborative effort designed to ensure that student success is central to all the College’s activities, as well as to ensure that all members of our highly diverse student body can achieve their full academic potential. (1A3\_09) Additionally, the Guided Pathways initiative facilitates student success by providing students with a clear road map to timely and successful completion of their academic program. (1A3\_10)

The College’s Bachelor of Science degree in Occupational Studies aligns with the College’s mission, with the same commitment to student learning as the rest of the College’s programs. The program’s philosophy further demonstrates a commitment to the student-centered college mission by providing the student with a rich, skill-based learning environment that recognizes the diversity each student brings to his or her education.  In addition, the baccalaureate degree program undergoes extensive annual and quadrennial program review and has rigorous ongoing program and student learning assessment processes (1A3\_11, 1A3\_12, 1A3\_13)

**I.A.3 Analysis and Evaluation**

Through the various programs and services offered at the College, there is clear alignment with its mission. This is evidenced in the variety of programs offered and our continued dedication to quality program review for continual improvement. Additionally, our resource allocation process, equity funding, and the annual goal setting of our overall budget planning and goals continually informs the College’s goals for student learning and achievement.

**I.A.3 Evidence**

IA3\_01\_ [Academic Program Review Report - 2020](https://teams.microsoft.com/l/file/EE091EC1-40D6-46D8-8D5B-C7FB2A21C254?tenantId=a8040095-716d-4e49-b783-b5f746eea8b3&fileType=pdf&objectUrl=https%3A%2F%2Frsccd.sharepoint.com%2Fsites%2FSACAccreditation2022Standard1%2FShared%20Documents%2FStandard%201a%2FSAC%20Standard%20I%20A--%20Evidence%2FSection%203%2FAcademic%20Program%20Review%20Report%20-%202020.pdf&baseUrl=https%3A%2F%2Frsccd.sharepoint.com%2Fsites%2FSACAccreditation2022Standard1&serviceName=teams&threadId=19:5cc1b1fd120544f4bb49ee3ef6fd3af1@thread.skype&groupId=68c847fc-06f6-452d-b927-1ce42ff28f60)

IA3\_02\_ [SAC Programs and Services List – Spring 2020](https://teams.microsoft.com/l/file/73C61F05-EE1A-41F2-8625-F75651606A6B?tenantId=a8040095-716d-4e49-b783-b5f746eea8b3&fileType=pdf&objectUrl=https%3A%2F%2Frsccd.sharepoint.com%2Fsites%2FSACAccreditation2022Standard1%2FShared%20Documents%2FStandard%201a%2FSAC%20Standard%20I%20A--%20Evidence%2FSection%203%2FSAC%20Programs%20and%20Services%20List%20-%20Spring%202020.pdf&baseUrl=https%3A%2F%2Frsccd.sharepoint.com%2Fsites%2FSACAccreditation2022Standard1&serviceName=teams&threadId=19:5cc1b1fd120544f4bb49ee3ef6fd3af1@thread.skype&groupId=68c847fc-06f6-452d-b927-1ce42ff28f60)

IA3\_03\_ [Service Support Areas Program Review Report - 2020](https://teams.microsoft.com/l/file/482C3C50-E486-4A7A-B0FB-EA3C58455A8C?tenantId=a8040095-716d-4e49-b783-b5f746eea8b3&fileType=pdf&objectUrl=https%3A%2F%2Frsccd.sharepoint.com%2Fsites%2FSACAccreditation2022Standard1%2FShared%20Documents%2FStandard%201a%2FSAC%20Standard%20I%20A--%20Evidence%2FSection%203%2FService%20Support%20Areas%20Program%20Review%20Report%20-%202020.pdf&baseUrl=https%3A%2F%2Frsccd.sharepoint.com%2Fsites%2FSACAccreditation2022Standard1&serviceName=teams&threadId=19:5cc1b1fd120544f4bb49ee3ef6fd3af1@thread.skype&groupId=68c847fc-06f6-452d-b927-1ce42ff28f60)

IA3\_04\_ [Participatory Governance Principles](https://teams.microsoft.com/l/file/88A6C61D-7D55-4EF0-B231-E92330A7B66D?tenantId=a8040095-716d-4e49-b783-b5f746eea8b3&fileType=pdf&objectUrl=https%3A%2F%2Frsccd.sharepoint.com%2Fsites%2FSACAccreditation2022Standard1%2FShared%20Documents%2FStandard%201a%2FSAC%20Standard%20I%20A--%20Evidence%2FSection%203%2FParticipatory%20Governance%20Principles.pdf&baseUrl=https%3A%2F%2Frsccd.sharepoint.com%2Fsites%2FSACAccreditation2022Standard1&serviceName=teams&threadId=19:5cc1b1fd120544f4bb49ee3ef6fd3af1@thread.skype&groupId=68c847fc-06f6-452d-b927-1ce42ff28f60)

IA3\_05\_ [Budget and Planning Goals – 2020-22](https://teams.microsoft.com/l/file/AB0C1AD5-7090-4D80-AB4B-FEC35E83F963?tenantId=a8040095-716d-4e49-b783-b5f746eea8b3&fileType=pdf&objectUrl=https%3A%2F%2Frsccd.sharepoint.com%2Fsites%2FSACAccreditation2022Standard1%2FShared%20Documents%2FStandard%201a%2FSAC%20Standard%20I%20A--%20Evidence%2FSection%203%2FBudget%20and%20Planning%20Goals%20-%202020-22.pdf&baseUrl=https%3A%2F%2Frsccd.sharepoint.com%2Fsites%2FSACAccreditation2022Standard1&serviceName=teams&threadId=19:5cc1b1fd120544f4bb49ee3ef6fd3af1@thread.skype&groupId=68c847fc-06f6-452d-b927-1ce42ff28f60)

IA3\_06\_ [Resource Allocation Request Form – 2020-21](https://teams.microsoft.com/l/file/E3C65C62-0823-4880-BA47-8C2934DD414B?tenantId=a8040095-716d-4e49-b783-b5f746eea8b3&fileType=pdf&objectUrl=https%3A%2F%2Frsccd.sharepoint.com%2Fsites%2FSACAccreditation2022Standard1%2FShared%20Documents%2FStandard%201a%2FSAC%20Standard%20I%20A--%20Evidence%2FSection%203%2FResource%20Allocation%20Request%20Form%20-%202020-21.pdf&baseUrl=https%3A%2F%2Frsccd.sharepoint.com%2Fsites%2FSACAccreditation2022Standard1&serviceName=teams&threadId=19:5cc1b1fd120544f4bb49ee3ef6fd3af1@thread.skype&groupId=68c847fc-06f6-452d-b927-1ce42ff28f60)

IA3\_07\_ [Resource Allocation Request Procedures](https://teams.microsoft.com/l/file/536DE5A6-6490-4359-A4E6-205224751173?tenantId=a8040095-716d-4e49-b783-b5f746eea8b3&fileType=pdf&objectUrl=https%3A%2F%2Frsccd.sharepoint.com%2Fsites%2FSACAccreditation2022Standard1%2FShared%20Documents%2FStandard%201a%2FSAC%20Standard%20I%20A--%20Evidence%2FSection%203%2FResource%20Allocation%20Procedures.pdf&baseUrl=https%3A%2F%2Frsccd.sharepoint.com%2Fsites%2FSACAccreditation2022Standard1&serviceName=teams&threadId=19:5cc1b1fd120544f4bb49ee3ef6fd3af1@thread.skype&groupId=68c847fc-06f6-452d-b927-1ce42ff28f60)

IA3\_08\_ [ILOs – Core Competencies – SAC Website](https://teams.microsoft.com/l/file/B41BF9F0-5178-4DDD-A65D-B09ACE15B2E7?tenantId=a8040095-716d-4e49-b783-b5f746eea8b3&fileType=pdf&objectUrl=https%3A%2F%2Frsccd.sharepoint.com%2Fsites%2FSACAccreditation2022Standard1%2FShared%20Documents%2FStandard%201a%2FSAC%20Standard%20I%20A--%20Evidence%2FSection%203%2FILOs%20-%20Core%20Competencies%20-%20SAC%20Website.pdf&baseUrl=https%3A%2F%2Frsccd.sharepoint.com%2Fsites%2FSACAccreditation2022Standard1&serviceName=teams&threadId=19:5cc1b1fd120544f4bb49ee3ef6fd3af1@thread.skype&groupId=68c847fc-06f6-452d-b927-1ce42ff28f60)

IA3\_09\_ [Student Equity Plan – 2019-22](https://teams.microsoft.com/l/file/49250EF2-82D1-4389-88FC-4DCA050D47CC?tenantId=a8040095-716d-4e49-b783-b5f746eea8b3&fileType=pdf&objectUrl=https%3A%2F%2Frsccd.sharepoint.com%2Fsites%2FSACAccreditation2022Standard1%2FShared%20Documents%2FStandard%201a%2FSAC%20Standard%20I%20A--%20Evidence%2FSection%203%2FStudent%20Equity%20Plan%20-%202019-22.pdf&baseUrl=https%3A%2F%2Frsccd.sharepoint.com%2Fsites%2FSACAccreditation2022Standard1&serviceName=teams&threadId=19:5cc1b1fd120544f4bb49ee3ef6fd3af1@thread.skype&groupId=68c847fc-06f6-452d-b927-1ce42ff28f60)

IA3\_10\_ [Guided Pathways](https://teams.microsoft.com/l/file/17DA5BD5-1673-4D18-B0A8-1EF89BF40BC4?tenantId=a8040095-716d-4e49-b783-b5f746eea8b3&fileType=pdf&objectUrl=https%3A%2F%2Frsccd.sharepoint.com%2Fsites%2FSACAccreditation2022Standard1%2FShared%20Documents%2FStandard%201a%2FSAC%20Standard%20I%20A--%20Evidence%2FSection%203%2FGuided%20Pathways.pdf&baseUrl=https%3A%2F%2Frsccd.sharepoint.com%2Fsites%2FSACAccreditation2022Standard1&serviceName=teams&threadId=19:5cc1b1fd120544f4bb49ee3ef6fd3af1@thread.skype&groupId=68c847fc-06f6-452d-b927-1ce42ff28f60)

IA3\_11\_ [Occupational Studies Special Report](https://teams.microsoft.com/l/file/9FBC2903-A5EF-4056-896C-BA025D648244?tenantId=a8040095-716d-4e49-b783-b5f746eea8b3&fileType=pdf&objectUrl=https%3A%2F%2Frsccd.sharepoint.com%2Fsites%2FSACAccreditation2022Standard1%2FShared%20Documents%2FStandard%201a%2FSAC%20Standard%20I%20A--%20Evidence%2FSection%203%2FOccupational%20Studies%20Special%20Report.pdf&baseUrl=https%3A%2F%2Frsccd.sharepoint.com%2Fsites%2FSACAccreditation2022Standard1&serviceName=teams&threadId=19:5cc1b1fd120544f4bb49ee3ef6fd3af1@thread.skype&groupId=68c847fc-06f6-452d-b927-1ce42ff28f60)

IA3\_12\_ [Occupational Studies Program Philosophy](https://teams.microsoft.com/l/file/07930FB5-33A3-4C56-B7F5-C0F997A90D04?tenantId=a8040095-716d-4e49-b783-b5f746eea8b3&fileType=pdf&objectUrl=https%3A%2F%2Frsccd.sharepoint.com%2Fsites%2FSACAccreditation2022Standard1%2FShared%20Documents%2FStandard%201a%2FSAC%20Standard%20I%20A--%20Evidence%2FSection%203%2FOccupational%20Studies%20Program%20Philosophy.pdf&baseUrl=https%3A%2F%2Frsccd.sharepoint.com%2Fsites%2FSACAccreditation2022Standard1&serviceName=teams&threadId=19:5cc1b1fd120544f4bb49ee3ef6fd3af1@thread.skype&groupId=68c847fc-06f6-452d-b927-1ce42ff28f60)

IA3\_13\_ [Occupational Studies Student Guidebook](https://teams.microsoft.com/l/file/AEEFA265-DA48-440B-8243-8A3B82A35E70?tenantId=a8040095-716d-4e49-b783-b5f746eea8b3&fileType=pdf&objectUrl=https%3A%2F%2Frsccd.sharepoint.com%2Fsites%2FSACAccreditation2022Standard1%2FShared%20Documents%2FStandard%201a%2FSAC%20Standard%20I%20A--%20Evidence%2FSection%203%2FOccupational%20Studies%20Student%20Guidebook.pdf&baseUrl=https%3A%2F%2Frsccd.sharepoint.com%2Fsites%2FSACAccreditation2022Standard1&serviceName=teams&threadId=19:5cc1b1fd120544f4bb49ee3ef6fd3af1@thread.skype&groupId=68c847fc-06f6-452d-b927-1ce42ff28f60)

**I.A.4. The institution articulates its mission in a widely published statement approved by the governing board. The mission statement is periodically reviewed and updated as necessary. (ER 6)**

**I.A.4. Evidence of Meeting the Standard**

The mission of Santa Ana College is periodically reviewed by the campus community and revised as necessary.  SAC’s mission statement was previously reviewed and revised in 2012 and the latest revision began at the February 22, 2017, College Council Retreat.  Following extensive review through SAC’s participatory governance process which included input from faculty, staff, students, and administrators from across the institution. The new mission statement and vision statements were approved at the May 31, 2017, college council and by the RSCCD Board of Trustees on July 17, 2017.  (IA4\_06) Santa Ana College articulates its mission across campus in various formats.  The mission is posted on the SAC website (1A4\_01), in the SAC Catalog (1A4 \_ 03), and SAC Schedule of Classes (1A4 – 04).  The mission can also be seen on Committee meeting agendas and minutes, course syllabi, referenced in departmental program review reports, and in the Educational Master Plan. (IA4\_00\_ex. Evidence needed)

**I.A.4. Analysis and Evaluation**

Santa Ana College widely publishes its mission across a variety of formats and reviews the mission periodically to determine if it needs updating. The review process follows our governance practices and engages all constituency groups on campus.

**I.A.4. Evidence**

IA4\_01\_ [SAC Mission Webpage](https://www.sac.edu/AboutSAC/Pages/mission.aspx)    
IA4\_01\_ [Factbook 2019](https://teams.microsoft.com/l/file/F7C22AC1-850C-41C8-B8AC-AC0B28681EA3?tenantId=a8040095-716d-4e49-b783-b5f746eea8b3&fileType=pdf&objectUrl=https%3A%2F%2Frsccd.sharepoint.com%2Fsites%2FSACAccreditation2022Standard1%2FShared%20Documents%2FStandard%201a%2FSAC%20Standard%20I%20A--%20Evidence%2FPDFs%2FData%2FSAC_2019_FactBook_WITH%20Cover.12.09.19%20FINAL%20FINAL.pdf&baseUrl=https%3A%2F%2Frsccd.sharepoint.com%2Fsites%2FSACAccreditation2022Standard1&serviceName=teams&threadId=19:5cc1b1fd120544f4bb49ee3ef6fd3af1@thread.skype&groupId=68c847fc-06f6-452d-b927-1ce42ff28f60)   
IA4\_01\_ [SAC Catalog](https://www.sac.edu/catalogAndSchedule/Documents/2019-2020/2019_Catalog.pdf)    
IA4\_01\_ [SAC Schedule of Classes](https://www.sac.edu/catalogAndSchedule/Documents/2020-2021/FALL%202020_08052020.pdf)    
IA4\_01\_ [Minutes of RSCCD Board of Trustees Meeting (7-17-17)](https://www.rsccd.edu/Trustees/Documents/Minutes/2017%20Minutes/07-17-17%20minutes.pdf)    
IA4\_01\_ [Participatory Governance Structure](https://teams.microsoft.com/l/file/4ABF6A00-B810-4D7B-8163-56521A429DCA?tenantId=a8040095-716d-4e49-b783-b5f746eea8b3&fileType=pdf&objectUrl=https%3A%2F%2Frsccd.sharepoint.com%2Fsites%2FSACAccreditation2022Standard1%2FShared%20Documents%2FStandard%201a%2FSAC%20Standard%20I%20A--%20Evidence%2FPDFs%2FData%2FParticipatory-Governance-Approved-Signed-2015.pdf&baseUrl=https%3A%2F%2Frsccd.sharepoint.com%2Fsites%2FSACAccreditation2022Standard1&serviceName=teams&threadId=19:5cc1b1fd120544f4bb49ee3ef6fd3af1@thread.skype&groupId=68c847fc-06f6-452d-b927-1ce42ff28f60) (2015; to be updated to 2021 version once approved in Spring 2021)   
IA4\_01\_ Education Master Plan.

**Conclusions on Standard I.A. Mission**

Santa Ana College meets standard I.A.

**Improvement Plan(s)**

**Evidence List**

1.A.1 – 1-  [College Council Approval of Mission Statement](https://rsccd.sharepoint.com/sites/SACAccreditation2022Standard1/Shared%20Documents/Standard%201a/SAC%20Standard%20I%20A--%20Evidence/PDFs/Mission/College_Council_ApprovalofMissionStatement_05%2031%2017%20(Approved).pdf) (5-31-17).

1.A.1 – 2 - [Minutes of RSCCD Board of Trustees Meeting (7-17-17)](https://www.rsccd.edu/Trustees/Documents/Minutes/2017%20Minutes/07-17-17%20minutes.pdf)

1.A.2 - 1 - [Tableau Research Tools (dashboards)](https://teams.microsoft.com/l/file/82C38B07-9B46-4B6C-B671-F0D9BDA0BD22?tenantId=a8040095-716d-4e49-b783-b5f746eea8b3&fileType=pdf&objectUrl=https%3A%2F%2Frsccd.sharepoint.com%2Fsites%2FSACAccreditation2022Standard1%2FShared%20Documents%2FStandard%201a%2FSAC%20Standard%20I%20A--%20Evidence%2FPDFs%2FData%2FTableau%20Research%20Tools%20-%20Santa%20Ana%20College.pdf&baseUrl=https%3A%2F%2Frsccd.sharepoint.com%2Fsites%2FSACAccreditation2022Standard1&serviceName=teams&threadId=19:5cc1b1fd120544f4bb49ee3ef6fd3af1@thread.skype&groupId=68c847fc-06f6-452d-b927-1ce42ff28f60) –

1.A.2 - 2 - [Program Review](https://teams.microsoft.com/l/file/910156D2-5D57-4D69-BE7A-3A46A4561556?tenantId=a8040095-716d-4e49-b783-b5f746eea8b3&fileType=docx&objectUrl=https%3A%2F%2Frsccd.sharepoint.com%2Fsites%2FSACAccreditation2022Standard1%2FShared%20Documents%2FStandard%201a%2FSAC%20Standard%20I%20A--%20Evidence%2FPDFs%2FData%2F4YEAR_Instructional-programs-SAC-Template.docx&baseUrl=https%3A%2F%2Frsccd.sharepoint.com%2Fsites%2FSACAccreditation2022Standard1&serviceName=teams&threadId=19:5cc1b1fd120544f4bb49ee3ef6fd3af1@thread.skype&groupId=68c847fc-06f6-452d-b927-1ce42ff28f60) –

1.A.2 - 3 - [Budget Priorities 20-21](https://teams.microsoft.com/l/file/EFB53A86-D199-42CA-B22C-C6573D9AF03F?tenantId=a8040095-716d-4e49-b783-b5f746eea8b3&fileType=pdf&objectUrl=https%3A%2F%2Frsccd.sharepoint.com%2Fsites%2FSACAccreditation2022Standard1%2FShared%20Documents%2FStandard%201a%2FSAC%20Standard%20I%20A--%20Evidence%2FPDFs%2FData%2F20-21%20Budget%20Priorities_FINAL.pdf&baseUrl=https%3A%2F%2Frsccd.sharepoint.com%2Fsites%2FSACAccreditation2022Standard1&serviceName=teams&threadId=19:5cc1b1fd120544f4bb49ee3ef6fd3af1@thread.skype&groupId=68c847fc-06f6-452d-b927-1ce42ff28f60) –

1.A.2 - 4 – [LAOCRC Program Recommendation](https://teams.microsoft.com/l/file/BEF98E80-28B4-43C2-8F1A-3560EA86BCC6?tenantId=a8040095-716d-4e49-b783-b5f746eea8b3&fileType=pdf&objectUrl=https%3A%2F%2Frsccd.sharepoint.com%2Fsites%2FSACAccreditation2022Standard1%2FShared%20Documents%2FStandard%201a%2FSAC%20Standard%20I%20A--%20Evidence%2FPDFs%2FData%2FLAOCRC%20-%20Program%20Recommendation.pdf&baseUrl=https%3A%2F%2Frsccd.sharepoint.com%2Fsites%2FSACAccreditation2022Standard1&serviceName=teams&threadId=19:5cc1b1fd120544f4bb49ee3ef6fd3af1@thread.skype&groupId=68c847fc-06f6-452d-b927-1ce42ff28f60) –

1.A.2 -5 - [Participatory Governance Structure](https://teams.microsoft.com/l/file/4ABF6A00-B810-4D7B-8163-56521A429DCA?tenantId=a8040095-716d-4e49-b783-b5f746eea8b3&fileType=pdf&objectUrl=https%3A%2F%2Frsccd.sharepoint.com%2Fsites%2FSACAccreditation2022Standard1%2FShared%20Documents%2FStandard%201a%2FSAC%20Standard%20I%20A--%20Evidence%2FPDFs%2FData%2FParticipatory-Governance-Approved-Signed-2015.pdf&baseUrl=https%3A%2F%2Frsccd.sharepoint.com%2Fsites%2FSACAccreditation2022Standard1&serviceName=teams&threadId=19:5cc1b1fd120544f4bb49ee3ef6fd3af1@thread.skype&groupId=68c847fc-06f6-452d-b927-1ce42ff28f60)  -

1.A.2 -6 - [Success Team Structure & Goals](https://teams.microsoft.com/l/file/86F91E96-5B58-4AC4-B43F-21E92DE01955?tenantId=a8040095-716d-4e49-b783-b5f746eea8b3&fileType=pdf&objectUrl=https%3A%2F%2Frsccd.sharepoint.com%2Fsites%2FSACAccreditation2022Standard1%2FShared%20Documents%2FStandard%201a%2FSAC%20Standard%20I%20A--%20Evidence%2FPDFs%2FData%2F2018%20SAC%20Student%20Success%20Scorecard.pdf&baseUrl=https%3A%2F%2Frsccd.sharepoint.com%2Fsites%2FSACAccreditation2022Standard1&serviceName=teams&threadId=19:5cc1b1fd120544f4bb49ee3ef6fd3af1@thread.skype&groupId=68c847fc-06f6-452d-b927-1ce42ff28f60) –

1.A.2 - 7 - [Starfish Tool Workflows](https://teams.microsoft.com/l/file/19AACDBB-5CB7-410B-8BB6-AF5D56460451?tenantId=a8040095-716d-4e49-b783-b5f746eea8b3&fileType=pdf&objectUrl=https%3A%2F%2Frsccd.sharepoint.com%2Fsites%2FSACAccreditation2022Standard1%2FShared%20Documents%2FStandard%201a%2FSAC%20Standard%20I%20A--%20Evidence%2FPDFs%2FData%2FStarfish%20Workflow%20-%20Level%202%20and%203%20Flags.pdf&baseUrl=https%3A%2F%2Frsccd.sharepoint.com%2Fsites%2FSACAccreditation2022Standard1&serviceName=teams&threadId=19:5cc1b1fd120544f4bb49ee3ef6fd3af1@thread.skype&groupId=68c847fc-06f6-452d-b927-1ce42ff28f60) –

1.A.2 - 8 - [Sense Survey Results](https://teams.microsoft.com/l/file/09C9C77D-9767-4BC6-AB98-6A21EAB00589?tenantId=a8040095-716d-4e49-b783-b5f746eea8b3&fileType=pdf&objectUrl=https%3A%2F%2Frsccd.sharepoint.com%2Fsites%2FSACAccreditation2022Standard1%2FShared%20Documents%2FStandard%201a%2FSAC%20Standard%20I%20A--%20Evidence%2FPDFs%2FData%2FSAC_SENSE_2018_Results_05302019.pdf&baseUrl=https%3A%2F%2Frsccd.sharepoint.com%2Fsites%2FSACAccreditation2022Standard1&serviceName=teams&threadId=19:5cc1b1fd120544f4bb49ee3ef6fd3af1@thread.skype&groupId=68c847fc-06f6-452d-b927-1ce42ff28f60) –

1.A.2 - 9 - [Factbook 2019](https://teams.microsoft.com/l/file/F7C22AC1-850C-41C8-B8AC-AC0B28681EA3?tenantId=a8040095-716d-4e49-b783-b5f746eea8b3&fileType=pdf&objectUrl=https%3A%2F%2Frsccd.sharepoint.com%2Fsites%2FSACAccreditation2022Standard1%2FShared%20Documents%2FStandard%201a%2FSAC%20Standard%20I%20A--%20Evidence%2FPDFs%2FData%2FSAC_2019_FactBook_WITH%20Cover.12.09.19%20FINAL%20FINAL.pdf&baseUrl=https%3A%2F%2Frsccd.sharepoint.com%2Fsites%2FSACAccreditation2022Standard1&serviceName=teams&threadId=19:5cc1b1fd120544f4bb49ee3ef6fd3af1@thread.skype&groupId=68c847fc-06f6-452d-b927-1ce42ff28f60) –

1.A.2 - 10 - [Student Equity Plan 2019-22](https://teams.microsoft.com/l/file/289A5C3A-5B57-495B-920F-2494C5CF73B7?tenantId=a8040095-716d-4e49-b783-b5f746eea8b3&fileType=pdf&objectUrl=https%3A%2F%2Frsccd.sharepoint.com%2Fsites%2FSACAccreditation2022Standard1%2FShared%20Documents%2FStandard%201a%2FSAC%20Standard%20I%20A--%20Evidence%2FPDFs%2FData%2FSanta%20Ana%20College%20Equity%20Plan%202019-2022%20060619%20v1.0.pdf&baseUrl=https%3A%2F%2Frsccd.sharepoint.com%2Fsites%2FSACAccreditation2022Standard1&serviceName=teams&threadId=19:5cc1b1fd120544f4bb49ee3ef6fd3af1@thread.skype&groupId=68c847fc-06f6-452d-b927-1ce42ff28f60) –

  I.A.2-11- 2021-2024 Educational Master Plan

1.A.3 – 1- [Academic Program Review Report - 2020](https://teams.microsoft.com/l/file/EE091EC1-40D6-46D8-8D5B-C7FB2A21C254?tenantId=a8040095-716d-4e49-b783-b5f746eea8b3&fileType=pdf&objectUrl=https%3A%2F%2Frsccd.sharepoint.com%2Fsites%2FSACAccreditation2022Standard1%2FShared%20Documents%2FStandard%201a%2FSAC%20Standard%20I%20A--%20Evidence%2FSection%203%2FAcademic%20Program%20Review%20Report%20-%202020.pdf&baseUrl=https%3A%2F%2Frsccd.sharepoint.com%2Fsites%2FSACAccreditation2022Standard1&serviceName=teams&threadId=19:5cc1b1fd120544f4bb49ee3ef6fd3af1@thread.skype&groupId=68c847fc-06f6-452d-b927-1ce42ff28f60) –

1.A.3 – 2 - [SAC Programs and Services List – Spring 2020](https://teams.microsoft.com/l/file/73C61F05-EE1A-41F2-8625-F75651606A6B?tenantId=a8040095-716d-4e49-b783-b5f746eea8b3&fileType=pdf&objectUrl=https%3A%2F%2Frsccd.sharepoint.com%2Fsites%2FSACAccreditation2022Standard1%2FShared%20Documents%2FStandard%201a%2FSAC%20Standard%20I%20A--%20Evidence%2FSection%203%2FSAC%20Programs%20and%20Services%20List%20-%20Spring%202020.pdf&baseUrl=https%3A%2F%2Frsccd.sharepoint.com%2Fsites%2FSACAccreditation2022Standard1&serviceName=teams&threadId=19:5cc1b1fd120544f4bb49ee3ef6fd3af1@thread.skype&groupId=68c847fc-06f6-452d-b927-1ce42ff28f60) –

1.A.3 – 3 - [Service Support Areas Program Review Report - 2020](https://teams.microsoft.com/l/file/482C3C50-E486-4A7A-B0FB-EA3C58455A8C?tenantId=a8040095-716d-4e49-b783-b5f746eea8b3&fileType=pdf&objectUrl=https%3A%2F%2Frsccd.sharepoint.com%2Fsites%2FSACAccreditation2022Standard1%2FShared%20Documents%2FStandard%201a%2FSAC%20Standard%20I%20A--%20Evidence%2FSection%203%2FService%20Support%20Areas%20Program%20Review%20Report%20-%202020.pdf&baseUrl=https%3A%2F%2Frsccd.sharepoint.com%2Fsites%2FSACAccreditation2022Standard1&serviceName=teams&threadId=19:5cc1b1fd120544f4bb49ee3ef6fd3af1@thread.skype&groupId=68c847fc-06f6-452d-b927-1ce42ff28f60) -

1.A.3 – 4 - [Participatory Governance Principles](https://teams.microsoft.com/l/file/88A6C61D-7D55-4EF0-B231-E92330A7B66D?tenantId=a8040095-716d-4e49-b783-b5f746eea8b3&fileType=pdf&objectUrl=https%3A%2F%2Frsccd.sharepoint.com%2Fsites%2FSACAccreditation2022Standard1%2FShared%20Documents%2FStandard%201a%2FSAC%20Standard%20I%20A--%20Evidence%2FSection%203%2FParticipatory%20Governance%20Principles.pdf&baseUrl=https%3A%2F%2Frsccd.sharepoint.com%2Fsites%2FSACAccreditation2022Standard1&serviceName=teams&threadId=19:5cc1b1fd120544f4bb49ee3ef6fd3af1@thread.skype&groupId=68c847fc-06f6-452d-b927-1ce42ff28f60) –

1.A.3 – 5 - [Budget and Planning Goals – 2020-22](https://teams.microsoft.com/l/file/AB0C1AD5-7090-4D80-AB4B-FEC35E83F963?tenantId=a8040095-716d-4e49-b783-b5f746eea8b3&fileType=pdf&objectUrl=https%3A%2F%2Frsccd.sharepoint.com%2Fsites%2FSACAccreditation2022Standard1%2FShared%20Documents%2FStandard%201a%2FSAC%20Standard%20I%20A--%20Evidence%2FSection%203%2FBudget%20and%20Planning%20Goals%20-%202020-22.pdf&baseUrl=https%3A%2F%2Frsccd.sharepoint.com%2Fsites%2FSACAccreditation2022Standard1&serviceName=teams&threadId=19:5cc1b1fd120544f4bb49ee3ef6fd3af1@thread.skype&groupId=68c847fc-06f6-452d-b927-1ce42ff28f60) –

1.A.3 – 6 - [Resource Allocation Request Form – 2020-21](https://teams.microsoft.com/l/file/E3C65C62-0823-4880-BA47-8C2934DD414B?tenantId=a8040095-716d-4e49-b783-b5f746eea8b3&fileType=pdf&objectUrl=https%3A%2F%2Frsccd.sharepoint.com%2Fsites%2FSACAccreditation2022Standard1%2FShared%20Documents%2FStandard%201a%2FSAC%20Standard%20I%20A--%20Evidence%2FSection%203%2FResource%20Allocation%20Request%20Form%20-%202020-21.pdf&baseUrl=https%3A%2F%2Frsccd.sharepoint.com%2Fsites%2FSACAccreditation2022Standard1&serviceName=teams&threadId=19:5cc1b1fd120544f4bb49ee3ef6fd3af1@thread.skype&groupId=68c847fc-06f6-452d-b927-1ce42ff28f60) –

1.A.3 – 7 – [Resource Allocation Request Procedures](https://teams.microsoft.com/l/file/536DE5A6-6490-4359-A4E6-205224751173?tenantId=a8040095-716d-4e49-b783-b5f746eea8b3&fileType=pdf&objectUrl=https%3A%2F%2Frsccd.sharepoint.com%2Fsites%2FSACAccreditation2022Standard1%2FShared%20Documents%2FStandard%201a%2FSAC%20Standard%20I%20A--%20Evidence%2FSection%203%2FResource%20Allocation%20Procedures.pdf&baseUrl=https%3A%2F%2Frsccd.sharepoint.com%2Fsites%2FSACAccreditation2022Standard1&serviceName=teams&threadId=19:5cc1b1fd120544f4bb49ee3ef6fd3af1@thread.skype&groupId=68c847fc-06f6-452d-b927-1ce42ff28f60) –

1.A.3 – 8 - [ILOs – Core Competencies – SAC Website](https://teams.microsoft.com/l/file/B41BF9F0-5178-4DDD-A65D-B09ACE15B2E7?tenantId=a8040095-716d-4e49-b783-b5f746eea8b3&fileType=pdf&objectUrl=https%3A%2F%2Frsccd.sharepoint.com%2Fsites%2FSACAccreditation2022Standard1%2FShared%20Documents%2FStandard%201a%2FSAC%20Standard%20I%20A--%20Evidence%2FSection%203%2FILOs%20-%20Core%20Competencies%20-%20SAC%20Website.pdf&baseUrl=https%3A%2F%2Frsccd.sharepoint.com%2Fsites%2FSACAccreditation2022Standard1&serviceName=teams&threadId=19:5cc1b1fd120544f4bb49ee3ef6fd3af1@thread.skype&groupId=68c847fc-06f6-452d-b927-1ce42ff28f60) –

1.A.3 – 9 - [Student Equity Plan – 2019-22](https://teams.microsoft.com/l/file/49250EF2-82D1-4389-88FC-4DCA050D47CC?tenantId=a8040095-716d-4e49-b783-b5f746eea8b3&fileType=pdf&objectUrl=https%3A%2F%2Frsccd.sharepoint.com%2Fsites%2FSACAccreditation2022Standard1%2FShared%20Documents%2FStandard%201a%2FSAC%20Standard%20I%20A--%20Evidence%2FSection%203%2FStudent%20Equity%20Plan%20-%202019-22.pdf&baseUrl=https%3A%2F%2Frsccd.sharepoint.com%2Fsites%2FSACAccreditation2022Standard1&serviceName=teams&threadId=19:5cc1b1fd120544f4bb49ee3ef6fd3af1@thread.skype&groupId=68c847fc-06f6-452d-b927-1ce42ff28f60) –

1.A.3 – 10 - [Guided Pathways](https://teams.microsoft.com/l/file/17DA5BD5-1673-4D18-B0A8-1EF89BF40BC4?tenantId=a8040095-716d-4e49-b783-b5f746eea8b3&fileType=pdf&objectUrl=https%3A%2F%2Frsccd.sharepoint.com%2Fsites%2FSACAccreditation2022Standard1%2FShared%20Documents%2FStandard%201a%2FSAC%20Standard%20I%20A--%20Evidence%2FSection%203%2FGuided%20Pathways.pdf&baseUrl=https%3A%2F%2Frsccd.sharepoint.com%2Fsites%2FSACAccreditation2022Standard1&serviceName=teams&threadId=19:5cc1b1fd120544f4bb49ee3ef6fd3af1@thread.skype&groupId=68c847fc-06f6-452d-b927-1ce42ff28f60) –

1.A.3 – 11- [Occupational Studies Special Report](https://teams.microsoft.com/l/file/9FBC2903-A5EF-4056-896C-BA025D648244?tenantId=a8040095-716d-4e49-b783-b5f746eea8b3&fileType=pdf&objectUrl=https%3A%2F%2Frsccd.sharepoint.com%2Fsites%2FSACAccreditation2022Standard1%2FShared%20Documents%2FStandard%201a%2FSAC%20Standard%20I%20A--%20Evidence%2FSection%203%2FOccupational%20Studies%20Special%20Report.pdf&baseUrl=https%3A%2F%2Frsccd.sharepoint.com%2Fsites%2FSACAccreditation2022Standard1&serviceName=teams&threadId=19:5cc1b1fd120544f4bb49ee3ef6fd3af1@thread.skype&groupId=68c847fc-06f6-452d-b927-1ce42ff28f60) –

1.A.3 – 12- [Occupational Studies Program Philosophy](https://teams.microsoft.com/l/file/07930FB5-33A3-4C56-B7F5-C0F997A90D04?tenantId=a8040095-716d-4e49-b783-b5f746eea8b3&fileType=pdf&objectUrl=https%3A%2F%2Frsccd.sharepoint.com%2Fsites%2FSACAccreditation2022Standard1%2FShared%20Documents%2FStandard%201a%2FSAC%20Standard%20I%20A--%20Evidence%2FSection%203%2FOccupational%20Studies%20Program%20Philosophy.pdf&baseUrl=https%3A%2F%2Frsccd.sharepoint.com%2Fsites%2FSACAccreditation2022Standard1&serviceName=teams&threadId=19:5cc1b1fd120544f4bb49ee3ef6fd3af1@thread.skype&groupId=68c847fc-06f6-452d-b927-1ce42ff28f60) –

1.A.3 – 13- [Occupational Studies Student Guidebook](https://teams.microsoft.com/l/file/AEEFA265-DA48-440B-8243-8A3B82A35E70?tenantId=a8040095-716d-4e49-b783-b5f746eea8b3&fileType=pdf&objectUrl=https%3A%2F%2Frsccd.sharepoint.com%2Fsites%2FSACAccreditation2022Standard1%2FShared%20Documents%2FStandard%201a%2FSAC%20Standard%20I%20A--%20Evidence%2FSection%203%2FOccupational%20Studies%20Student%20Guidebook.pdf&baseUrl=https%3A%2F%2Frsccd.sharepoint.com%2Fsites%2FSACAccreditation2022Standard1&serviceName=teams&threadId=19:5cc1b1fd120544f4bb49ee3ef6fd3af1@thread.skype&groupId=68c847fc-06f6-452d-b927-1ce42ff28f60) –

1.A.4 – 1- [SAC Mission Webpage](https://www.sac.edu/AboutSAC/Pages/mission.aspx) –

1.A.4 – 2 - [Factbook 2019](https://teams.microsoft.com/l/file/F7C22AC1-850C-41C8-B8AC-AC0B28681EA3?tenantId=a8040095-716d-4e49-b783-b5f746eea8b3&fileType=pdf&objectUrl=https%3A%2F%2Frsccd.sharepoint.com%2Fsites%2FSACAccreditation2022Standard1%2FShared%20Documents%2FStandard%201a%2FSAC%20Standard%20I%20A--%20Evidence%2FPDFs%2FData%2FSAC_2019_FactBook_WITH%20Cover.12.09.19%20FINAL%20FINAL.pdf&baseUrl=https%3A%2F%2Frsccd.sharepoint.com%2Fsites%2FSACAccreditation2022Standard1&serviceName=teams&threadId=19:5cc1b1fd120544f4bb49ee3ef6fd3af1@thread.skype&groupId=68c847fc-06f6-452d-b927-1ce42ff28f60%22%20\) –

1.A.4 - 3 - [SAC Catalog](https://www.sac.edu/catalogAndSchedule/Documents/2019-2020/2019_Catalog.pdf) -

1.A.4 – 4 - [SAC Schedule of Classes](https://www.sac.edu/catalogAndSchedule/Documents/2020-2021/FALL%202020_08052020.pdf) -

1.A.4 – 5 - [Minutes of RSCCD Board of Trustees Meeting (7-17-17)](https://www.rsccd.edu/Trustees/Documents/Minutes/2017%20Minutes/07-17-17%20minutes.pdf%22%20/) –

1.A.4 – 6 - [Participatory Governance Structure](https://teams.microsoft.com/l/file/4ABF6A00-B810-4D7B-8163-56521A429DCA?tenantId=a8040095-716d-4e49-b783-b5f746eea8b3&fileType=pdf&objectUrl=https%3A%2F%2Frsccd.sharepoint.com%2Fsites%2FSACAccreditation2022Standard1%2FShared%20Documents%2FStandard%201a%2FSAC%20Standard%20I%20A--%20Evidence%2FPDFs%2FData%2FParticipatory-Governance-Approved-Signed-2015.pdf&baseUrl=https%3A%2F%2Frsccd.sharepoint.com%2Fsites%2FSACAccreditation2022Standard1&serviceName=teams&threadId=19:5cc1b1fd120544f4bb49ee3ef6fd3af1@thread.skype&groupId=68c847fc-06f6-452d-b927-1ce42ff28f60%22%20\) (2015; to be updated to 2021 version once approved in Spring 2021)

1.A.4 - 7 – Education Master Plan.

**I.B. Assuring Academic Quality and Institutional Effectiveness**

**Academic Quality**

**I.B.1. The institution demonstrates a sustained, substantive and collegial dialog about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement.**

**I.B.1. Evidence of Meeting the Standard**

Through its participatory governance structure (**IB1\_00\_PG\_Handbook2015**), Santa Ana College demonstrates a sustained, substantive and collegial dialogue regarding student outcomes, student equity, academic quality, institutional effectiveness, and overall continuous improvement of student learning and achievement.

Through collegial dialogue between the leadership of the Academic senate and Administration, SAC’s previous Institutional and Effectiveness and Assessment Committee (IE&A) was reimagined with its charge expanded and its membership reconfigured.  SAC’s previous conversations regarding student outcomes and continuous improvement of student learning and achievement were conducted through SAC’s Teaching and Learning Committee a subcommittee of the Curriculum and Instruction Council. Through further collegial dialogue and SAC’s governance process, the Teaching and Learning Committee, otherwise known as the TLC, also underwent a redesign and was re-structured into three separate sub-committees: Program Review, Outcomes and Assessment, and Accreditation.

The charge of the newly reinstated IE&A committee is to engage faculty, staff, and administration to create sustained, substantive, and collegial dialogue about institutional effectiveness.  This includes the review of all college planning efforts, leading to recommendations to SAC’s College Council on institutional effectiveness and oversight over the four subcommittees of: Outcomes Assessment, Program Review, Enrollment Management, and Accreditation. (**IB1\_07\_**)

The stand-alone Outcomes Assessment Committee has allowed for improved dialogue among faculty and staff on current outcome assessment practices.  Its membership was redesigned to be cross-disciplinary and reflective of the units involved. In addition, to further facilitate campus wide work on outcomes assessment, the college developed an Outcomes Assessment faculty Coordinator who serves as Chair of the Outcomes and Assessment Sub-Committee and leads our efforts in this area.  (**IB1\_01\_\_**).

SAC’s reimagined Program Review Committee provides the college’s academic programs and service areas the opportunity to not only reflect on their alignment with the college’s mission and vision, but also to engage in dialogue with colleagues across the campus regarding the program’s strengths and/or opportunities for growth and development and to identify ways that programs and service areas can improve related to student learning outcomes.  As part of SAC’s reimagined committee structure, information obtained through the program review process will be shared with the IE&A committee to identify connections and alignment regarding campus resources and how best the college can enrich the educational experience of every Santa Ana College student.

SAC has had a long-established commitment to student equity.  The purpose of SAC’s Student Success and Equity Committee has been to improve the academic achievement of SAC students through the integration of matriculation, student equity, and related student success initiatives at the college.  SAC’s Basic Skills Task Force was linked to the Student Success Committee.  The initiatives were joined assure that leaders from all campus constituency groups were brought together for student centered dialogue, planning, analysis, and policy review.  At the February 13, 2020 committee meeting, members approved new committee mission and vision statements.  The mission of the Student Success and Equity committee is to “*boost achievement for all students with an emphasis on eliminating achievement gaps, make recommendations on how equity funding is allocated, evaluate the use of that funding, and explore strategic ideas grounded in institutional research in order to support an education free from racism and sexism.”*Today the college continues its commitment to equity through the Student Equity and Achievement program (SEAP) Committee. The SEAP committee is cross-disciplinary, engaging faculty and staff across the campus to create sustained, substantive, and collegial dialogue about student equity. (**IB1\_02\_**).  The SEAP committee is guided by a Faculty Student Equity Coordinator and the Dean of Academic Affairs serving as committee co-chairs. In 2018, three categorical student support programs were integrated fiscally into one program.  The purpose of the SEAP committee is to positively impact the academic achievement and success of SAC credit and noncredit students with an emphasis on eliminating opportunity gaps. Santa Ana College uses research and the innovative talents of our faculty,​ staff, and administration to improve outcomes for all students. All people involved in SEAP are committed to the belief that it is the institutions responsibility to improve the outcomes of all students regardless of their gender, race, income, disability, veteran status, or foster youth status.

In addition, SAC’s Learning & Engagement Guided Pathways Implementation Team has highlighted student equity as its core mission and engages faculty and staff in the work to equitize the learning experience for disproportionately impacted students. The committee includes members from both credit and non-credit and faculty coordinators representing Guided Pathways, student equity, professional development, and outcomes assessment. Beginning in Fall 2020, the Learning & Engagement Team proposed a three-year plan that outlines personal exploration, professional practices, leading to institutional change (**IB1\_03\_**)

Sustained, substantive, and collegial dialog about academic quality is the purview of the Academic Senate. The Academic Senate is primarily relied upon for policies and procedures on academic and professional matters. (**IB1\_04\_**).  SAC’s Curriculum and Instruction Council (CIC) is a sub-committee of the Academic Senate and is charged with approval, review, and curricular modification to ensure academic quality and integrity, in addition to all catalog and policy changes that affect curriculum, instruction, and degree requirements.  (**IB1\_05\_**)

In addition, the Distance Education Advisory Group is a workgroup of the Academic Senate. The faculty Distance Education Coordinator is an active member of several committees and reports out regularly to the SAC Technology Advisory Committee (SACTAC), Program Review Sub-Committee, Curriculum & Instruction Technical Review Committee, and the district Technology Advisory Group (TAG). Academic Senate support has enhanced efforts to meet the needs of students in online courses with a Senate approved [Online Teaching Certificate](https://sac.edu/AcademicAffairs/DistanceEd/SiteAssets/Pages/OnlineFacultyInformation/OnlineInstructorCertification%289-10-19%29.pdf) that adopts the @ONE Standards for Quality Teaching and utilizes the accepted CVC-OEI Course Design Rubric. (**IB1\_06\_**)

The mission of SAC’s Professional Development Advisory Committee is to *collaboratively foster and support student success and equity through professional development activities.*SAC’s professional development team, consisting of faculty, staff, and administration, develops activities for all constituent groups providing opportunities for dialogue on improving teaching and learning. These activities are posted and regularly updated on the Professional Development website. *(*[*https://sac.edu/FacultyStaff/professional-development/Pages/Mission.aspx*](https://sac.edu/FacultyStaff/professional-development/Pages/Mission.aspx)*).*

And finally, in line with the California Community College Chancellor’s Office Vision for Success, students, classified staff, faculty, and administrators, participated in activities and brainstorming sessions to create SAC’s new Education Master Plan outlining the College’s vision and goals to meet the needs of its diverse student body and to strive to meet the ambitious goals outlined in the State’s Vision for Success. (**IB1\_07\_** Evidence: \*March 16-April 2019 dates of sessions/retreats)

**I.B.1. Analysis and Evaluation**

SAC demonstrates sustained, substantive, and collegial dialogue regarding continuous improvement of student learning and achievement through its participatory governance structure and the establishment of various campus committees including the Student Equity and Achievement Program Committee, Guided Pathways Committees, Academic Senate, Curriculum and Instruction Council, the reimagined Institutional Effectiveness & Assessment Committees  in addition to Program Review, Outcomes Assessment, and Accreditation Committees and the collaboration in creating College planning documents.

**I.B.1. Evidence**

IB1\_01\_Outcomes Assessment Meeting Minutes. The meeting minutes from the newly formed Outcomes Assessment Committee demonstrates the sustained dialog about student outcomes.

IB1\_02\_SEAP Committee Meeting Minutes. The meeting minutes from the Student Equity and Achievement Program Committee demonstrates the sustained dialogue about student equity.

IB1– 3 – Learning & Engagement Team Equity Plan. The Learning and Engagement Team Equity Plan demonstrates the work toward continuous improvement of student learning and achievement with a focus on student equity.

IB1 – 4 – Academic Senate Bylaws. The Academic Senate Bylaws outline the ways in which dialog on academic quality is established at the college.

IB1– 5 – CIC Handbook (partial). The Curriculum and Instruction Council Handbook demonstrates the procedures leading to discussion on curriculum, which ensures academic quality.

IB1 – 6 – Distance Ed Advisory Group Meeting Minutes (still needed). The meeting minutes from the Distance Education Advisory Group demonstrates the sustained dialogue about academic quality and distance learning.

IB1 – 7 – IE&A Meeting Minutes. The meeting minutes from the Institutional Effectiveness and Assessment Meeting shows the sustained dialogue about institutional effectiveness and academic quality.

**I.B.2. The institution defines and assesses student learning outcomes for all instructional programs and student and learning support services. (ER 11)**

**I.B.2. Evidence of Meeting the Standard**

In accordance with Board Policy and Administrative Regulation 3225 Institutional Effectiveness each college in the district develops, adopts, and publicly posts goals that address student performance and outcomes. (IB2\_00\_RSCCD\_BP3225; IB2\_00\_RSCCD\_AR3225) Santa Ana College defines and regularly assesses outcomes for all instructional programs and student support services.

SAC’s Program Review Subcommittee serves as the oversight committee for the institution's Program Review process. A revised template and updated process have been implemented, featuring templates for both academic/instructional programs (IB2\_04) and student support areas (IB2\_05). Student learning outcome assessment and service area outcome assessment is embedded into the process of Program Review where programs report the results and use the outcomes to inform programmatic goals and planning.

Both instructional programs and service areas review and assess outcomes annually and every four years, a quadrennial report is due to the Program Review Committee the 1st week of November.  Quadrennial reports are submitted to appropriate administrators (Dean or Vice President), and depending on service area, submitted to either faculty or administrative co-chair of the program review committee. The fall submission ensures that resulting needs/goals from overall program assessment is completed in line with submission timeline of SAC’s Resource Allocation Process. All program reviews submitted can be reviewed on the Program Review Website library (IB2\_06), along with tools, resources, and research suggestions to assist in assessing outcomes. During the subsequent Spring semester, each report submitted based on program submission calendar, provides a presentation to the Program Review committee where the committee can provide verbal feedback to the area.  (IB2\_03) (Examples of completed reports-https://libguides.sac.edu/sacprogramreview/academic-year#s-lg-box-wrapper-26987764)

Approved by the California Community College Board of Governors in March of 2016 and under the authority of the RSCCD Board of Trustees, SAC submitted and was chosen as 1 of 15 colleges to offer a Baccalaureate degree in Occupational Studies.   (OS-Special Report, 2017). In line with the college’s regular assessment of programs, specific evaluation criteria were developed to define and assess student outcomes for the baccalaureate program.  The upper division coursework was extensively reviewed and approved through SAC’s Curriculum and Instruction Council for depth and rigor and has student learning outcomes consistent with the requirements of higher education.  (IB2\_00\_include evidence: sample course syllabi) (IB2\_00\_Evidence: OS Course SLO Assessment Report) The Baccalaureate degree’s first quadrennial report will be due Fall 2021.

Assisting with the assessment of student outcomes, SAC’s Research Office provides tools and reports accessible to faculty and staff to assist with research questions for program improvement. One example of the support that the Research Office provides is the administration of the Student Satisfaction Survey to measure the outcomes gained by students after utilizing student support and learning services. Following administration of the survey, the results are distributed via email to all members of the campus community. Survey results are used to make informed decisions in response to student support needs.

Starting Spring of 2019, the College began the process of more fully integrating outcomes assessment, program review, and resource allocation.  By leveraging the former database software (TracDat that later became Nuventive Improve), we were able to link and more fully integrate these processes.  In Fall of 2020, the College was able to fully engage in this more streamline and integrated way of assessing, reviewing, and funding our efforts.

To further support program assessment, the Distance Education department is collaborating with the newly formed Outcomes Assessment Committee to automate the collection of data in Canvas and export to Nuventive. Currently, faculty are being provided with training workshops on how to use the Outcomes feature within Canvas to assist with this process.  Continuous support is provided to faculty and staff through professional development activities, SLO office hours, and the Outcomes and Assessment committee.  (IB2\_08).

**I.B.2.  Analysis and Evaluation**

Santa Ana College defines and assesses outcomes on a regular cycle for all instructional programs and student support services.  SAC’s Program Review Subcommittee serves as the oversight committee for the institution's Program Review process providing department support through conversation and feedback to assist departments in continuous quality improvement.  In addition, continuous support of program assessment is provided through ongoing professional development activities, regular SLO office hours, and dialogue with SAC’s Outcomes and Assessment committee.  SAC’s Research Office provides faculty and staff with the necessary tools and reports needed to assist with research questions related to program improvement.  Program Review processes and based on collegial dialogue, SAC’s process more fully integrates outcomes assessment, program review, and resource allocation.

**I.B.2. Evidence**

IB2\_01 [CurriQunet and Sample SLO](https://rsccd.sharepoint.com/sites/SACAccreditation2022Standard1/Shared%20Documents/Standard%20IB/SAC%20Standard%20I%20B--%20Evidence/IB2_01_CurrIQunet_Sample_SLO_MATH221.pdf). [https://sac.curricunet.com](https://sac.curricunet.com/)

IB2\_02 [Example SLO on Nuventive](https://rsccd.sharepoint.com/sites/SACAccreditation2022Standard1/Shared%20Documents/Standard%20IB/SAC%20Standard%20I%20B--%20Evidence/IB2_02_SLOs_on_Nuventive.pdf)

IB2\_03 [SAC Research Page and Student Satisfaction Survey](https://rsccd.sharepoint.com/sites/SACAccreditation2022Standard1/Shared%20Documents/Standard%20IB/SAC%20Standard%20I%20B--%20Evidence/IB2_03_Research-Page_and_Student-Satisfaction-Survey.pdf).

IB2\_0[4 Program Review Template – Instructional](https://rsccd.sharepoint.com/sites/SACAccreditation2022Standard1/Shared%20Documents/Standard%20IB/SAC%20Standard%20I%20B--%20Evidence/IB2_04_4YEAR_Instructional-programs-SAC-Template.pdf).

IB2\_05 [Program Review Template – Student Support Areas](https://rsccd.sharepoint.com/sites/SACAccreditation2022Standard1/Shared%20Documents/Standard%20IB/SAC%20Standard%20I%20B--%20Evidence/IB2_05_4YEAR_Service-Support-Areas-SAC-Template.pdf)

IB2\_06 [Program Review Library and Guides](https://rsccd.sharepoint.com/sites/SACAccreditation2022Standard1/Shared%20Documents/Standard%20IB/SAC%20Standard%20I%20B--%20Evidence/IB2_06_Program_Review_Library_Resources_page.pdf)

IB2\_07 [SAC SLO Training Syllabus](https://rsccd.sharepoint.com/sites/SACAccreditation2022Standard1/Shared%20Documents/Standard%20IB/SAC%20Standard%20I%20B--%20Evidence/IB2_07_SAC_SLO_Training_Syllabus_1.pdf).

IB2\_08 Outcomes in Canvas. Canvas can be used to track student outcomes directly within the Canvas course.

**I.B.3. The institution establishes institution-set standards for student achievement, appropriate to its mission, assesses how well it is achieving them in pursuit of continuous improvement, and publishes this information. (ER 11)**

**I.B.3. Evidence of Meeting the Standard**

In line with the mission of Santa Ana College, institutional set standards are established for student achievement.   In 2015, SAC established institution-set standards for student achievement through the Institutional Effectiveness Partnership Initiative (IEPI) Goals Framework (IB3\_01), and progress was published and reported in the college’s ACCJC Annual Reports (IB3\_02).

In 2017, prior institution-set standards were discussed, evaluated and modified to include, the current Student Success Metrics, where progress is reported on course completion rates, number of certificates, number of degrees, number of transfers, licensure examination pass rates, and employment rates for career and technical education students. These new metrics were also reported to the ACCJC Annual Reports (IB3\_03).

The College’s Strategic Plan from 2014-2016 (I.B.3-4), and the Santa Ana College Integrated Plan from 2017-2019 (IB3\_05), outlined how the institution-set standards are assessed, demonstrating a commitment to continuous improvement. Currently, these metrics are key to attaining the goals for the college as outlined in SAC’s Educational Master Plan and Equity Plan (I.B.3 – 6).

The institution-set standards for the Occupational Studies program completion were established from historic data of student success in the existing OTA program.  The data included course completion, program completion, pass rates on National Certification Testing, and Job placement.  (Evidence: OTA Course and Program Completion/ OTA pass rates on NCT).  The SAC research department developed a process to conduct ongoing research to analyze student success in the OS program related to course/program completion and grades.  (Research plan for OS students)/ (Projections for growth)/OTA rankings.  The Occupational Studies program has one research analyst assigned to track programmatic outcomes.  In addition, the Director of Research attends monthly statewide meetings related to the Baccalaureate programs.  OS students are tracked with respect to admission data, course completion, and program completion.  Data is disaggregated by race and gender as necessary.  The OS program makes their report available on their department website.  (IB3\_00\_2017 OS Special report)

**I.B.3. Analysis and Evaluation**

The institution establishes institution-set standards for student achievement, appropriate to its mission, assesses how well it is achieving them in pursuit of continuous improvement, and publishes this information.

**I.B.3. EVIDENCE**

IB3\_01. [Institution Set Standards and Goals Presentation 2015](https://rsccd.sharepoint.com/sites/SACAccreditation2022Standard1/Shared%20Documents/Standard%20IB/SAC%20Standard%20I%20B--%20Evidence/IB3_01_Inst_Set_Standards_Goals_Presentation_2015.pdf)

IB3\_02. [ACCJC Annual Reports 2017](https://rsccd.sharepoint.com/sites/SACAccreditation2022Standard1/Shared%20Documents/Standard%20IB/SAC%20Standard%20I%20B--%20Evidence/IB3_02_ACCJC_Annual_Report_2017.pdf)

IB3\_03. [ACCJC Annual Report 2020](https://rsccd.sharepoint.com/sites/SACAccreditation2022Standard1/Shared%20Documents/Standard%20IB/SAC%20Standard%20I%20B--%20Evidence/IB3_03_ACCJC_Annual_Report_2020.pdf)

IB3\_04. [Strategic Plan](https://rsccd.sharepoint.com/sites/SACAccreditation2022Standard1/Shared%20Documents/Standard%20IB/SAC%20Standard%20I%20B--%20Evidence/IB3_04_Strategic_Plan.pdf)

IB3\_05. [Integrated Plan](https://rsccd.sharepoint.com/sites/SACAccreditation2022Standard1/Shared%20Documents/Standard%20IB/SAC%20Standard%20I%20B--%20Evidence/IB3_05_Integrated_Plan.pdf)

IB3\_06. [Equity Plan](https://rsccd.sharepoint.com/sites/SACAccreditation2022Standard1/Shared%20Documents/Standard%20IB/SAC%20Standard%20I%20B--%20Evidence/IB3_06_Equity_Plan.pdf)

IB3\_07. [2019 Santa Ana College Factbook](https://rsccd.sharepoint.com/:b:/s/SACAccreditation2022Standard1/Edbp911aHPdGucVpPmkb0-wBVoyr1e-4xyZFbhPs5LYVCw?e=U0cOM5)

**I.B.4. The institution uses assessment data and organizes its institutional processes to support student learning and student achievement.**

**I.B. 4. Evidence of Meeting the Standard**

The institution uses assessment data and organizes its institutional processes to support student learning. Evidence of the institution using assessment data and organizing its institutional processes to support student achievement can be found when analyzing the college’s research dashboards, such as SEAT and NEAT, which are routinely revised, updated, and communicated broadly to the SAC community (IB4\_06). Additionally, the college compiles an annual Fact Book which includes student achievement data disaggregated by multiple demographics, along with the resources available to support students’ successful completion of their goals.  The data included in the Fact Book is often compared to prior years’ data and then analyzed to see how best to increase student achievement via institutional processes (i.e., adapting student support services to better fit the needs of students—hours, locations, online presence, etc.) (IB4\_07).

The institution uses student and faculty survey data to develop institutional processes such as training and providing resources for distance education and remote learning. These include workshops, certifications, Canvas course templates, and other technology tools. Survey data has also been used to determine student preferences in terms of course offering modalities.

Further evidence is the college’s participation and implementation of Guided Pathways. By investing in Guided Pathways, the college is undertaking a redesign of its institutional processes to support student learning\Santa Ana College reviewed and analyzed its Vision for Success metrics and realized that students on average were taking too many units, significantly lengthening time to completion of their programs. Elements of the redesign included program maps so students are provided with clear visuals of the requirements needed to complete their chosen programs; success teams, which serve to assist students in their learning journeys; and technology platforms, such as Starfish, to provide timely communication to students regarding learning strengths and areas in need of improvement (IB4\_02; IB4\_03; IB4\_04).

The AB 705 Monitoring workgroup is comprised of faculty, researchers, learning center coordinators, and administrators. This committee routinely examines the student data related to learning in the English and math disciplines. When the data shows that learning needs improvement, the committee raises relevant questions and redesigns processes to address gaps and improve student learning (IB4\_01).

Furthermore, evidence of the institution using assessment data and organizing its institutional processes to support student achievement can be found when examining the college’s Resource Allocation Request (RAR) process. Annually, each academic division and department engages in the RAR process. This process occurs after each department reviews and analyzes its program data to reveal any gaps in student achievement.  To Currently, the college is in the process of including the RAR request process into the Nuventive platform to allow for electronic submission and review.  Plan to implement scheduled for Fall 2021.  (IB4\_05).

**I.B.4. Analysis and Evaluation**

Santa Ana College uses assessment data and organizes its institutional processes to support student learning and student achievement. The College has several data dashboards, publications, and online access points for data on student achievement that are used regularly for decision making.

**I.B.4. EVIDENCE**

IB4\_0[1.  AB 705 Monitoring Committee Meeting Minutes.  The AB 705 Monitoring Committee routinely examines student data related to learning in the English and math disciplines.](https://rsccd.sharepoint.com/:b:/s/SACAccreditation2022Standard1/ERs7U4rKy_RHqGmJivqszB4BnuuA9OiCYiMuleouUtFF1A?e=xRp3ti)

IB4\_0[2.  Guided Pathways Overview.  Guided Pathways provides a supportive college environment that allows students to confidently and successfully achieve their academic goal in a timely manner by providing a clearer path to a career of value.](https://rsccd.sharepoint.com/:b:/s/SACAccreditation2022Standard1/EWJTbPURYDhBjSszLkAKQFABG1VhKhp0xrr9h2D7g5kzhQ?e=ibFqmf)

IB4\_0[3.  Guided Pathways Program Mapping Resources.  Program maps provide students with clear visuals so they know the requirements to complete their programs in a timely manner.](https://rsccd.sharepoint.com/:b:/s/SACAccreditation2022Standard1/EUB8deG3nBxMua7YIGSGfm8BAutg89qgoHn600mLP1plvQ?e=fyljkp)

IB4\_0[4.  Starfish Student Success Platform.  The Starfish technology provides timely communication to students regarding learning strengths and areas of improvement.](https://rsccd.sharepoint.com/:b:/s/SACAccreditation2022Standard1/EXbtSVYTb3pKtTyp3CPp1H8Bp9Hgzv0s17oXten3-I_05w?e=iAueP0)

IB4\_0[5.  Resource Allocation Request (RAR) process.  The college RAR process incorporates department and program review data to illuminate student achievement gaps and prioritize resources to address these gaps.](https://rsccd.sharepoint.com/:b:/s/SACAccreditation2022Standard1/EXxpU070gJhMjC7a4BTQaoABk65Bi7LeZHdcKXDlsQHPtw?e=Fd1tRk)

IB4\_0[6.  Research Dashboards Overview.  The college Research Dashboards use assessment data to provide student achievement results for use by faculty, staff, and administrators.](https://rsccd.sharepoint.com/:b:/s/SACAccreditation2022Standard1/EUWp9XD_bpRGj5FgxmLve9QB7bbviN4RJ88eFXAYMAsJOQ?e=oJ4RFb)

IB4\_0[7.  2019 Santa Ana College Fact Book.  The annual college Fact Book provides student achievement data disaggregated by multiple demographics, along with the resources available to support students’ successful completion of their goals.](https://rsccd.sharepoint.com/:b:/s/SACAccreditation2022Standard1/ERSBw6wjckpHktHtCYdo1gMBhH8ltNPHcCkKxuEB8JJDsA?e=UPcpPV)

IB4\_0[8. Student Satisfaction Survey Report 2020. A satisfaction survey is sent to students every year to inform institutional processes to promote student learning and student achievement.](https://rsccd.sharepoint.com/sites/SACAccreditation2022Standard1/Shared%20Documents/Standard%20IB/SAC%20Standard%20I%20B--%20Evidence/IB4_8_Student_Satisfaction_Survey_Excerpt_2020.pdf)

**Institutional Effectiveness**

**I.B.5. The institution assesses accomplishment of its mission through program review and evaluation of goals and objectives, student learning outcomes, and student achievement. Quantitative and qualitative data are disaggregated for analysis by program type and mode of delivery.**

**I.B.5. Evidence of Meeting the Standard**

Prior to 2019, SAC’s program review processes and procedures were developed and maintained through SAC’s Teaching and Learning Committee (TLC).  The TLC was assigned as a sub-committee of the Curriculum and Instruction Council and reported directly to the Academic Senate.  As part of SAC’s reimagined committee structure, a separate Program Review Subcommittee was created in support of the reinstated Institutional Effectiveness and Assessment committee, which will, in turn, serve as the oversight committee for the institution's Program Review process. Information regarding the program review process will be directly reported to the IE&A committee in efforts to better identify connections and alignment regarding campus resources and how best the college can enrich the educational experience of SAC students.

As described in I.B.1 and I.B.2., SAC’s reimagined Program Review Subcommittee continues to provide the college’s programs and service areas the opportunity to not only reflect on their alignment with the college’s mission and vision, but to also engage in dialogue with colleagues across the campus regarding individual program strengths and/or opportunities for growth and development.  With the continued inclusion of a presentation to the Program Review Subcommittee, programs and service areas are provided with direct feedback from committee members with intent to provide programs and service areas support for continuous improvement.

SAC’s program review process continues to include the review and assessment of program student outcomes annually with a quadrennial report (every 4 years) submitted to the Program Review Committee.  The Quadrennial reports are submitted to appropriate administrators (Dean or Vice President), and depending on service area, submitted to either faculty or administrative co-chair of the program review committee. The program review committee has set a deadline of the 1st week of November for submission to ensure that resulting needs/goals from overall program assessment is completed in line with submission timeline of SAC’s Resource Allocation Process.

The program review template was reviewed and updated by the new program review committee members in Fall of 2019 to better reflect the needs of both the academic and student services programs. (Evidence new template link) Though similar in overall content, the new template provides embedded faculty instruction versus an external handbook, further direction for student support and services, revised section that encompasses SAC’s work as a Guided Pathways institution, newly established equity and vision goals and the inclusion of a programs most current resource allocation request.   All program reviews submitted can be reviewed on the Program Review Website, along with tools, resources, and research suggestions to assist in assessing outcomes. (IB2\_06)

The College’s program review process is supported by the college’s research department. The research department provides disaggregated student achievement data for appropriate evaluation and planning of academic programs, student services programs, Guided Pathways implementation, and student equity programs. Research tools available for program review include a Student Equity Action Tool (SEAT), Non-Credit Equity Action Tool (NEAT), Cal-Pass PLUS Community College Pipeline, and the California Community College Chancellor’s Office Data Mart. (IB5\_04). Program leads are also instructed on disaggregating data to help them examine and address the success of disproportionately impacted student groups in their respective programs. (IB5\_04)

The College’s research department is also equipped with tools to provide both qualitative and quantitative data disaggregated by gender, ethnicity, foster youth, veteran status, low income, and LGBTQ status for analysis by program type and mode of delivery.  (IB5\_04)

Starting Spring of 2019, the College began the process of more fully integrating outcomes assessment, program review, and resource allocation.  By leveraging the former database software (TracDat that later became Nuventive Improve), we were able to link and more fully integrate these processes.  In Fall of 2021, the College was able to fully engage in this more streamline and integrated way of assessing, reviewing, and funding our efforts.

**I.B.5. Analysis and Evaluation**

Santa Ana College utilizes it Program Review process to evaluate the goals and objectives of programs and services, student learning outcomes and student achievement therefore assessing accomplishment of its overall mission.  In addition, SAC’s research department equips faculty, staff, and administrators with both quantitative and qualitative data to be able to make programmatic decisions for improvement.  Quantitative and qualitative data are disaggregated for analysis by program type and delivery mode as needed.  In addition to review of its associate of arts/science and certificate programs, the College also evaluates student learning outcomes for its Occupational Science Bachelor of Arts degree. (IB5\_03)

**I.B.5. Evidence**

IB5\_01\_Program Review Purpose Statement

IB5\_02\_Program Review Calendar

IB5\_03\_BA in OS SLOs per course

IB5\_04\_Research Site for Program Review

**I.B.6. The institution disaggregates and analyzes learning outcomes and achievement for subpopulations of students.  When the institution identifies performance gaps, it implements strategies, which may include allocation or reallocation of human, fiscal and other resources, to mitigate those gaps and evaluates the efficacy of those strategies.**

**I.B.6. Evidence of Meeting the Standard**

In keeping with the college’s commitment to student equity, SAC’s research department assists with the disaggregation and analysis of data on student learning and achievement for subpopulations of students (IB6\_01).  The primary disaggregation of data is focused on understanding the impact of programs and services on disproportionately impacted student groups (IB6\_02). When appropriate, faculty and staff are encouraged to use the SEAT (Student Equity Action Tool), which provides course completion data for the College’s credit courses, and the NEAT (Non-Credit Equity Action Tool), which provides course completion data for the College’s non-credit courses. (IB6\_03).

SAC’s program review process has been designed to ensure excellent educational programs and support services that address student and community needs and includes the inclusion of qualitative and quantitative data.  Both academic and student support service areas are instructed to reflect on the degree to which the program is meeting student needs through reflection on assessment of student learning outcomes, service area outcomes and /or program learning outcomes, analysis, or examination of the demographics of the students enrolled, special populations being served and enrollment trends.  Qualitative measure of student satisfaction and data related to student success such as retention and completion rates, placement data, transfer rates and data regarding overall program learning outcomes and disproportionate impact.  Should disproportionate impact be identified, programs are required to address steps or actions the program will take to adjust, counteract, or amend the disproportionate impact.

Our Student Equity and Achievement Program (SEAP) committee has undergone a thorough revision of its mission, vision, and committee structure. In addition, the SEAP committee reviews its funding allocation process on a yearly basis to align funding with areas of potential academic improvement for disproportionately impacted student populations. The SEAP committee has also assigned a task force to engage in continual review of the College’s Student Equity Plan to mitigate equity gaps and evaluate the efficacy of our program strategies.

Further, when performance gaps are identified, resources are allocated or reallocated, as evidenced by our Guided Pathways efforts and Student Equity funding processes. (IB6\_04, IB6\_05). Student Equity and Guided Pathways efforts, processes, and strategies are evaluated for their effectiveness and resources are aligned accordingly. (IB6\_06) As an example of the allocation of funds resulting from performance gaps, student equity funds have been recently allocated to support students in math and English considering AB 705 implementation. The College’s research department identified performance gaps for students enrolled in transfer-level math and English courses and equity funds were allocated to provide classroom tutors and support for our math and English learning centers departments. The College’s equity funding process requires program requests to identify the specific disproportionately impacted student group(s) the program is intended to serve. Funding requestors are required to support their request application with data provided from our SEAT and/or NEAT research tools.

**I.B.6. Analysis and Evaluation**

The College has the tools and processes in place to disaggregate and analyzes learning outcomes and achievement for subpopulations of students.  When the College identifies performance gaps, it implements strategies, which may include allocation or reallocation of resources, to mitigate those gaps and evaluates the efficacy of those strategies. Clear evidence of this can be found in the College efforts to serve students through the Guided Pathways framework and Student Equity and Achievement Program Committee.

**I.B.6. Evidence**

IB6\_01\_Research Department Student Equity Webpage

IB6\_02\_Disproportionate Impact Information Sheet

IB6\_03\_Research Tools Webpage

IB6\_04\_Guided Pathways Funding Request Form

IB6\_05\_Student Equity Funding Request Form

IB6\_06\_Student Equity Mid-Year Report

IB6\_07\_Program review templates

**I.B.7 The institution regularly evaluates its policies and practices across all areas of the institution, including instructional programs, student and learning support services, resource management, and governance processes to assure their effectiveness in supporting academic quality and accomplishment of mission.**

**I.B.7. Evidence of Meeting the Standard**

In accordance with RSCCD Board Policy and Administrative Regulation 3225 Institutional Effectiveness, Santa Ana College regularly evaluates its policies and practices across all areas of the institution.  (**IB7\_00\_BP3225; IB7\_00-AR3225**)

Meeting regularly, SAC’s College Council is the participatory governance communication tool for all college constituent groups.  The council provides recommendations to the College President regarding college issues, reviews and considers recommendations from other committees, and reviews district board policies and administrative regulations as required.  **(IB7\_00\_PGHandbook; IB7\_00\_CCagenda/minutes).**

 Prior to the Fall of 2019, the Teaching and Learning Committee (TLC) evaluated policies and practices across the areas of Outcomes Assessment, Program Review and Accreditation.  In efforts to expand institutional dialogue and involvement across all areas, through collegial dialogue between Academic Senate leadership and Academic Affairs, the participatory governance structure was reimagined, and the TLC was restructured into the three separate sub committees: Outcomes Assessment, Program Review, and Accreditation.  In addition, SAC re-instated an Institutional Effectiveness and Assessment Committee (IE&A).  The charge of the newly reinstated IE&A Committee would be to further engage all constituent groups in sustained, substantive, and collegial dialogue pertaining to institutional effectiveness. With overseeing all planning efforts leading to recommendations to the College Council regarding institutional effectiveness. And to serve as the oversight committee for four newly formed sub-committees: Outcomes Assessment, Program Review, Accreditation, and Enrollment Management.  **(IB7\_00\_ evidence of minutes, PG Handbook)**

The Outcomes Assessment Committee continues the work to evaluate the College’s institutional assessment practices (\*evidence).  The charge of the Program Review Committee is to continuously evaluate processes related to program review and helping faculty and staff identify opportunities for both instructional programs and service areas to improve related to student learning and service area outcomes. Through yearly and quadrennial program reviews, both the College’s instructional and student support services evaluate their effectiveness as they relate to the institution’s mission and academic quality. **(IB7-1)** These reviews ensure that the college offers transformational programs that inspire and empower the College’s diverse students **(IB7-1)**. These regular reviews allow each area to be reflective and purposeful in providing resources that support institutional learning outcomes, student learning outcomes, and student area outcomes all in attempts to assure effectiveness and learning. (**IB7\_00\_04**, **IB7\_00\_0**5)    
The college’s Research Department supports institutional assessment efforts in a variety of ways.  The Research Department posts faculty and staff resources on the department webpage,  **(IB7\_00\_ webpage**), provides program-level reports, and provides professional development on how to use data to evaluate institutional effectiveness (**IB7\_00\_ evidence https://www.sac.edu/research/Pages/default.aspx**).  In addition, SAC’s research department regularly conducts research and produces college-wide reports (**IB7\_00\_ Time to degree handout;  Career & Technical education employment outcomes survey 2020; SAC Employee engagement survey (2020); Student Satisfaction Survey (2019; 2020)**

The governance structure of the institution was established to regularly evaluate policies and practices, and to support academic quality, as well as accomplishment of the institution’s mission (**IB7\_00\_0**1, **IB7\_00\_0**6). The Participatory Governance Committees’ structures, missions, and goals are evidenced in SAC’s Participatory Governance handbook (**IB7\_00\_0**7). SAC’s participatory governance structure includes a Planning & Budget committee.  The Planning & Budget Committee is responsible for the recommendation of budget priorities, procedures, and processes to the College Council.  The committee also functions as a community liaison for fiscal affairs with the college community. (IB7\_00\_PGHandbook; [IB7\_00\_P&Bwebsite)](https://www.sac.edu/AdminServices/budget/Pages/default.aspx)

**I.B.7. Analysis and Evaluation**

Through the former Teaching and Learning Committee and now the reinstated IE&A committee, the institution regularly evaluates its policies and practices across all areas of the institution, including instructional programs, student and learning support services, resource allocation and reallocation, decision making, and committee structure/processes to assure their effectiveness in supporting academic quality and accomplishment of mission.

**I.B.7. Evidence**

**IB7\_00\_0**1\_[Program Review Committee](https://www.sac.edu/committees/ProgramReview/Pages/default.aspx). <https://www.sac.edu/committees/ProgramReview/Pages/default.aspx>

**IB7\_00\_0**2\_Annual Student Satisfaction Surveys. <https://sac.edu/research/Pages/default.aspx>

**IB7\_00\_0**3\_Annual Employee Engagement Survey. <https://sac.edu/research/Pages/default.aspx>

**IB7\_00\_0**4\_Resource Management: CWP & RAR (documents uploaded in Teams)

**IB7\_00\_0**5\_Planning and Budget Committee. <https://www.sac.edu/AdminServices/budget/Pages/default.aspx>

**IB7\_00\_0**6\_SAC had five **Participatory Governance Committees** and other working Committees to move forward the college's agenda in 2015 and is in the process of amending it.  <https://www.sac.edu/committees/Pages/default.aspx>

**IB7\_00\_0**7\_Participatory Governance Handbook since 2008-2015 (is there a current one?) <https://www.sac.edu/committees/Documents/Participatory-Governance-Approved-Signed-2015.pdf>

**I.B.8. The institution broadly communicates the results of all of its assessment and evaluation activities so that the institution has a shared understanding of its strengths and weaknesses and sets appropriate priorities.**

**I.B.8 Evidence of Meeting the Standard**

Santa Ana College broadly communicates to the campus community the results of its various assessments and evaluation activities so that the college has a shared understanding of its strengths and weaknesses and can set appropriate priorities.  The various modalities include the SAC Website, Research Dashboards, and reports such as the SAC Factbook, employee and student surveys (evidence), and program/course reviews which are available on the program review website. (IB8\_01, IB8\_02, IB8\_03). These resources aid the institution in recognizing its collective strengths and opportunities for growth. Additionally, the Research Department reports out to various Participatory Governance Committees as needed and regularly updates all constituents on the results of our collective efforts to improve student learning and service outcomes. In addition, the institution regularly participates in an iterative process whereby data and assessment results support future goals and actions to equitably support student success, especially during times of need and rapid change (IB8\_04, IB8\_05, IB8\_06, IB8\_07).

An example of how data is used to determine priorities is in professional development workshops and activities needed to strengthen weaknesses expressed in such data. Professional development work groups, comprised of constituents across the institution, meet monthly to address weaknesses and advise on the setting of Professional Development priorities. The Professional Development Team develops and implements professional development workshops and activities for all SAC employees, and plays an active role in supporting and, at times, co-facilitating professional development provided by SAC’s Distance Education Office, Student Equity, and various other departments and offices. Funding of pertinent and necessary external training experiences and conferences is determined and prioritized by areas of greatest need, as indicated by the data (IB8\_08).

Another example would be how data is used to identify and prioritize areas of greatest need in Distance Education. The goals and activities of the Distance Education Advisory Group are a part of the Distance Education Plan, which is submitted to the Academic Senate and distributed through the Senate minutes/emails and DE reporting through SACTAC.  (IB8\_06)

**I.B.8. Analysis and Evaluation**

Santa Ana College has established a culture of data informed decision making that relies on broad communication of the results of evaluation and assessment. This allows for all constituent groups to have a shared understanding of the College’s strengths and weaknesses.

**I.B.8 Evidence**

IB8\_01\_SAC Factbook – Since 2015.     
<https://www.sac.edu/research/Pages/Factbook.aspx>

IB8\_02\_Research Dashboards. The Santa Ana College Research Department has designed many interactive visualization tools to assist in department and program evaluation.    
<https://www.sac.edu/research/Pages/Tableau-Research-Pages.aspx>

IB8\_03\_Program/Course Review.    
<https://www.sac.edu/committees/ProgramReview/Pages/default.aspx>

IB8\_04\_Guided Pathways Initiative.   
<https://www.sac.edu/FacultyStaff/GuidedPathways/Pages/default.aspx>

IB8\_05\_Equity.   
<https://www.sac.edu/committees/StudentSuccess/Pages/default.aspx>

IB8\_06\_Distance Ed (COVID-19).    
<https://www.sac.edu/AcademicAffairs/DistanceEd/Pages/default.aspx>

IB8\_07\_Program Review and Outcomes Assessment.   
<https://www.sac.edu/committees/ProgramReview/Pages/default.aspx>

IB8\_08\_[Professional Development](https://www.sac.edu/FacultyStaff/professional-development/Pages/default.aspx) https://www.sac.edu/FacultyStaff/professional-development/Pages/default.aspx

**I.B.9 The institution engages in continuous, broad based, systematic evaluation and planning.  The institution integrates program review, planning, and resource allocation into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality. Institutional planning addresses short- and long-range needs for educational programs and services and for human, physical, technology, and financial resources. (ER 19)**

**I.B.9. Evidence of Meeting the Standard**

In accordance with Board Policy and Administrative Regulations 3225 Institutional Effectiveness**(IB9\_00\_BP/AR\_3225)** and 3250 **(IB9\_00\_BP/AR\_3250)** Institutional Planning, Santa Ana College engages in continuous, broad-based, systematic evaluation and planning as evidenced in the various institutional plans, including the Educational Master Plan, Facilities Master Plan, Equity Plan, Guided Pathways Scale of Adoption and Assessment, Enrollment Management Plan, and Technology Plan **(IB9\_01)**. Faculty and staff from various academic, student service, and administrative divisions work collaboratively to create each plan to ensure it is broad-based. Further, the goals within the plans are integrated into the resource allocation process to promote a continuous, systematic evaluation of the progress toward these goals.

The Equity Plan is an example of how the college confirms the importance that all planning and goals align with the overall mission of the college. This is apparent in the focus on equity, through which the college can transform and empower a diverse community of learners.

Insert Ed Master Plan and Facilities Plan information.

The Program Review process previously fell within the responsibility of the Teaching and Learning Committee, but the establishment of a separate Program Review Sub-Committee has allowed for the overall process to instill broader dialogue across the institution with improved integration of the process into the planning and resource allocation process.   All academic and student service programs conduct research annually for ongoing improvement and possible financial requests, based on outcome data, through the Colleges resource allocation process.   Outcome data from the program review process drives overall needs of a department or service area which may include human, physical, technological, or financial resources.

A comprehensive report and presentation to the Program Review sub-committee is conducted every four years. The Program Review sub-committee is composed of a broad spectrum of members from the Santa Ana College Community to be able to provide diverse perspectives, broad feedback, as well as providing a comprehensive approach to improving the college’s programs and services. (IB9\_04) With the establishment of the newly reimagined Institutional Effectiveness and Assessment Committee (IE&A) the College is working towards further strengthening all college planning efforts. Under this new format, the IE&A committee will have oversight over the Program Review Sub-committee which will provide ongoing reports and recommendations to IE&A.

SAC’s Resource Allocation Request (RAR) process is an annual process linking to department/division goals, college mission statement, student learning outcomes for academic departments and service-learning outcomes for administrative/support departments and the Planning and Budget Committee’s established budget priorities. A revision of the College’s RAR process was completed in Spring 2020 by the Planning and Budget Committee, in collaboration with the SAC Budget and Accounting Office which resulted in better alignment of submission timelines for program review and resource allocation.  The Planning and Budget Committee also committed to integrating Program Review into their 2020-2022 goals (IB9\_08). The Planning and Budget committee will also be working closely with the newly re-instated IE&A Committee to develop a process that allows an efficient integration of institutional planning, resource allocation, and assessment of effectiveness. ([IB9\_00\_RAR\_Procedures](https://www.sac.edu/AdminServices/budget/Documents/Resource%20Allocation%20Request%20Procedures.pdf);  [IB9\_00\_Budget priorities\_2020-2022](https://www.sac.edu/AdminServices/Documents/Facility-Forms/FY%2021-22_SAC%20Budget%20Priorites.pdf))

An even more robust and comprehensive process is in development to fully integrate the Program Review process and Student Outcomes and Assessment in the allocation of resources.  Nuventive is an online system that will allow a more direct link to the Program Review and Learning Outcomes, leading to an improvement in the continual evaluation of institutional effectiveness and academic quality. (IB9\_06)

In addition to the financial and human resources explored by the Planning and Budget Committee, the Santa Ana College Technology Advisory Committee (SACTAC) evaluates and analyzes the technological resources and solutions to support student success and the college’s mission. This is evidenced in the documented purpose and mission of the committee. (IB9\_07)

Evidence of SAC’s engagement in continuous, broad based, systematic evaluation and planning is also evidenced in the RSCCD Master Planning Guide, 2013. ([IB9\_00\_RSCCD\_Master\_Planning\_Guide 2013](https://www.rsccd.edu/Departments/Research/Documents/DistrictPlanning/RSCCD-Master-Planning-Guide-2013.pdf)) The guide is an example of the integrated institutional planning at the district level and between the colleges and the district.  The processes described in the document identify the ways that the constituent groups participate and contribute to district-level long-term and short-term planning to promote student success.  Though the two colleges have independent cycles of integrated planning, the components are linked to one another as well as to district level planning.  SAC’s overall goals, objectives and action plans collectively contribute to the achievement of established RSCCD Goals.  In addition, the district’s annual Progress Report details progress not only on RSCCD Goals and objectives but of the individual College’s as well.   Faculty and Administrative representatives serve on the RSCCD Planning and Organizational Effectiveness Committee that oversees the development of the district’s Master Plan and Strategic plan, provides leadership for the coordination of district and college planning activities, prepares the annual Progress Report, coordinates the data to be presented at annual Board of Trustees planning activity and coordinates accreditation activities between the colleges and District services.

The integration of the various institutional and district plans, in conjunction with the established processes such as Program Review, allows the College to assess the needs of all programs both in the short and long-term. (Consider asking Nga to write a little something about POE and District Strategic Plan)

**I.B.9. Analysis and Evaluation**

Santa Ana College engages in process of integrated planning integrating program review, planning, and resource allocation in a comprehensive process that that supports its mission, improvement of institutional effectiveness, and academic quality. In addition, the governance processes designed through its committee structure, allows for institutional planning that addressed both short-term and long-term goals and objectives related to educational programs and services for human, physical, technological and financial resources.

**I.B.9. Evidence**

**IB9\_0**1 – [Equity Plan](https://rsccd.sharepoint.com/sites/SACAccreditation2022Standard1/Shared%20Documents/Standard%20IB/SAC%20Standard%20I%20B--%20Evidence/IB9_01_EquityPlan.pdf). The Equity Plan is one example of many plans that the college uses to engage in continuous, broad based, systematic evaluation and planning.

**IB9\_0**2 – [Program Review Committee Page](https://rsccd.sharepoint.com/sites/SACAccreditation2022Standard1/Shared%20Documents/Standard%20IB/SAC%20Standard%20I%20B--%20Evidence/IB9_02_Program_Review_Committee.pdf). The Program Review Committee engages in a systematic evaluation of all programs, academic and student service, which is essential to the planning process currently in place and the improved process being developed.

**IB9\_0**3 – [Outcomes Assessment Committee Page](https://rsccd.sharepoint.com/sites/SACAccreditation2022Standard1/Shared%20Documents/Standard%20IB/SAC%20Standard%20I%20B--%20Evidence/IB9_03_Outcomes_Assessment_Committee.pdf). The Outcomes Assessment Committee engages in establishing policies and processes to ensure that student learning outcomes are integrated with the institutional planning process and the allocation of resources.

**IB9\_0**4 – [Program Review Process and Forms](https://rsccd.sharepoint.com/sites/SACAccreditation2022Standard1/Shared%20Documents/Standard%20IB/SAC%20Standard%20I%20B--%20Evidence/IB9_04_Program_Review_Process_Form.pdf). Every program at Santa Ana College completes a brief annual Program Review and presents a more summative Program Review to the Program Review Committee quadrennially. In the form, information on potential resource allocation is included.

**IB9\_0**5 – [RAR Process and Form](https://rsccd.sharepoint.com/sites/SACAccreditation2022Standard1/Shared%20Documents/Standard%20IB/SAC%20Standard%20I%20B--%20Evidence/IB9_05_RAR_Process_and_Form.pdf) – The Planning and Budget Committee regularly evaluates the Resource Allocation Request Process and Form. The form and process integrate aspects of Program Review and other institutional planning documents.

**IB9\_0**6 – [Nuventive Sample SLO](https://rsccd.sharepoint.com/sites/SACAccreditation2022Standard1/Shared%20Documents/Standard%20IB/SAC%20Standard%20I%20B--%20Evidence/IB9_06_nuventive.pdf" \t "_blank) – Programs engage in the assessment of student learning outcomes using the new Nuventive system. The goal is to integrate other processes, such as Program Review and Resource Allocation, into the Nuventive system.

**IB9\_0**7 – [SACTAC](https://rsccd.sharepoint.com/sites/SACAccreditation2022Standard1/Shared%20Documents/Standard%20IB/SAC%20Standard%20I%20B--%20Evidence/IB9_07_SACTAC.pdf) – The Santa Ana College Technology Advisory Committee (SACTAC) provides guidance and recommendations for technology resources at the college.

**IB9\_0**8 – [Planning and Budget Committee Goals](https://rsccd.sharepoint.com/sites/SACAccreditation2022Standard1/Shared%20Documents/Standard%20IB/SAC%20Standard%20I%20B--%20Evidence/IB9_08_Planning_and_Budget_2020_2022_Goals.pdf) – The Planning and Budget Committee recommends budget priorities and procedures. One of the committee’s goals for 2020 to 2022 is to evaluate how the budget process ties into the Program Review process and explore how technology can be leveraged to automate both.

**Conclusions on Standard I.B. Academic Quality and Institutional Effectiveness**

**Improvement Plan(s)**

The College needs to improve processes to better align program review, outcomes assessment, and resource allocation procedures. The College is currently working to integrate the allocation process with our Guided Pathways initiative funding, Student Equity and Achievement funding, and Strong Workforce Program funding.

**Evidence List**

[insert list]

**I.C. Institutional Integrity**

**I.C.1 The institution assures the clarity, accuracy, and integrity of information provided**

**to students and prospective students, personnel, and all persons or organizations**

**related to its mission statement, learning outcomes, educational programs, and**

**student support services. The institution gives accurate information to students**

**and the public about its accreditation status with all of its accreditors. (ER 20)**

Santa Ana College, as a publicly funded institution of higher learning, assures clarity, accuracy and integrity of information shared with the public through its website and variety of publications issued by offices and committees operating at the college.

The SAC Catalog is published annually. All departments, divisions, and service areas review relevant areas for accuracy of information.  Faculty, department chairs, classified staff, and academic administrators review content related to educational programs and instructional services, while student support services personnel review content related to their areas.  Information is reviewed to assure clarity, accuracy, and integrity of the information presented.  Information regarding the accredited status of the college is maintained by the Vice President of Academic Affairs/Accreditation Liaison Officer.

SAC’s website is hosted by the District Office ITS; partially controlled and updated through District Publications and Electronic Media Manager; and locally updated and supported by the Public Information Officer and the Digital Media Specialist. Additionally, Divisions, Departments, and faculty web pages are supported by individuals who have been trained on approved protocols. Social Media campaigns and postings are done through the College’s PIO and/or in coordination with the District Public Affairs Office.

The Santa Ana College Mission Statement is visible on college’s publications, such as its catalog and planning documents. The Mission Statement is also communicated through footnotes on the college’s publications, emails, and social media posts. **(IC1\_00\_SAC\_Catalog\_Mission)**[Santa Ana College Mission Statement](https://sac.edu/AboutSAC/Pages/mission.aspx)

Program Level outcomes are approved by individual program and published in the college catalog. Course Student Learning Outcomes are approved by individual departments and are included on the official Course Outlines of Record and published on respective department web sites. **(IC1\_00\_SLO\_English\_Dept)**[English Department SLOs](https://sac.edu/AcademicProgs/HSS/EnglishESL/Pages/Department-Documents2.aspx)

Information about educational programs at the college is included on the college’s website, catalog, and schedule of classes.  **(IC1\_00\_SAC\_Website\_Dept/Div)** **(IC1\_00\_SAC\_class\_schedule)** [Santa Ana College Divisions and Departments](https://sac.edu/AcademicAffairs/Pages/Divisions-Departments.aspx)

 Student Service areas ensure the integrity of the information forwarded to the public through websites and college publications such as the catalog and schedule of classes. (**IC1\_00\_SAC\_Catalog**) **IC1\_00\_SAC\_class\_schedule** [Santa Ana College Student Services and Activities](https://sac.edu/StudentServices/Pages/default.aspx)  Student achievement data is provided to the public through both the Santa Ana College and RSCCD research department website.  **(ICI\_00\_SAC\_Research\_Web) (I**[**C1\_00\_RSCCD\_Research\_Web**](https://rsccd.edu/Departments/Research/Pages/default.aspx)**)**

Information related to SAC’s Baccalaureate degree in Occupational Studies is reviewed by the program coordinator and is published in Santa Ana College’s catalog and on their departmental website. ([IC1\_00\_OS\_Degree](https://www.sac.edu/AcademicProgs/HST/OTA/os/Pages/default.aspx)) ([IC1\_00\_OS\_Special\_Report\_2017](https://www.sac.edu/AcademicProgs/HST/OTA/os/Documents/OS-Special-Report-12-07-17.pdf))

SAC’s Accreditation status is published on the title page of the catalog and on one click from the main page Accreditation webpage.  (Evidence required). [Accreditation Home Page](https://sac.edu/Accreditation/Pages/default.aspx)

**I.C.1** **Analysis and Evaluation**

Santa Ana College assures the clarity, accuracy, and integrity of information that is presented to all students, current or prospective,

**I.C.1 Evidence**

Insert list here

**I.C.2. The institution provides a print or online catalog for students and prospective students with precise, accurate, and current information on all facts,**

**requirements, policies, and procedures listed in the “Catalog Requirements” (see**

**endnote). (ER 20)**

Santa Ana College publishes a college catalog annually and makes it available on its website for access by current and prospective students. Integrity of the information is ensured by college-wide catalog approval process, in which all departments, offices, and other entities revise and publish information about their operations. [Santa Ana College 2019/20 Catalog](https://sac.edu/catalogAndSchedule/Documents/2019-2020/2019_Catalog.pdf) The College also makes available to key areas approximately 100 copies of the printed catalog.  Printed versions of the Catalog are distributed to EOPS, Veteran’s Resource Center, Counseling, and Admissions & Records. Additional copies of the printed Catalog are available upon request by departments.  The college Student Business Office is also provided with copies of the printed catalog available for purchase.

**I.C.2. Analysis and Evaluation**

Santa Ana College provides current, clear, and accurate information to current and prospective students. The College has a drafting process and timeline to ensure its accuracy and relevancy.  Santa Ana college fulfills the identified “Catalog Requirements.” All constituent groups and the campus community can access the catalog online and it is available in print.

**I.C.2 Evidence**

Insert list here

**I.C. 3. The institution uses documented assessment of student learning and evaluation of**

**student achievement to communicate matters of academic quality to appropriate constituencies, including current and prospective students and the public. (ER 19)**

Santa Ana College documents the assessment of student learning and the evaluation of student achievement to communicate matters of academic quality to the appropriate constituents and to current and prospective students and the public.  The mission of SAC’s research department

is to pursue “the collaborative exploration, analysis, dissemination, and cultivation of understanding of current data” regarding SAC’s student population.  The primary directive of the research department is to further the campus’s understanding of equity issues and to enable the campus wide community to make data driven decisions that will have a significant impact on student achievement and attainment.  Research reports include the Santa Ana College Factbook ([IC3\_00\_Factbooks](https://www.sac.edu/research/Pages/Factbook.aspx)), a summary of current and historical statistical information and Fact Sheets for both Santa Ana College and the Centennial Education Center ([IC3\_00\_Factsheets\_2017\_2018)](https://www.sac.edu/research/Pages/Fact-Sheet.aspx).  In 2018, the SAC research department in combination with District Research provided data in collaboration with EMSI, a labor market analytics firm, to assess the impact of Santa Ana college on the county economy and benefits generated by the college for students, taxpayers, and society.  Results of this report showed that SAC created a positive net impact on the county economy and generated a positive return on investment for students, taxpayers, and society. ([IC3\_00\_ Emsi\_SAC\_Econ\_Impact\_Report](https://www.sac.edu/research/PublishingImages/Pages/Current-Reports/Emsi_SAC_Econ_Impact_Report.pdf))

Other data reports publicly available include Student Satisfaction Survey’s, ([IC3\_00\_Student Satisfaction Survey](https://www.sac.edu/research/PublishingImages/Pages/default/here2.pdf)) Career and Technical Education Employment Outcomes Survey ([IC3\_00\_ SAC\_CTEOS\_2019](https://www.sac.edu/research/PublishingImages/Pages/Report-Repository/Santa_Ana_College_CTEOS_2019.pdf); [IC3\_00\_SAC\_CTEOS\_2020](https://www.sac.edu/research/PublishingImages/Pages/Report-Repository/CTEOS%20SAC%20and%20CEC%20(Non-Credit)%202020.pdf)), Student Persistence (I[C3\_00\_SAC\_Loss of Students\_2017](https://www.sac.edu/research/Documents/Loss%20of%20Students%20Fall%202017%20to%20Spring%202018.pdf); [IC3\_00\_SAC\_CEC\_Loss of Students\_2017](https://www.sac.edu/research/Documents/Loss%20of%20Non-Credit%20Students%20Fall%202017%20to%20Spring%202018.pdf)), and SAC Graduate Exit Survey ([IC3\_00\_SAC\_Grad Survey\_2017-2018](https://www.sac.edu/research/Documents/SAC%20Graduate%20Exit%20Survey%20Report%20January%202018.pdf)).  Other examples of research resources available for public view include the Chancellor’s office DataMart, Chancellor’s scorecard for SAC, CSU partnering, and Institutional Effectiveness Partnership Initiative.  All can be found on the Research website ([IC3\_00\_SAC\_Research-Website](https://www.sac.edu/research/Pages/Other-Resources.aspx) ).

The Research Department has created a variety of interactive tools to assist in department and program evaluation.  Tools are readily available to all faculty, staff and administrators on the Research website.  Tools include data on degrees and certificates earned at SAC; the SEAT (student equity action tool) and NEAT tool (non-credit equity action tool) which provide course completion data for Santa Ana College credit and non-credit course; Persistence tool; and the SAC College Research Dashboard page. ([IC3\_00\_Research\_dashboards](https://www.sac.edu/research/Pages/Dashboard-Research-Pages.aspx))

The research office also provides regular and ongoing workshops for faculty, staff, and administrators on the utilization of the Santa Ana College dashboards for better interpretation of Santa Ana College data.  ([IC3\_00](https://www.sac.edu/research/Pages/Dashboard-Research-Pages.aspx)Evidence needed).

Evidence of how the college uses data for improvement includes the college-wide program review process which evaluates student and program learning outcomes, evaluates program student demographics, student satisfaction and student success combined with evaluation for any disproportionate impact.  SAC’s Student Equity Committee and Student Equity and Achievement program (SEAP) uses research data to improve outcomes for all students regardless of gender, race, income, disability, veteran or foster youth status by making recommendations on how equity funding is allocated, evaluating the use of assigned funding, and exploring strategic ideas using institutional research.   Requirement for data can be seen in the developed SEAP Categorical Funding Request Scoring Rubric ([IC3\_00\_SEAP request Scoring Rubric)](https://www.sac.edu/committees/StudentSuccess/Pages/Equityallocationrequests.aspx). In addition, the committee minutes demonstrate the integration of research data to discussions regarding LGBT students (**October 2019 minutes**), Annual report related to student progress (**November 2019 minutes IV. A discussion item**); Student Success Research Spotlight regarding credit enrollment demographics and update regarding multiple measures and assessment (**Minutes March 2018, section III & IV**).

**I.C.3. Analysis and Evaluation**

Santa Ana College uses documented assessment of student learning and evaluation of student achievement to communicate matters of academic quality to appropriate constituencies, including current and prospective students and the public.

**I.C.3. Evidence**

[IC3\_00\_Factbooks](https://www.sac.edu/research/Pages/Factbook.aspx)IC3\_00\_Factsheets\_2017\_2018

IC3\_00\_ Emsi\_SAC\_Econ\_Impact\_Report

[IC3\_00\_Student Satisfaction Survey](https://www.sac.edu/research/PublishingImages/Pages/default/here2.pdf)[IC3\_00\_ SAC\_CTEOS\_2019](https://www.sac.edu/research/PublishingImages/Pages/Report-Repository/Santa_Ana_College_CTEOS_2019.pdf);    
[IC3\_00\_SAC\_CTEOS\_2020](https://www.sac.edu/research/PublishingImages/Pages/Report-Repository/CTEOS%20SAC%20and%20CEC%20(Non-Credit)%202020.pdf)I[C3\_00\_SAC\_Loss of Students\_2017](https://www.sac.edu/research/Documents/Loss%20of%20Students%20Fall%202017%20to%20Spring%202018.pdf);    
[IC3\_00\_SAC\_CEC\_Loss of Students\_2017](https://www.sac.edu/research/Documents/Loss%20of%20Non-Credit%20Students%20Fall%202017%20to%20Spring%202018.pdf)[IC3\_00\_SAC\_Grad Survey\_2017-2018](https://www.sac.edu/research/Documents/SAC%20Graduate%20Exit%20Survey%20Report%20January%202018.pdf)).    
[IC3\_00\_SAC\_Research-Website](https://www.sac.edu/research/Pages/Other-Resources.aspx)

[IC3\_00\_Research\_dashboards](https://www.sac.edu/research/Pages/Dashboard-Research-Pages.aspx)IC3\_00\_SEAP request Scoring Rubric   
IC3\_00\_ SEAP October 2019 minutes   
IC3\_00\_ SEAP November 2019 minutes IV. A discussion item   
IC3\_00\_ SEAP March 2018 minutes, section III & IV

**I.C.4. The institution describes its certificates and degrees in terms of their purpose,**

**content, course requirements, and expected learning outcomes.**

Santa Ana College uses multiple means to provide information regarding its certificates and degrees in terms of their purpose, content, course requirements, and expected learning outcomes.  SAC’s catalog provides detailed descriptions of the college’s certificate and degree programs with focus on their purpose, content, course requirements and expected learning outcomes. Information in the college catalog is reviewed annually by faculty, staff and administrators for clarity and   integrity. Descriptions of certificate and degrees can also be found on department websites and maintained by department faculty and staff.   Many departments provide marketing materials for their degree and certificate programs that is maintained by division staff in consultation with appropriate departmental faculty. (**IC4\_00\_**Evidence of marketing materials CTE/Business). Program descriptions, include course sequence, units, prerequisites, and if applicable, admission requirements that are different than SAC’s admission requirements (examples: OTA, Nursing).

SAC’s Baccalaureate degree program is included in the general college catalog and provides clear information regarding its purpose, content, course requirements and student/program outcomes on its departmental website and through its own marketing materials.  (IC3\_00\_Catalog; [IC3\_00\_OS\_website](https://www.sac.edu/AcademicProgs/HST/OTA/os/Pages/default.aspx)).

As part of our College’s Guided Pathways initiative, faculty and counselors have collaborated to create program maps that delineate an ideal plan for full-time student’s coursework from first semester through fourth semester. Part-time students are encouraged to work with their counselor to adapt the program map to accommodate their needs and schedules. Plans are in place to align program maps with our college’s electronic educational education planning system to support effective course offerings over a student's journey, ensuring that courses needed by students are offered in a manner consistent with their program maps.

IC3\_00\_[SAC\_ Curriculum Council](https://www.sac.edu/committees/curriculum/Pages/default.aspx)

IC3\_00\_IE&A\_committee

**I.C.4. Analysis and Evaluation**

Through various means, college catalog, online catalog, program web pages, marketing materials, Santa Ana College clearly describes its certificates and degrees which includes purpose, content, course requirements, and expected learning outcomes. Description of programs includes course sequence, units, necessary prerequisites, and admission requirements if different from those required of general admission.

**I.C.4. EVIDENCE**

IC3\_00\_SAC\_CIC ([Santa Ana College Curriculum Council](https://www.sac.edu/committees/curriculum/Pages/default.aspx%22%20) )

IC3\_00\_IE&A\_committee ([Institutional Effectiveness and Assessment Committee](https://www.sac.edu/committees/IEA/Pages/default.aspx))

IC3\_00\_ Examples of catalog pages and department websites including Continuing education???

IC3\_00\_ Examples of marketing materials

**I.C.5 The institution regularly reviews institutional policies, procedures, and**

**publications to assure integrity in all representations of its mission, programs, and**

**Services.**

 \*\* ***What are SAC’s procedures that document our policy review process or regular cycle of review for college policies?***

***The review criteria is the following:***

***“The institution reviews and evaluates its college-level policies, procedures, and publications on a regular basis to assure integrity and consistency of information in the several places where the same information is published.”  The institution has clear structures and processes for conducting these reviews.***

**I.C.5. Evidence of Meeting the Standard**

The participatory governance committee structure ensures all institutional policies, procedures, and publications are regularly reviewed to assure integrity in all representations of the college’s mission, programs, and services. (IC5\_00\_PGHandbook)

**I.C.5. Analysis and Evaluation**

(insert here)

**I.C.5 Evidence**

IC5\_00\_Participatory Governance Handbook

**I.C.6. The institution accurately informs current and prospective students regarding the**

**total cost of education, including tuition, fees, and other required expenses,**

**including textbooks, and other instructional materials.**

**I.C.6** **Evidence of Meeting the Standard**

Santa Ana College ensures accuracy of the information forwarded to the current and prospective students about education cost, tuition and fees, and other expenses, such as textbooks and other instructional materials. Students are provided information on fees, tuition, and expenses including non-resident tuition and textbooks and supplies in the college catalog (page 24) and Schedule of Classes.   [Santa Ana College 2019/20 Catalog](https://sac.edu/catalogAndSchedule/Documents/2019-2020/2019_Catalog.pdf); [Santa Ana College Fees and Refunds page](https://www.sac.edu/StudentServices/AdmissionsRecords/Pages/Fees-and-Refunds.aspx).  (**IC6\_00**\_ Schedule of Classes).

When an additional cost is required for a particular course, SAC abides by RSCCD Board Policy and Administrative Regulation 5030 Fees specifically related to Instructional Materials.  The class the materials fees are clearly indicated in the course description.  The College, cognizant of the State guidelines and impact on students, has a clear process for faculty, department chairs, and staff to request/process materials fees. **(IC6\_00\_RSCCD\_BP\_5030; IC6\_00\_RSCCD\_AR\_5030; IC6\_00\_SAC\_Material\_Workflow)**

Information regarding fees, tuition and other required expenses can also be found SAC’s Schedule of Classes either in print or online versions.  (**IC6\_00\_print version page 8**).

Open Educational Resources (OER) and Zero Textbook Cost (ZTC) textbook options are indicated in SAC’s schedule of classes (**both printed and online)** and has also been searchable through the Web advisor platform.  SAC is currently in the process of migrating to Self Service and students will continue to be able to directly search for OER courses.  (**IC6\_00\_**self service website)

**1.C.6 Analysis and Evaluation**

Through the college website, College Catalog, and in the printed schedule, Santa Ana College fairly and openly communicates to current and prospective students the cost of their education, including fees and other expenses.

**I.C.6** **Evidence of Meeting the Standard**

IC6\_00\_[Santa Ana College 2019/20 Catalog](https://sac.edu/catalogAndSchedule/Documents/2019-2020/2019_Catalog.pdf)

IC6\_00\_[Santa Ana College Fees and Refunds page](https://www.sac.edu/StudentServices/AdmissionsRecords/Pages/Fees-and-Refunds.aspx)

IC6\_00\_Schedule of classes specific to OER/ZTC marking

IC6\_00\_Self Service screen shot

IC6\_00\_RSCCD\_BP\_5030   
IC6\_00\_RSCCD\_AR\_5030   
IC6\_00\_SAC\_Material\_Workflow

**I.C.7. In order to assure institutional and academic integrity, the institution uses and**

**publishes governing board policies on academic freedom and responsibility. These**

**policies make clear the institution’s commitment to the free pursuit and**

**dissemination of knowledge, and its support for an atmosphere in which**

**intellectual freedom exists for all constituencies, including faculty and students.**

**(ER 13)**

**I.C.7. Evidence of Meeting the Standard**

Santa Ana College ensures an atmosphere in which intellectual freedom exists for all constituencies by adherence to Board Policy and Administrative Regulation 4030 Academic Freedom (IC7\_00\_RSCCD BP\_4030; IC7\_00\_RSCCD AR\_4030) which addresses best practices per the American Association of University Professors and outlines practices that demonstrate the college’s commitment to free pursuit and dissemination of knowledge.  The RSCCD policy on Academic Freedom is published in the college catalog **(IC7\_00\_SAC\_College Catalog)**, schedule of classes **(IC7\_00\_SAC\_Schedule of Classes)**, Faculty Handbook **(IC7\_00\_Faculty handbook)**.

**I.C.7. Analysis and Evaluation**

Santa Ana College uses and publishes governing board policies on academic freedom and responsibility and creates an atmosphere in which intellectual freedom exists for all constituencies.

**I.C.7. Evidence**

IC7\_00\_RSCCD BP\_4030   
IC7\_00\_RSCCD AR\_4030

**IC7\_00\_SAC\_College Catalog**   
**IC7\_00\_SAC\_Schedule of Classes**   
**IC7\_00\_Faculty handbook**

**I.C.8. The institution establishes and publishes clear policies and procedures that promote honesty, responsibility and academic integrity. These policies apply to all constituencies and include specifics relative to each, including student behavior, academic honesty and the consequences for dishonesty.**

Santa Ana College establishes and publishes clear policies and procedures that promote honesty, responsibility and academic integrity.  As described in IC.7, BP and AR 4030 Academic Freedom describes the districts faculty responsibility is published in the college catalog, schedule of classes and Faculty Handbook. Santa Ana College follows Board Policy/Administrative Regulation 4231 Grade Changes that outlines procedures assuring the accuracy and integrity of grades awarded by faculty.  (IC8\_00\_RSCCD\_BP\_4231; IC8\_00\_RSCCD\_AR\_4231) 

Guidelines for Student conduct are outlined in Board Policy 5500, Standards for Student Conduct (**IC8\_00\_RSCCD\_BP5500\_student conduct)**Santa Ana College adheres to BP 5500 by clearly publishing policies and procedures that promote honesty, responsibility, and academic integrity. The policies and procedures are published in the 2019-2020 college catalog under the heading, “Academic Honesty Policy Information.” (**IC8\_00\_SAC\_College Catalog, 2020 pg. \*) The** Student Code of Conduct: Guidelines for Student Conduct, are posted on the SAC Safety and Security website **(**[**IC8\_00\_Student\_Code\_Conduct**](https://www.sac.edu/StudentServices/Security/Pages/Student-Code-of-Conduct.aspx)), clearly published in the Associate Student Governments Student Handbook **(**[**IC8\_00\_ASG\_Studenthandbook**](https://www.sac.edu/StudentServices/StudentLife/Documents/Student%20Handbook/SantaAnaCollege_StudentHandbook_2020.pdf)**2020 pg. 35**) and SAC’s Schedule of Classes **(IC8\_00\_SAC\_Scheduleclasses)**.     
Information regarding Standards of Student Conduct can also be found on the SAC website **(IC8\_00\_SAC\_Standards\_Student\_conduct:**<https://www.sac.edu/StudentServices/StudentLife/StudentConduct/Pages/StandardsOfStudentConduct.aspx>**) Faculty** are also encouraged to include reference to the district’s academic honesty policy on syllabi. **(IC8\_00\_example of course syllabi) .** **(IC8\_00\_SAC\_faculty\_handbook, page 47)** 

College-wide policies and procedures regarding honesty, responsibility and academic integrity also apply to distance education.  Academic honesty is stressed in the DE Instructor Certification to use multiple means of low-stakes student assessment. (**IC8\_00\_SAC\_DE\_Cert)**This is done to create advantageous active learning assessments as well as to avoid student dishonesty. DE faculty are instructed to place their academic honesty policy in their syllabus, along with specifics for their course.  The Recommended Online Course Outline Additions provides some recommendations and syllabi verbiage for DE faculty. (**IC8\_00\_DE\_CourseOutline\_addition**)

Further promoting honesty and academic integrity, student verification for DE courses is accomplished through use of:   
(1) A secure login to the institution’s learning management system for all students; (2) use of a variety of multiple types of low-stakes assessments, both Formative and Summative, which may include but not limited to projects, papers, activities, group work, discussion participation, quizzes and exams; (3) use of Proctored exams by the instructor or test center or a web-based application which requires photo identification; (4) utilization of current technologies such as Turnitin, or other plagiarism prevention applications. **(IC8\_00\_EVIDENCE)**

**I.C.8 Analysis and Evaluation**

Santa Ana College has established and published clear policies and procedures that promote honesty, responsibility, and academic integrity.

**I.C. 8. Evidence**    
**IC8\_00\_RSCCD\_BP5500\_student conduct:**   
<https://www.sac.edu/StudentServices/StudentLife/StudentConduct/Pages/StandardsOfStudentConduct.aspx>**)**   
**IC8\_00\_**SAC\_College Catalog, 2020 pg. \*   
IC8\_00\_[Santa Ana College 2019/20 Catalog](https://sac.edu/catalogAndSchedule/Documents/2019-2020/2019_Catalog.pdf)

IC8\_00\_[Santa Ana College Nealley Library](https://www.sac.edu/Library/Pages/Plagiarism.aspx)

IC8\_00\_SAC\_faculty\_handbook   
IC8\_00\_Example of course syllabi   
IC8\_00\_SAC\_DE\_Cert   
IC8\_00\_DE\_CourseOutline\_addition

**I.C. 9. Faculty distinguish between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.**

**I.C.9 Evidence of Meeting the Standard**

Santa Ana College follows RSCCD Board Policy and respective Administrative Regulation 4030 addresses Academic Freedom as follows:  (**IC9\_00\_BP/AR4030**)

* An understanding of our democratic tradition and its methods.
* A concern for the welfare, growth, maturity, and development of students.
* The method of scholarship.
* Application of good taste and judgment in selecting and employing materials and methods of instruction.

In addition to BP 4030, the administrative regulation on Academic Freedom, AR 4030 goes into greater detail:

* Faculty are entitled to full freedom in research and in the publication of the results, subject to the adequate performance of their other academic duties; but research for pecuniary return should be based upon an understanding with the authorities of the institution.
* Faculty are entitled to freedom in the classroom in discussing their subject, but they should be careful not to introduce into their teaching controversial matter which has no relation to the subject. Limitations of academic freedom because of religious or other aims of the institution should be clearly stated in writing at the time of appointment.
* College and university faculty are citizens, members of a learned profession, and officers of an educational institution. When they speak or write as citizens, they should be free from institutional censorship or discipline, but their special position in the community imposes special obligations. As scholars and education officers, they should remember that the public may judge their profession and their institution by their utterances. Hence, they should always be accurate, should exercise appropriate restraint, should show respect for the opinions of others, and should make every effort to indicate that they are not speaking for the institution.

**I.C.9. Analysis and Evaluation**

Santa Ana College has a Board Policy and clear Administrative Regulations that outline for faculty the importance of distinguishing between their personal conviction and professionally accepted viewed in a discipline.

**I.C.9. Evidence**

IC9\_00\_[BP 4030](https://rsccd.edu/Trustees/Documents/Board%20Policies/BPs-Chapter%204/BP%204030%20Academic%20Freedom.pdf)

IC9\_00\_[AR 4030](https://rsccd.edu/Trustees/Documents/ARs/ARs-Chapter%204/AR%204030%20Academic%20Freedom.pdf)

**I.C. 10. Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or world views, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty and student handbooks.**

**I.C. 10 Evidence of Meeting the Standard**

All employees of the Rancho Santiago Community College District are expected to conform to specific codes of conduct that are clearly indicated in the following board policies and related administrative regulations:

BP 3410 Nondiscrimination

BP 3430 Prohibition of Harassment

BP 4030 Academic Freedom

BP 5500 Standards of Student Conduct

BP 5500 Student Athletics/Activities Code of Conduct

BP 7001 Code of Ethics

BP 7002 Civility

These policies and regulations are available on the district website and are referred to in a variety of additional locations such as the College Catalog, Faculty Handbook, ASG Student Handbook, and EEO Plan, to name a few.

**I.C. 10. Analysis and Evaluation**

When the District has expectations about employee or student conduct these expectations are provided in a variety of formats and locations.

**I.C. 10. Evidence**

[Santa Ana College 2019/20 Catalog](https://sac.edu/catalogAndSchedule/Documents/2019-2020/2019_Catalog.pdf)

IC10\_00\_ASG Student Handbook

IC10\_00\_ Faculty Handbook

IC10\_00\_ Employee Handbook

IC10\_00\_ BP 3410 Nondiscrimination

IC10\_00\_ BP 3430 Prohibition of Harassment

IC10\_00\_ BP 4030 Academic Freedom

IC10\_00\_ BP 5500 Standards of Student Conduct

IC10\_00\_ BP 5500 Student Athletics/Activities Code of Conduct

IC10\_00\_ BP 7001 Code of Ethics

IC10\_00\_ BP 7002 Civility

**I.C.11. Institutions operating in foreign locations operate in conformity with the Standards and applicable Commission policies for all students. Institutions must have authorization from the Commission to operate in a foreign location.**

**I.C.11. Evidence of Meeting the Standard**

Not Applicable to Santa Ana College, as the institution does not operate in foreign locations.

**I.C.11. Analysis and Evaluation**

Not applicable

**I.C.11. Evidence**

Not applicable

**I.C. 12. The institution agrees to comply with Eligibility Requirements, Accreditation Standards, Commission policies, guidelines, and requirements for public disclosure, institutional reporting, team visits, and prior approval of substantive changes. When directed to act by the Commission, the institution responds to meet requirements within a time period set by the Commission. It discloses information required by the Commission to carry out its accrediting responsibilities. (ER 21)**

**I.C.12. Evidence of Meeting the Standard**

Per BP 3200 Accreditation, Santa Ana College complies with the accreditation process and standards of the Accrediting Commission for Community and Junior Colleges (ACCJC) which includes requirements for public disclosure, institutional reporting, team visits, and substantive changes.   Information is made public using the Santa Ana College website which has a dedicated accreditation page, that discloses information required by the Commission to carry out its accrediting responsibilities.

Santa Ana College has a history of timely and accurate responses to the ACCJC, for example, in XXX, the Accreditation Oversight Committee engaged the whole college community in the preparation of the midterm report.  They have responded to four recommendations issued by the commission and updated their self-identified actionable improvement plans, which can be found in the Self-Evaluation Report of Educational Quality and Institutional Effectiveness.

\*\*\*need-SAC Accreditation webpage to be one click away from college’s home page.

\*\*\*Completed-college web page with links to accreditation reports and action letters since last visit- including last ISER, action letters, midterm report, and follow-up reports.

\*\*Web page with announcement of upcoming ACCJC peer review visit, link to ACCJC 3rd party comment form (link available more than 5 weeks before scheduled visit and then deactivated 35 days before the first day of the visit)

\*\*\* Press release or Board Announcement of upcoming peer review team visit and notification for interested parties to provided third party comments.

**I.C.12. Analysis and Evaluation**

Santa Ana College has a Board Policy that address our commitment to comply with Eligibility Requirements, Accreditation Standards and Commission policies and guidelines and to respond to commission requests per established timeline.  The College has demonstrated its willingness to comply with the same through its actions and timely responses to the Commission.

**I.C. 12. Evidence**

IC12\_00\_[Santa Ana College Accreditation Webpage](https://www.sac.edu/Accreditation/Pages/default.aspx)

IC12\_00\_[Self-Evaluation Report](https://www.sac.edu/Accreditation/2014SelfEval/Documents/1.a.Self_Evaluation_Report-2014.pdf)

IC12\_00\_Midterm report letter

**I.C.13. The institution advocates and demonstrates honesty and integrity in its relationships with external agencies, including compliance with regulations and statutes. It describes itself in consistent terms to all of its accrediting agencies and communicates any changes in its accredited status to the Commission, students, and the public. (ER 21)**

**I.C.13 Evidence of Meeting the Standard**

Santa Ana College advocates for and demonstrates honesty and integrity in its relationships with external agencies, including compliance with regulations and statutes.  In addition to compliance with ACCJC standards and policies. The College also demonstrates compliance with regulations pertinent to accreditation of programs such as Automotive Technology, Nursing, Paralegal, Fire Academy, and Occupational Therapy Assisting. Details can be found on each of their individual department webpages in addition to the college catalog (page 8, 2020-2021).

Santa Ana College publishes information regarding its accrediting agencies and communicates any changes in its accredited status to the Commission, students, and the public via its accreditation webpage.

When changes occur, the College communicates with the Commission. For example, we regularly send updates to the ACCJC on curriculum changes through the Substantive Change process.  This was especially true during the COVID-19 pandemic.  The College received direction from the Commission and complied in a timely fashion when reporting the transition from in person to Temporary Remote Instruction (Emergency Blanket DE Addendum, List of courses submitted for DE Approval, ACCJC Memo).

SAC complies with USDE’s regulation on public notifications.

**I.C.13. Analysis and Evaluation**

Santa Ana College endeavors to “live the standards” of accreditation. We do so by demonstrating honesty and integrity when interacting with externa agencies and by complying with regulations and statues.  When changes occur in our that are relevant to our external accrediting partners, we communicate with them.

**I.C.13. Evidence**

IC13\_00\_[Nursing Webpage (Educational Concerns)](https://www.sac.edu/AcademicProgs/ScienceMathHealth/Nursing/Pages/Educational-Concerns.aspx)

IC13\_00\_ [Paralegal Webpage](https://sac.edu/AcademicProgs/OccupationalPrograms/CTE/Pages/CareerEd/paralegal.aspx)

IC13\_00\_ [Occupational Therapy Webpage](https://www.sac.edu/AcademicProgs/HST/OTA/Pages/default.aspx)

IC13\_00\_ [Program Review](https://www.sac.edu/committees/ProgramReview/Pages/default.aspx)

IC13\_00\_ [Self-Evaluation Report](https://www.sac.edu/Accreditation/2014SelfEval/Pages/Self-Evaluation-Reports.aspx)

IC13\_00\_ [Santa Ana College Accreditation Webpage](https://www.sac.edu/Accreditation/Pages/default.aspx)

IC13\_00\_ Automotive

IC13\_00\_ Fire Academy

IC13\_00\_ College Catalog

IC13\_00\_ [Emergency Blanket DE Addendum](https://sac.edu/committees/IEA/_layouts/15/DocIdRedir.aspx?ID=HNYXMCCMVK3K-1109-418)

IC13\_00\_ [List of courses submitted for DE Approval](https://sac.edu/committees/IEA/_layouts/15/DocIdRedir.aspx?ID=HNYXMCCMVK3K-1109-417)

IC13\_00\_ [ACCJC Memo](https://sac.edu/committees/IEA/_layouts/15/DocIdRedir.aspx?ID=HNYXMCCMVK3K-1109-419)

**I.C.14. The institution ensures that its commitments to high quality education, student achievement and student learning are paramount to other objectives such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.**

**I.C.14. Evidence of Meeting the Standard**

As referenced in Standard IA, the mission of the Rancho Santiago Community College District is to provide “quality educational program and services that address the needs of our diverse students and communities.” (IC14\_00\_BP1200 District Mission).  Further evidence of the institution holding paramount high-quality education and student achievement includes BP2710 Conflict of Interest and AR 2712 Exhibit A Conflict of Interest Codes and BP7001 Code of Ethics. (IC14\_00\_BP2710; IC14\_00\_BP7001)

Santa Ana College ensures that its commitments to high quality education, student achievement and student learning are the college’s primary objectives. The Santa Ana College mission statement states, “Santa Ana College inspires, transforms, and empowers a diverse community of learners.”  In addition to the mission statement, Santa Ana College has a set of core competencies and student learning outcomes which ensure commitment to high quality education, student achievement, and student learning.

The College is committed to ensuring student achievement through its Guided Pathways work. Guided Pathways (known as Career and Academic Pathways within the campus) establishes a supportive college environment that provides a clear path toward a career of value and facilitates timely completion of academic goals.    Career and Academic Pathways provide students with a set of clear steps to achieve their goals.  Each path comes with a curated educational plan and access to the support services they need to stay on their chosen path and achieve their academic and career goals.

As an institution of higher learning, the College has no investor interests, parent organizations, or any other external interest groups. As financial agents of the College/District, all administrators are required to complete and submit a Statement of Economic Interests (IC14\_00\_[California Form 700](https://sac.edu/committees/IEA/_layouts/15/DocIdRedir.aspx?ID=HNYXMCCMVK3K-1109-420)) to ensure that their employment is not encumbered by external financial interests.

**I.C.14. Analysis and Evaluation**

As a public institution, Santa Ana College follows its mission to inspire, transform and empower a diverse population of students unincumbered by outside financial influences. Several internal and external policies and practices ensure that this occurs.

**I.C.14. Evidence**

IC14\_00\_[Santa Ana College Mission Statement](https://www.sac.edu/AboutSAC/Pages/mission.aspx)

IC14\_00\_ BP 2710 Conflict of Interest

IC14\_00\_ AR 2712 Exhibit A Conflict of Interest Codes

IC14\_00\_ BP 7001 Code of Ethics.

IC14\_00\_ [California Form 700](https://sac.edu/committees/IEA/_layouts/15/DocIdRedir.aspx?ID=HNYXMCCMVK3K-1109-420)