



SANTA ANA

C O L L E G E

**APPLICATION TO PARTICIPATE IN
CALIFORNIA COMMUNITY COLLEGES
BACCALAUREATE DEGREE PILOT PROGRAM
OCCUPATIONAL STUDIES**

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NEED

Brief Description

The baccalaureate program proposed by Santa Ana College (SAC) is *Occupational Studies*. Occupational Therapy Education, consisting of Occupational Therapist (OT) and Occupational Therapy Assistant (OTA), is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE). Currently, ACOTE is considering an elevation of the requirement for the entry level of OT from a Master's degree to a Doctorate, with a recommended start date of 2025. The Council is also in parallel discussion regarding the enhancement of OTA from an Associate's level to a Bachelor's level. Therefore, this proposal is in alignment with the ACOTE degree requirements under consideration. In addition, SAC is already committed to and offers an ACOTE approved OTA program for lower division, which generates approximately 130 FTES (or full-time equivalent students) each year, where students are able to graduate with an Associate's of science (AS) degree in OTA.¹ With the large labor market demand in this field (as will be demonstrated later) coupled with the huge demand for this program, as evidenced by large wait lists of SAC students each semester, a pipeline already exists that would further support creation of this proposed baccalaureate option for interested students.

This program has a twofold purpose: (1) it will create a more highly skilled assistant who is better able to understand and utilize research-based evidence for best practice; and (2) it will prepare an OTA for entry into an OT Master's degree program. The expanded upper division course work would provide more in-depth training in specific areas of practice, including neurologic rehabilitation, musculoskeletal rehabilitation, mental health, pediatrics, geriatrics, and emerging areas of practice. It would also provide increased opportunities for critical analysis, research methods, and clinical reasoning. The program would culminate in a capstone seminar project and make the student better prepared to work in tandem with an OT.

Description of the College and District

Santa Ana College will celebrate one hundred years of service to students and the community in 2015. The college offers a full complement of general education, transfer-level, pre-collegiate level, and career technical education classes leading to an Associate's degree or career/technical certificate. In addition, the second largest non-credit (adult education) program in the State is offered through the School of Continuing Education. Law enforcement professionals receive instruction through the Orange County Sheriff's Regional Training Center, and two off-campus fire technology training centers provide students with hands-on experiences that simulate real-world conditions. The college currently includes 503,380 assignable square feet of space that also features a Digital Media Center, the first facility of its kind in Orange County, which combines education and business in the digital media industry. In fall 2014, SAC served

¹ <http://www.sac.edu/AcademicProgs/HST/OTA/Pages/default.aspx>

29,757 students (excluding positive attendance academy courses): 18,491 students enrolled in credit courses, while 11,266 students enrolled in non-credit.²

Santa Ana College is part of the Rancho Santiago Community College District (RSCCD), one of the largest community college districts in California. In fall 2014, RSCCD served 40,653 students (excluding positive attendance academy courses): 25,710 credit and 14,943 non-credit students.³ The district is represented by two comprehensive colleges, consisting of a total of four centers and approximately 40 sites under the aegis of Santa Ana College, encompassing a total of 193 square miles and comprising 24% of Orange County. The district service area and community are composed of six major cities within Orange County: Anaheim, Garden Grove, Orange, Santa Ana, Tustin, and Villa Park. Over one million residents live within RSCCD boundaries, and this number is projected to increase 6% by 2020 (Center for Demographic Research, 2012). Moreover, a population increase of four percentage points by 2020 is projected for Santa Ana (SAC's primary service area).

Evaluation of Interest and Support

In the current OTA program, there had been a three-and-a-half-year wait list up to 2012. As a result, the application process was suspended at that point because the program was so highly impacted. It was reopened from June 2014 through September 2014. Two hundred and forty-four qualified applicants applied for 55 openings.

Community support is reflected in several ways. From 2004-2009, there were three OTA programs at community colleges and one at a private university throughout the State of California. Job openings, however, exceeded the number of qualified graduates. In order to meet community demand, within the proprietary college sector, one new accredited program opened in 2009; two are in the developing phase, and one is in the applicant phase of the accreditation process. All feature high tuition rates.

Another illustration of community support is that facilities in the community (e.g., hospitals, school districts, skilled nursing facilities, mental health facilities, hand clinics) provide on-site clinical rotation opportunities for SAC students to fulfill their field work requirements. Santa Ana College has over 100 contractual agreements with these facilities in the community (e.g., Rancho Los Amigos, Long Beach Memorial, St. Jude's, Hallmark, Irvine Valley Unified School District, Santa Ana Unified School District, Gallagher Pediatric Clinic, Children's Hospital Orange County, Miller Children's Hospital, Interface Rehabilitation, California Rehabilitation and Sports, Hands on Hands, County of San Bernardino, County of Los Angeles, Children's Therapy Center, Health South, the Greater Anaheim SELPA, Extended Care Hospital of Westminster, Alliance of Abilities).

In addition, experts in the field volunteer to come to the college for guest lectures on specialty topics such as driving evaluation for special needs drivers, at-risk youth, pediatric dysphagia, splinting, pediatric Neuro-Developmental Treatment (NDT), and

² <http://rsccd.edu/Departments/Research/Documents/EnrollmentManagement/enrollmenttrendsfall2014.pdf>

³ <http://rsccd.edu/Departments/Research/Documents/EnrollmentManagement/enrollmenttrendsfall2014.pdf>

seizure management. Students are also invited for field trips to facilities that offer specialty areas of practice.

Summary of Labor Market and Employer Demand

According to Shatkin's report entitled "150 Best Recession-Proof Jobs," OTA ranked 72. In the same publication, OTA was ranked 24 of the 50 fastest-growing recession-proof jobs (JIST, 2008). In addition, according to the U.S. Bureau of Labor statistics, OTA is one of the 20 occupations with the highest percent (43%) change of employment between 2012-2022.⁴ According to the California Development Department 2014 first quarter statistics, the hourly mean is \$31.98, with a range of \$29.79 (25th percentile) to \$36.04 (75th percentile).⁵ In addition, *U.S. News & World Report* cites the City of Santa Ana, CA as one of the best-paying cities for OTA.⁶

Fifty-three graduates responded to a 2012 survey, and of these, 78% reported finding work within two weeks of their job search, and 66% reported that the starting salary was greater than \$30.00 per hour. Jobs were acquired throughout Southern California, including Ventura, Los Angeles, Orange, San Bernardino, and Riverside Counties.

Further Evidence of Need

The profession of Occupational Therapy will celebrate its 100th anniversary in 2017. The American Occupational Therapy Association (AOTA) developed a centennial vision for the occasion. The vision includes science driven and evidence based practice. Providing the OTA a Bachelor's of Science (BS) degree in Occupational Studies will better prepare the OTA for this requisite science-based knowledge. Another component of the vision is to provide evidence-based practice to demonstrate the efficacy of OT treatment.

One of the 2014 priorities to meet the centennial vision is to: "Provide strategic support for education, practitioners, and researchers to meet the rapidly changing societal needs." The BS degree would strive to meet this priority.

The beauty of this program is that Occupational Studies BS recipients will be more profoundly trained as practitioners with a focus on direct patient care. Several growing populations will require OTA care in the near future. For example, as the "baby boomers" age, they will be facing a variety of challenges and areas that OT can provide treatment for, including low vision rehabilitation, older driver safety, alternative community access, treatment strategies for dementia, and home modification to increase safety as well as overall quality of life issues. Also, as we have medical advances in technology to save lives, from premature infants to those who have sustained major injury in an accident, we must also provide the treatment needed to enable people to have meaningful and productive lives.

⁴ <http://www.bls.gov/ooh/fastest-growing.htm>

⁵ <http://www.labormarketinfo.edd.ca.gov/cgi/databrowsing/occExplorerQSDetails.asp?searchCriteria=&careerID=&menuChoice=occExplorer&geogArea=&soccode=312011&search=Explore+Occupation>

⁶ <http://money.usnews.com/careers/best-jobs/occupational-therapy-assistant/salary>

RESPONSE TO THE NEED

Description of Existing Programs

Three community colleges in the State of California—Santa Ana College, Grossmont College, and Sacramento City College—are all impacted by increasing need for OTA-trained professionals. SAC has the largest existing Associate’s degree program of the three.

To enter the program at SAC, a student must complete four prerequisite courses (i.e., Anatomy and Physiology, Freshman Composition, Communication Studies, and General Psychology) with a grade of “C” or better. As part of the application process, students are also required to possess a current CPR card, a background check, and proof of immunizations. Two cohorts, 30 students each, are admitted per year for a total of 120 students in the program. The curriculum is prescriptive, and the sequence of courses is developmental in a pathway. Students admitted in the fall have lecture classes online and laboratory classes two evenings a week. In the third semester, they also attend Saturday classes. The students admitted in the spring have face-to-face classes scheduled back-to-back two days a week. The reason is to accommodate student need in terms of transportation, as students enter the program from throughout Southern California.

The first three semesters consist of course work, and the last semester is comprised of full-time clinical rotations. In the first semester, the course work focuses on foundational skills. This includes medical terminology, basic principles of philosophy of OT, activity analysis, and human development across lifespan. The second semester provides some continued foundational information with applied kinesiology and human disease. The OT focus in the second semester is on psychosocial practice across lifespan. The third semester focuses on physical function and dysfunction across lifespan. Also in the third semester, students are exposed to specialty areas of practice.

Clinical rotations are an integral part of Occupational Therapy Education. In the second semester, students complete a 32-hour rotation in a psychosocial setting. In the third semester, students complete a 32-hour rotation in a physical dysfunction setting. The fourth semester consists of full-time clinical practice divided into 8-week rotations. All four field work experiences must be in different practice settings in order for the student to develop entry level proficiency with a variety of patient populations.

Of 300 students who entered the Santa Ana College OTA program between 2009-2013, two hundred and twenty-seven (75.6%) have graduated from the program. Within 11 courses in the program in that same five-year period, completion and retention rates ranged between 90-100%.⁷ The National Board for Certification in Occupational Therapy⁸ certification pass rate for students passing on the first attempt ranged between 81-90% for the years 2010-2012. In 2013, thirty-five students took the exam

⁷<http://rscdd.edu/Departments/Research/Documents/Program%20Review%20Data/SACCourseCompletion2009to2013CREDITbysubjectcourse.pdf>

⁸ www.nbcot.org

within one year of graduation, and the pass rate was 88%. In 2014, so far 61 students have passed the certification exam.

Outline of Proposed Program

The current OTA program is centered around four themes: occupation; diversity; skills and knowledge; and personal and professional development. The courses follow a developmental sequence by semester and are offered in a fixed pathway. The proposed enhanced baccalaureate program will continue to focus on these themes and would continue in an expanded developmental sequence. The baccalaureate program would increase breadth and depth in all areas of clinical training provided in the existing two-year program. Areas included in greater depth are: specific clinical practice techniques, healthcare ethics, cultural competency, application of research-based evidence, documentation, and professional growth.

The first two years of study focus on OTA education that specifically follows ACOTE requirements. The third year focuses on an advanced level of foundational skills to enable the student to understand concepts used in OT practice. The fourth year provides the student with specific skills when working with various patient populations and areas of disability.

The application process would remain the same for students entering the OTA program. Upon completion of the AS degree in OTA, the student may automatically continue into the pathway of the BS program in Occupational Studies. In addition, past SAC OTA graduates or students with an OTA degree from other accredited institutions may also apply for the baccalaureate program. Tuition at the community college level would be considerably less than a private institution to ensure equitable access and affordability to all prospective students.

Enrollment Projections and Anticipated Graduates

Anticipated community support of the advanced-trained OTA will enable students to have an advantage in the job market. Those students who wish to obtain a Master's degree would be better prepared on their pathway. In addition, the Bachelor's degree at SAC would be significantly less expensive than an Associate's degree at a proprietary institution.

The current pattern of enrollment is expected to persist as demand continues to grow. Considering the potential change in ACOTE requisite training for OTA to a BS degree, students would be likely to enroll in a BS program. Utilizing the cohort model as is currently used in the Associate's degree program, the BS program would expand to 200 students from the current 120 students program wide. The number of potential graduates per year would be maintained, with a potential of 200 graduates in five years. The difference is the level of preparation of each graduate who would be able to enter the workforce with higher level skills. This would, in turn, increase the level of prestige for the OTA throughout the community, with potential employers, and supervising Occupational Therapists.

Evidence of Program Innovation

ACOTE has only accredited the OTA program at the Associate's level, and the 100 standards for accreditation have only applied to this level.⁹ According to the list of ACOTE programs, formal OTA education has always been offered at community colleges, career-technical institutions, and private colleges. No UC or CSU has offered this program. OT, on the other hand, was offered at the Bachelor's level until 2007, when it was enhanced to the Master's level for entry into the profession. Currently, all accredited OT programs are required at the Master's or Doctorate level, not the Bachelor's level. In light of this, ACOTE is currently considering requiring a Bachelor's degree for OTA. This, coupled with the fact that SAC has a thriving AS-degree OTA program, is the reason the college has selected Occupational Studies for application to participate in the CCC Baccalaureate Degree Pilot Program.

Proposed Curriculum

In practice, the OT supervises the OTA and is responsible for all client evaluations. OT education has had more focus on theory, evaluation, and research, while OTA education has had more focus on hands-on techniques needed to provide direct patient care. The proposed program would continue to provide training in the skills needed for patient care; however, this training would include more foundational information and be more in-depth at both the theoretical level and the practical level.

Due to time constraints at the Associate's level, students are responsible for many topics in a survey-type mode and have reported the need for more time to acquire concepts properly. At the Bachelor's level, several lectures may be presented on a topic instead of just one, and the level of depth would promote more critical analysis and practical application, aiding the student to develop both conceptually and practically.

In the structure of the curriculum in the Associate's program, each segment of psychosocial and physical dysfunction is presented across lifespan. In the proposed Bachelor's program, pediatrics and geriatrics would be taught in separate courses.

Examples of areas taught in pediatrics include both psychosocial and physical dysfunction: sensory integration, autism, attention deficit disorders, cerebral palsy, spina bifida, juvenile rheumatoid arthritis, muscular dystrophy, congenital limb deformities, development of hand skills, and postural control.

Upper division courses would expand on specialty topics including assistive technology and telerehabilitation; cognition and perception; and areas of advanced levels of practice – dysphagia, physical agent modalities, and hand therapy. There would also be more focus on documentation skills and cultural competence. A capstone project would be included in the last semester and would focus on employment preparation and the development of an online portfolio. The core units of the program would entail 110 semester units; the program, including prerequisites, would be a total of 124 semester units.

⁹ www.aota.org/Education-Careers/Find-School.aspx

Semester 5	Semester 6	Semester 7	Semester 8
<ul style="list-style-type: none"> • Documentation for Specific Populations - 3 units • Statistics - 3 units • Sociology - 3 units • Human Anatomy with Lab - 4 units 	<ul style="list-style-type: none"> • Understanding Research and Evidence - 2 units • Ethics and Professional Behaviors - 3 units • Human Physiology with Lab - 4 units • Advanced Practice Areas in OT - 3 units 	<ul style="list-style-type: none"> • Neuroscience - 4 units • Therapeutic Approaches for the Older Adult - 3 units • Movement Theory and Analysis - 2 units • Pediatrics - 3 units 	<ul style="list-style-type: none"> • Assistive Technology and Telerehabilitation - 3 units • Cultural Competency - 2 units • Health Systems and Practices - 2 units • Occupational Aspects of Cognition and Perception - 3 units • Capstone Seminar - 2 units

Upper Division General Education Courses

There are three general education courses that would be added to the upper division curriculum: Statistics, Neuroscience, and Sociology. Although these are considered upper division courses, they provide important requisite skills for the upper division OT-based courses. Statistics is needed to comprehend studies and other documentation of the field. Students must also utilize research and evidence for best practice. Neuroscience is needed to understand concepts related to acquired brain injury, cognition, and perception. Sociology is needed for understanding human behavior in relation to psychosocial function; for cultural competency; and for professional behaviors. All this requisite general education is an integral part of OTA practice and the BS in Occupational Studies.

Timeline of Program

The curriculum development and state approval process would commence immediately upon acceptance into the BS Pilot program. Those in the Associate's degree program would need to complete that program and apply for the Bachelor's program if they wish to continue. The Bachelor's-level program would commence fall 2017. The first Bachelor's degree recipients could obtain their degrees in 2019 after having received the AS in OTA in 2017. By the end of the pilot program in August 2023, Santa Ana College would have five graduating classes of Occupational Studies students for a potential total of 200 Bachelor degree level students.

PROGRAM MANAGEMENT/INSTITUTIONAL COMMITMENT

Accreditation Status

Santa Ana College is accredited by the Accrediting Commission of Community and Junior Colleges (ACCJC) of the Western Association of Schools and Colleges (WASC), an institutional accrediting body recognized by the Commission on Recognition of Postsecondary Accreditation and the U.S. Department of Education. The College underwent a comprehensive evaluation October 2014 in support of reaffirmation of accreditation, with a comprehensive *Self Evaluation Report of Educational Quality and Institutional Effectiveness* and a comprehensive team site visit. The Occupational Therapy Assistant program received a ten-year accreditation status in 2010 from the Accreditation Council for Occupational Therapy Education. As such, the program has been affirmed to meet all 100 standards of ACOTE.

Fiscal Management

SAC has a well-defined budget allocation model, measurable fiscal accountability, well-managed financial resources and reserves, and a very transparent financial management culture that demonstrates integrity and consistent fiscal stability. In spite of the recent years of state fiscal crisis and the dramatic funding cuts levied on the community college system statewide, the RSCCD and SAC have managed their resources, maintained strong reserves, and stretched their dollars to best support student learning and support programs.

Confirmation of appropriate financial documentation and its degree of credibility and accuracy are evidenced in a recent external auditor's annual report.¹⁰ SAC's annual audits have resulted in unqualified reports related to the financial statements, clean audits with no deficiencies in internal controls over financial reporting, and minimal audit findings that are promptly corrected. In addition, the most recent November 29, 2014 audit report, represented to the RSCCD Board of Trustees on December 8, 2014, represented an unmodified opinion with no recommendations.¹¹

Both the RSCCD and SAC have in place practices and procedures to ensure fiscal viability and stability. The district has a demonstrated history of strong ending balances through prudent and conservative fiscal management and decision making.¹² This has also allowed the district to set aside a substantial Stability Fund that it has used to smooth out structural budget deficits during the past couple of years. SAC also maintains a contingency fund of 20% of the annual ending balance to manage any unforeseen local fiscal challenges. Cash flow has been sufficient and consistent over the past several years in spite of state funding volatility, allowing the district to avoid any borrowing from the county or other lending institutions to meet financial obligations.

¹⁰ <http://rscdd.edu/Departments/Fiscal-Services/Documents/FOUNDATION%20REPORTS/Rancho%20Santiago%20CCD%20Audit%20Report%202014.pdf>

¹¹ <http://www.rscdd.edu/Trustees/Documents/Agendas/2014%20Agendas/12-08-14%20agenda.pdf>

¹² http://extranet.cccco.edu/Portals/1/CFFP/Fiscal_Services/Standards/DataAbstracts/2012_13/2013%20FiscalDataAbstract.pdf

The college and district have strong procedures, practices, and policies in place along with verifiable evidence and regular assessment that confirms that SAC is able to support and sustain a baccalaureate program in Occupational Studies. The college's financial planning is both integrated and effectively driven by institutional planning processes. Consequently, available financial resources are similarly integrated with the institutional planning processes.

Program Administration and Support Staff

The coordinator of the OTA program has 15 years of experience in teaching and coordinating the program. She has been an occupational therapist for 35 years and has worked with a variety of patient populations including psychiatric, chronic pain, adult acquired brain injury, geriatric rehabilitation, and pediatric practice. The program has part-time (19 hours/week) clerical support staff. Additional support staff and release time for the program coordinator will be needed, which the college is willing to provide.

The program also has a full-time fieldwork coordinator who has seven years of experience teaching and coordinating the fieldwork program. She has 33 years of experience working as an occupational therapist as well.

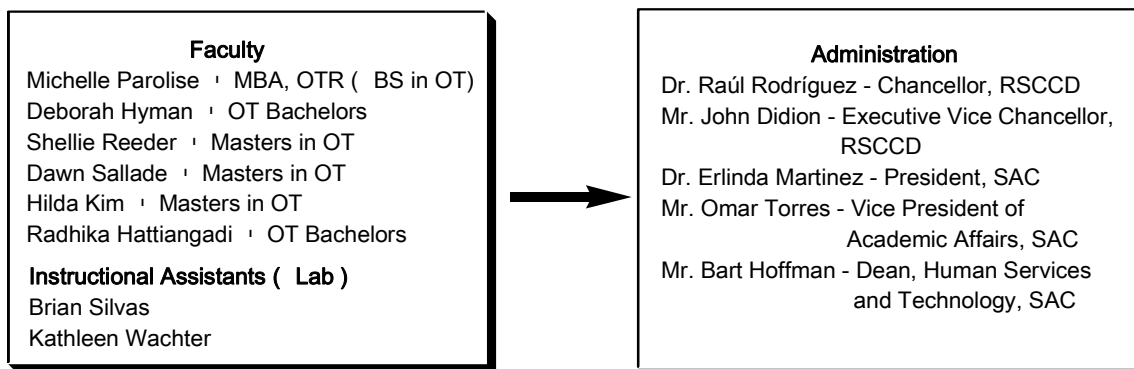
Community support for this project will come through members of the OTA Professional Advisory Committee. There are 15 members of this committee, and they represent a variety of practice areas. Two of the members are from OT programs (Master's/Doctorate). The committee meets on a semiannual basis for the purposes of providing support and advice to the program coordinator. This committee will provide input into this process.

Similar Programs

There are currently no similar Bachelor's programs. The other community colleges accredited by ACOTE in the state that offer OTA as an Associate's degree are Grossmont College in San Diego and Sacramento City College. One proprietary school, Standbridge in Irvine, CA, also offers an accredited Associate's degree in OTA.

Organizational Chart

The following existing college and district personnel will support this proposed BS in Occupational Studies (in addition to proposed support outlined above):



IDENTIFIED RESOURCES

Funding and Other Sources of Support

In the developing stages of a baccalaureate program, the program coordinator, responsible for curriculum development, would need 60% release time for two years. In addition, adjunct faculty who currently teach in the OTA program in specialty areas of practice (e.g., dysphagia, physical agent modalities) would also need to be compensated for assistance in developing curriculum. During the initial pilot period, when the program is first initiated, the coordinator would need 50% release. Professional development for the two full-time faculty members, including funding for content-area conferences (e.g., ethics, cultural competency, wellness, sensory processing, productive aging, driving and community mobility for the older adult), would also be needed.

Four additional adjunct faculty at the Master's or Doctorate level would need to be hired to teach upper division. In addition, a full-time clerical support staff person would be needed. The college already has sufficient facilities, and amplification of equipment would be minimal.

Currently, funding for the existing Associate's OTA program at SAC consists of approximately \$334,800 in unrestricted and restricted general fund monies. The district and college are committed to providing additional funding to support development of the baccalaureate program.

Faculty and Student Support Services

The OTA program has discipline-prepared instructional faculty and appropriate student support services and personnel as follows:

Faculty and Personnel

- Two full-time and four adjunct faculty provide instruction.
- Four faculty have Master's degrees and two have Bachelor's degrees. (Only faculty with Master's or Doctoral degrees would teach upper division.)
- Three adjunct faculty have certification in advanced levels of practice (i.e., one for dysphagia, two for physical agent modalities).
- Five faculty have more than 20 years of experience in various areas of OT practice (pediatrics, physical rehabilitation, geriatrics, psychosocial practice).
- There are two certified OTAs serving as laboratory teaching assistants.
- There is a Dean dedicated to Career Education and Workforce Development; there is a Director of Special Programs/CTE Transitions.
- The program also has one 19-hour clerical support staff.

Support Services

- The program currently has a designated Librarian who conducts library orientation and assists the OTA students. There are eight full-text data bases related to OT and Allied Health, including the *American Journal of Occupational Therapy*, MEDLINE, and CINAHL Plus. There are over 100 books related to OT

topics; the Reserve Desk holds copies of all current OTA textbooks. Laptop computers may be borrowed from the Library.

- The OTA program utilizes the college Learning Center (LC) for students to practice their skills with Directed Learning Activities (DLAs), and the LC also provides tutoring in conjunction with OTA faculty.
- The OTA program works closely with the Service Learning Center on community-based projects.
- The Distance Education office serves as a resource to both faculty and students for hybrid and completely online course sections.
- The Testing Center proctors make-up quizzes and exams as well as online quizzes and exams.
- The Academic Computing Center is available to all students.
- Disabled Students Programs and Services (DSPS) establishes appropriate accommodations for qualifying students based on documented needs.
- The Financial Aid Office serves all students applying for financial aid.
- The college has a robust Outreach Program that serves all programs.

Facilities, Equipment, and Supplies

OTA has a designated 1120-square-foot classroom that will be used for all OTA lab classes with a fully mediated system; adapted kitchen and bathroom; therapy mat; and hospital bed. Equipment includes: eight standardized pediatric assessments; fourteen adult assessment tools; numerous types of adaptive equipment; splinting materials; three wheelchairs; two walkers; different types of canes; personal protective equipment (gowns, gloves, masks); and blood pressure cuffs and stethoscopes. Supplies include: arts and crafts materials/board games utilized for psychosocial and pediatric practice; gait belts; Coban wrap; abductor pillow; mobile arm support; lap boards; toys; scooter boards; and handwriting programs.

Analysis of Success

Based on current faculty expertise and the curriculum; administrative support; facilities, equipment, and supplies; support services at the college; and community relationships, the faculty and administration at SAC are confident that expanding the already-existing successful OTA program to include a BS in Occupational Studies would be highly feasible. The current AS-degree program has a high success rate, a significant wait list, has been granted a ten-year accreditation status by ACOTE, and is in good standing with community partners. The program coordinator is cognizant of all ACOTE standards and would be mindful that the baccalaureate program must continue to be in full compliance with any new standards. The program also already assesses success through program review and achievement rates; utilizing results on national certification tests; and surveys of students, alumni, clinical field work educators, and employers. In-depth assessment would continue, and the program coordinator would continue to work closely with the professional advisory committee to ensure the program is meeting community needs.

APPENDIX A

By submission of their application, the District/College agrees to abide by the terms and conditions set forth in the Application to Participate in the California Community Colleges Baccalaureate Degree Pilot Program and the District/College application.

District: Rancho Santiago Community College District

College: Santa Ana College

Address: 1530 West 17th Street

City: Santa Ana

State: CA

Zip+4: 92706-3398

District Superintendent/President (or authorized Designee)

Name: Raúl Rodríguez, Ph.D.

Title: Chancellor

Phone: (714) 480-7450

Date: December 17, 2014

Signature: 

E-Mail Address: rodriguez_raul@rsccd.edu

College President

Name: Erlinda J. Martinez, Ed.D.

Title: President

Phone: (714) 564-6975

Date: December 17, 2014

Signature: 

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Chief Business Officer

Name: Michael T. Collins, Ed.D.

Title: Vice President, Administrative Services

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Date: December 17, 2014

Signature: 

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Chief Instructional Officer

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Title: Vice President, Academic Affairs

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Date: December 17, 2014

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Chief Student Services Officer

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Date: December 17, 2014

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Academic Senate President

Name: John Zarske

Title: Academic Senate President

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Date: December 17, 2014

Signature: 

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