

## **External Evaluation Report**

**Santa Ana College  
1530 West 17<sup>th</sup> Street  
Santa Ana, CA 92706**

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

This report represents the findings of the External Evaluation Team that visited  
Santa Ana College on October 6-9, 2104.

Jill Stearns, Chair

**Santa Ana College  
Comprehensive Evaluation Visit Team Roster  
October 6-9, 2014**

Ms. Jill Stearns (Chair)  
President  
Modesto Junior College

Dr. Al Alt (Assistant)  
Vice President of College Administrative  
Services  
Modesto Junior College

Ms. Dorothy Cordell  
Director of Student Health Services, SLO  
Coordinator  
San Diego City College

Dr. Lesley Kawaguchi  
Professor, History  
Santa Monica College

Ms. Shawn Abbott  
Professor Business, Accounting  
College of the Siskiyous

Dr. Ray Somera  
Vice President for Academic Affairs  
Guam Community College

Dr. Dana Hester  
Dean of Social and Behavioral Sciences  
Citrus College

Dr. Donald Wallace  
Superintendent/President  
Palo Verde College

Mr. Kevin McElroy  
Vice Chancellor, Business Services  
Foothill/DeAnza CCD

Dr. Earic Dixon-Peters  
Vice President of Student Services  
Los Angeles Pierce College

Dr. Kristi Blackburn  
Dean of Institutional  
Effectiveness/Accreditation Liaison Officer  
Cerritos College

Dr. Felicito (Chito) Cajayon  
Vice Chancellor of Economic & Workforce  
Development  
Los Angeles CCD

Mr. Dustin Johnson  
Trustee  
Los Rios CCD

## Summary of the Report

Institution: Santa Ana College  
Date of Visit: October 6, 2014 through October 9, 2014  
Team Chair: Ms. Jill Stearns, President, Modesto Junior College

An external evaluation team comprised of 13 education professionals visited Santa Ana College from October 6, 2014 through October 9, 2014, to conduct a comprehensive evaluation for reaffirmation of accreditation based on Eligibility Requirements, Accreditation Standards, and Commission Policies provided by the Accrediting Commission for Community and Junior Colleges (ACCJC). The team consisted of peer administrators and faculty from ACCJC accredited institutions with a range of experience in the operations of community colleges and maintaining institutional quality and integrity.

In advance of the site visit, the evaluation team was trained by Commission personnel on September 12, 2014 on methods for conducting an effective evaluation, compliance with Commission Standards and Policies, and the latest application of United States Department of Education Regulations and Guidelines. In preparation for the evaluation visit, the team members read the October 2014 College Self Evaluation Report, previously submitted College reports to the Commission, and the linked evidence provided in support of each of these documents. The team's approach was to study the Self Evaluation and supporting evidence, and identify areas for further investigation during the team visit.

To support this approach, each team member provided written comments on the overall quality of the report and the general compliance with Accreditation Standards, Eligibility Requirements and Commission Policies. Based on these initial comments and the experience of each team member, the chair assigned specific Standards for detailed review. Each team member provided a detailed analysis of the compliance with the Standard to which he or she was assigned and requested for campus interviews and follow-up evidence.

Based on the preliminary work of the team, the visit was planned to include visits with District and College administrators, and College faculty, staff, librarians, counselors and students. In addition, the team hosted two well attended open forums and observed meetings of campus governance committees. Combined with the additional evidence supplied by the College, the Team was able to conduct a thorough and comprehensive evaluation of the institution.

Team members found the Institutional Self Evaluation Report to be a well written document that provided an accurate reflection of the practices of the college. The Report included a detailed description of the process used by the institution to address the Recommendations of the previous team, the Eligibility Requirements, the Standards, and Commission and Department of Education Policies. The team determined that the Self Evaluation Report provided an accurate glimpse of the College, including programs and decision-making

processes. The Evaluation Team noted that many of the College identified Actionable Improvement Plans aligned with the findings of the team.

The College presented clear data on the student population with short narratives that lacked analysis of the data. Similar trends were exhibited throughout the document and evidence, which was flush with data but limited in analysis. There was only limited description of the manner in which the data is used to support systematic planning. Some evidence was difficult to piece together in the broader planning scheme for the institution, but the College staff worked to provide additional detail to confirm College practices. The team appreciated the candid responses in the report and the fact that the College was willing to identify key deficiencies in their performance and compliance with the Standards. Clear actionable items were provided that made it clear that College is aware of deficiencies and is developing plans to be in compliance with all Commission Standards. The team appreciated that the Self Evaluation and the evidence was available in print, digitally, and online. The team encourages the College to review the links and ensure that the linked documents match the evidence narrative in the report. The College has continued its efforts to improve its governance and planning structures since finalizing the Self Evaluation and the team appreciated the College's efforts to update the team as to changes occurring on the campus through an addendum submitted in the week prior to the team visit. This documentation included the College's institutional set standards, the approval process for the new College mission and other recent changes in Program Review and institutional planning.

Through the duration of the visit, including the pre-visit, the College was diligent to respond to the needs of the team and ensure that all meeting requests and requests for data were met. The College provided a team room on campus equipped with all necessary technology and requested supplies. The campus was an exemplary host for the team and every effort was made to make the team feel welcomed and to embrace the evaluation process. The College sought to involve the entire campus in the process. The welcome reception and open forums were well attended by faculty, staff, administration and students. The welcoming environment of the campus was appreciated by the evaluation team.

Based on the evidence provided to the team and the follow-up interviews with campus constituents, the team has prepared a comprehensive evaluation of the College's adherence to the Eligibility Requirements, Standards and Policies. The evaluation team has confirmed the dedication of the campus community has resulted in a positive culture and student-centered approach. The College has made significant progress in refining governance and planning processes. The team believes that the College will continue this progress and refine its integrated planning processes in a manner that will produce a firm system built on continuous quality improvement.

The team findings have resulted in the following commendations and recommendations:

## Commendations

**Commendation 1:** The library is commended for meeting the needs of its faculty, students, and community in tight quarters, with limited resources in such a welcoming and supportive manner. The College should also be commended for centralizing tutoring services.

**Commendation 2:** Santa Ana College is commended for excellence in community partnerships. The Intersegmental Partnerships, POST Academy, Summer Research Scholars, Centennial Program Partners, Summer Scholars Transfer Institute, ¡Adelante!, and Padre Promotores, are exemplar.

**Commendation 3:** Santa Ana Associated Students are commended for the high standard of professionalism pervasive at their meeting. During the meeting, it was clear that the students were knowledgeable about formal meeting procedures, based on Robert's Rules of Order. The chair of the meeting fully controlled the flow of the discussion as well as encouraged full participation from all student attendees. The meeting agenda included college-related topics and encouraged students to focus on ways to share information with college-level leadership.

**Commendation 4:** Santa Ana College is commended for its commitment to the college mission and pervasive attitude of serving the immediate community. The team acknowledges the culture of completion, positive environment, welcoming attitude, and encouraging support evidenced at each of the college locations.

**Commendation 5:** Santa Ana College is commended for the physical environment of the campus. The buildings and grounds are safe, clean, and well maintained.

## **Recommendations**

**Recommendation 1:** In order to meet the Standards, the team recommends that the College institutionalize a process with identified responsibility that ensures the integration, assessment, analysis and use of assessment results, and documented dialogue of learning outcomes. Learning outcomes include course learning outcomes, program learning outcomes, student services outcomes, administrative unit outcomes, and institution learning outcomes. (Standards I.B.1, I.B.2, I.B.3, I.B.5, II.A.1.c, II.A.2.e, II.A.2.f, II.B.4, II.C.2, IV.B.2.b.3)

**Recommendation 2:** In order to meet the Standards, the team recommends that the College establish, implement, and document a regular cycle of evaluation to include effectiveness of planning processes, training, decision-making, communication, resource allocation, and governance practices. (Standards I.B.3, I.B.6, I.B.7, II.A.6.c, III.C.2, III.D.4, IV.A.5, IV.B.3.g)

**Recommendation 3:** In order to meet the Standards, the team recommends that the College make public all student learning outcomes for programs, certificates, and degrees, and ensure and document the regular cycle of assessment of all courses and programs in support of continuous quality improvement. (Standards II.A.1.c, II.A.2.a, II.A.2.e, II.A.2.f, II.A.6)

**Recommendation 4:** In order to increase effectiveness, the team recommends that the College increase research capacity and data analysis to support decision-making and integrated planning. (Standards III.A.5.b, III.A.6, IV.B.2.b.2)

## **Introduction**

Santa Ana College (SAC) will celebrate one hundred years of service to students and the community in 2015 and will celebrate the 100th graduating class in 2016. As SAC draws near to this milestone, the college continues to be known for its tradition of educational excellence and community partnerships.

In 1915, Santa Ana College began as a department of Santa Ana High School with 26 students and 11 teaching faculty. It was the second junior college founded in Orange County and is the fourth oldest in all of California. The earthquake of 1933 required that the college relocate to a site on North Main Street, where it served 803 students with 34 teaching faculty. In 1947, it moved to a permanent campus at 17th and Bristol. The college continued to expand at this site and added sites across the community to increase student access. In 1971, Santa Ana College formally separated from Santa Ana Unified School District. Shortly thereafter, the territory of the Orange Unified School District and portions of the Garden Grove Unified School District were added, and the new organization was named the Rancho Santiago Community College District.

In fall 2012, Santa Ana College served 29,318 students (unduplicated headcount): 18,764 students taking credit courses and 10,554 taking non-credit courses. In fall 2013, Santa Ana College served 37,005 students: 25,673 students taking credit courses and 11,644 taking non-credit courses. Of the students taking credit courses, 1,998 of these students were enrolled in non-traditional classes such as Fire Academy, Contract Management, Criminal Justice Academy, Quality Assurance, Business Seminar, and Distance Education. The college offers a full complement of general education, transfer-level, pre-collegiate level, and career and technical education classes leading to an associate degree or career/technical certificate. The college also offers 21 Associate Degrees for Transfer (21 ADTs: 18 AA-T and 3 AS-T).

Santa Ana College's site is comprised of 66.6 acres which provides 503,380 assignable square feet of space, including Centennial Education Center, the Digital Media Center, and the Orange County Sheriff's Regional Training Center.

Santa Ana College ranks 8th in the nation for the number of certificates awarded to Hispanic students and 12th in the awarding of associate of arts degrees according to The Hispanic Outlook in Higher Education Magazine. The College was ranked 14th nationally amongst two- and four-year colleges and universities that enrolled and supported Hispanic students. Santa Ana College offers a rich array of career technical education and transfer programs, several of which are separately accredited by professional organizations such as The American Bar Association for the Paralegal Program and the Accreditation Commission for Education in Nursing (ACEN) for the Nursing Program. In addition, Santa Ana College has a large non-credit program with a central site at the Centennial Education Center.

Through observations and evidence presented during the team visit, the team confirmed the College has a dedication to serving its community and students. College representatives actively engage and collaborate to develop means to best meet the needs of community. The

college community projects a strong commitment to putting students first and actively seeking means to support students through student-centered instruction and support services.



## Evaluation of Institutional Responses to Previous Recommendations

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

In response to this recommendation, the College created specific categories and actions as follows:

- I. Evaluation of Processes
- II. Brief Historical Background
- III. Planning and Budget Integration, including A. Governance and B. Program Review
- IV. Evaluation of Outcomes for Subsequent Budget Development
- V. Communication of Outcomes

The Santa Ana College Accreditation Workgroup conducted formal analysis of college and district planning and budget processes in an effort to evaluate College processes. The dialogue and findings from the workgroup informed consultation through the college participatory governance committees, the Academic Senate, and the district Budget and Planning Review Committee. This consultation resulted in the use of the budget planning tool to achieve strategic goals, and subsequent budget development is more aligned with strategic planning.

The SAC Mission Statement and Vision Themes of Santa Ana College are in direct alignment with the Board of Trustees Vision Statement of the RSCCD and the RSCCD Board of Trustees Goals 2007-2009. District and College participatory governance structures and the function mapping of district/operational responsibilities are an underpinning of goal planning at all levels. The mission of the College is reviewed annually and updated as needed. In 2007, the president of the College and the Institutional Effectiveness and Assessment Committee (IE&A) sponsored a planning retreat, with representation from all constituency groups, including students. The purpose was to review the mission of the College and develop vision themes, which informed the development of the SAC Strategic Plan 2007-2015. In addition to the development of the Strategic Plan, all college planning documents and budget documents were reviewed and revised through the participatory governance committees and then included in the SAC Educational Master Plan.

The organizational structure of the College includes formal mission-centered participatory governance committees, such as College Council, the Institutional Effectiveness and Assessment Committee (IE&A), the Budget Committee, the Facilities Committee, the

Student Success Committee, the SAC Technology Advisory Committee (SACTAC), the Safety & Security Committee, and the Accreditation Committee. The integration of planning and budget at the college flows through the governance structure of the college from the department level through the participatory governance committees to the President's Cabinet level. Integration continues to the district participatory governance level, when appropriate, as the presidents of Santa Ana College and Santiago Canyon College (SCC) are members of Chancellor's Cabinet. There are also several college representatives from SAC and SCC on the Budget Allocation and Planning Review Committee (BAPR) and the district Technical Advisory Group (TAG).

Progress related to evaluation of outcomes for subsequent budget development was evidenced by the Strategic Plan Update Spring 2009 submitted by the IE&A Committee. This update resulted in the Budget Committee adding a column which aligned budget information to the completed activities of the Strategic Plan. The Budget Committee reviews priorities from the Student Services, Administrative Services, and Academic Program Reviews which are presented to the Budget Committee. After Budget Committee analysis, this information is given to the president, who utilizes the Budget Committee's input to inform her priorities, which are then included in the president's tentative budget.

Outcomes are communicated through a flow from departments to governance committees. The president receives the information from meetings with the IE&A coordinator and regular meetings with the President's Cabinet. Also, in addition to membership on the IE&A Committee, the vice president of administrative services serves as the co-chair of the Budget Committee and the Facilities Committee; the vice president of student services serves as the co-chair of the Student Success Committee; the vice president of academic affairs serves as the co-chair of the Accreditation Committee.

The 2014 external evaluation team confirmed through review of evidence that the College addressed this recommendation in their 2009 Accreditation Follow-up Report.

The team found that the College has satisfactorily addressed this recommendation.

**College Recommendation 2** *In order to fully meet standards II and III, the Team recommends that the college prepare and maintain an updated Diversity Plan. (Standards II.A.1.a, II.A.3.c, II.B.3.d, III.A.4.a, III.A.4.b)*

Santa Ana College determined this recommendation was applicable to district process and procedures. In response to this recommendation, in September 2013, the district utilized the updated template Diversity Plan provided by the state. The newly revised plan is currently being reviewed by the district Human Resources Committee, with representation from both colleges. The RSCCD Board of Trustees has a policy ensuring the commitment to diversity and a policy prohibiting discrimination.

The team found that the College and District are currently engaged in the process of addressing College Recommendation 2.

**College Recommendation 3** *The Team recommends that the college strengthen its communication with classified employees regarding governance service opportunities, processes, deliberations, and outcomes. (Standards III.A, IV.A.1)*

In response to this recommendation, Santa Ana College utilizes participatory committees, all of which include representatives from all constituency groups in critical policy and practice recommendations, including the organizational configuration of the college itself; the disposition of resources in support of the College's mission and Strategic Plan; and recommendations that advance from governance committees for final approval. Regular representatives include administrators, Academic Senate leaders, Classified School Employees Association (CSEA) representatives, and Associated Student leaders.

Representatives from the same constituency groups that participate on College Council are appointed to governance committees by leaders of their groups. CSEA appoints classified representatives to all governance committees, the Academic Senate appoints faculty, the ASG president appoints students, and the College president appoints managers. Each of these groups has pre-determined meeting schedules, agendas, and minutes posted on the SAC website. This ensures broad communication of items under consideration and decisions made in the participatory governance process. All meetings are open to all interested members of the SAC community.

To ensure that this participatory governance structure serves the College, it is examined annually as part of a College Council Retreat, which includes expanded representation of students and faculty. At this retreat, committee purposes, structure, membership, and communications are reviewed with recommendations for improvement for the Responses to Previous ACCJC Recommendations subsequent academic year. To analyze the effectiveness of governance committees, an additional survey was conducted of all governance committee members in fall 2013.

College-wide and constituency-specific surveys are also used to help the college improve. In addition to formal committee meetings and informal brown-bag gatherings with classified staff, and as a result of classified employee survey outcomes, the president developed a taskforce centered on classified staff professional development to further examine the perceptions and needs of the classified staff. In addition, ongoing focused surveys are developed by the RSCCD Research Department to obtain input from classified staff on all aspects of institutional effectiveness. This year the survey process was extended to include four focus groups with external facilitators to encourage deeper discussions about the college structure and functioning from the perspective of classified employees. The results have enabled the college to further examine and address the needs of the classified staff.

The evaluation team found that the College has satisfactorily addressed College Recommendation 3.

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

The District and its colleges implemented a task force to coordinate the response to the recommendation. Through a collaborative process involving faculty and staff from Santa Ana College, Santiago Canyon College, and the Rancho Santiago Community College District office, the planning and evaluation were reviewed, strengthened and clarified, linking budgeting and planning. The District's Budget Allocation and Planning Review Committee is charged with specific tasks related to budgeting and planning; develops recommended district budget assumptions for board of trustee consideration; reviews district budget allocation model (BAM) and makes annual adjustment recommendation; reviews FTES goals allocation and generation and makes recommendations; develops recommended annual district budget process calendar; makes recommendations for funding; recommends annual/other master planning model; develops communication models for consideration to assist in developing linkages in planning to budget; develops data of outcomes of planning for board of trustee and chancellor review; developing annual vision and goal development.

The 2014 external evaluation team confirmed the College and District satisfactorily met District Recommendation 1.

**District Recommendation 2** *In order to maintain stable financial resources, the team recommends that the District reviews its computer-based student attendance recording system to ensure that repeated courses are being appropriately reported for state apportionment funding consistent with existing regulations.*

The District responded to this recommendation through a collegial process under the aegis of the District Attendance Recording System Task Force with assistance from the SAC accreditation chair and the SCC accreditation chair. While limitations of the legacy administrative computer system previously required manual solutions to prevent submission of inappropriate attendance data for apportionment, the conversion to Datatel Colleague in Summer 2009 provided RSCCD the ability to accurately track repeatability to ensure accurate attendance reporting consistent with existing regulations.

The evaluation team found the District fully addressed District Recommendation 2.

**District Recommendation 3** *The Team recommends that a set of written policies and regulations be created that establishes appropriate communication processes between the trustees and district employees. The Team further recommends that Board adherence to these*

*regulations and procedures be assessed within a systematic culture of evidence and cycle of continuous improvement. (Standards IV.B.1.a, IV.B.3.a, IV.B.3.e, IV.B.3.f)*

In specific response to District Recommendation 3, the Board of Trustees has taken several specific actions. The Board of Trustees amended BP 2745 (formerly BP 9022), Board of Trustees Self- Evaluation on April 27, 2009. This policy calls for a broad evaluation of the Board of Trustees by constituent groups. One section of the evaluation instrument is entitled, Board Relations with the Chancellor, Presidents, Faculty, and Staff. In this section, there are several items related to the role of the Board and whether or not the Board understands its role versus the role of others. The questionnaire also queries respondents about whether or not the Board follows communication procedures. The information gathered in the Board of Trustees Self Evaluation questionnaire is provided to the Board of Trustees on an annual basis. This information is one method the Board of Trustees utilizes to demonstrate that it is following board policy and acting within the prescribed limits of their role as trustees. Toward that end, the information gleaned in the questionnaire informs the creation of board unit goals for the calendar year. The calendar year 2011 was the first year that the Board implemented this step. The Board selected three unit goals for 2011. The three unit goals are contained in a separate document, but they are briefly listed below:

1. Regularly seek opinions of student trustees.
2. Understand our role in the collective bargaining process.
3. Follow proper communication procedures with staff.

The third board unit goal directly addresses the concerns expressed in District Recommendation 3. That is, it is the vehicle for the Board of Trustees to monitor adherence to a staff communication protocol on an ongoing basis. Although no issues with improper communications have been identified, putting proper communication forward as a unit goal increases the visibility and accountability on this issue.

The existing board policies outline the ethical and expected communication interactions between members of the Board of Trustees and employees of the district. Several new board policies outline the self-evaluation process for the Board and procedures for follow-up, analysis, and continuous improvement. Specifically, the board self-evaluation process is now linked to a process where the Board adopts a unit plan, based upon constituent feedback, aimed at monitoring board behavior in selected areas. One of the selected areas for the 2011 calendar year has to do with the trustees following proper communication procedures with staff. The proper procedures were defined in a September 2010 retreat held by the Board of Trustees. These procedures have been reviewed periodically at regularly scheduled meetings of the Board of Trustees.

The evaluation team found that the District has satisfactorily addressed District Recommendation 3.

**District Recommendation 4** *The team recommends that the district review its board evaluation policy to ensure integrity and effectiveness, and that its self-assessment results are*

*widely communicated and applied within a systematic culture of evidence and cycle of continuous improvement.*

The response to this recommendation was coordinated with the approach to Santiago Canyon College District Recommendation 6. In response to these findings, Board Evaluation Policy was prepared collegially under the aegis of the District Board Self-Evaluation Task Force, a sub-group of the District Accreditation Steering Committee. The Board of Trustees reviewed and revised its policies on board evaluation and successfully completed an evaluation cycle in the period February-August 2009 and subsequent years.

The external evaluation team confirmed that the District satisfactorily addressed District Recommendation 4.

# Eligibility Requirements

## 1. Authority

The evaluation team verified that Santa Ana College is accredited by the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges. The College is authorized by the State of California Community Colleges Chancellor's Office to operate as an educational institution and to offer two-year courses of study leading to certificates and degrees.

## 2. Mission

The evaluation team confirmed that Santa Ana College has a clearly defined mission statement. It is regularly reviewed and revised according to the policy of the Rancho Santiago Community College District.

## 3. Governing Board

The evaluation team confirmed that the College operates under the direction of a seven member Board of Trustees. The trustees serve staggered four year terms ensuring that there are always at least three returning trustees after each election. Trustees are elected from service areas defined within the District. A non-voting student trustee also serves as a representative. Board members have no personal financial interest in the institution. The Board of Trustees is responsible to approve District policy, delegate authority to the chancellor, and evaluate the chancellor.

## 4. Chief Executive Officer

The evaluation team verified that Santa Ana College has a president whose full-time responsibility is to provide overall leadership and direction. The president reports directly to the chancellor of the Rancho Santiago Community College District.

## 5. Administrative Capacity

The team verified that the College has adequately prepared and experienced administrative staff sufficient in number to support the college's mission and purpose. The administration supports the scope and purpose of the institution.

## 6. Operating Status

The evaluation team confirmed that Santa Ana College is fully operational with students actively pursuing degrees and certificates. The College has renovated original buildings and newly constructed facilities to support teaching and learning.

## 7. Degrees

The evaluation team confirmed that Santa Ana College offers a total of 65 associate degrees and 104 certificates in 36 areas of study.

## **8. Educational Programs**

The visiting team verified that Santa Ana College offers a range of degree and certificate programs consistent with the College mission and congruent with generally accepted practices in degree-granting institutions in higher education. The degree and certificate programs are offered in a manner and of rigor consistent with California Community College standards at the time of the visit.

## **9. Academic Credit**

The evaluation team confirmed Santa Ana College awards academic credit in a manner consistent with generally accepted higher education practices. The College adheres to the guidelines in Title 5 §55002.5 in determining credit hours for courses. The college clearly distinguishes between non-credit, non-degree applicable, and degree applicable courses.

## **10. Student Learning and Achievement**

The evaluation team confirmed that Santa Ana College defines course, program, and institutional learning outcomes. The team was not able to confirm the College has established and engages in a regular cycle of assessment of outcomes, and broad dialogue on assessment outcomes leading to continuous quality improvement.

## **11. General Education**

The evaluation team confirmed that Santa Ana College defines and incorporates into all of its degree programs a substantial component of general education designed to ensure breadth of knowledge and promote intellectual inquiry.

## **12. Academic Freedom**

The evaluation team verified that Santa Ana College faculty and students are free to examine and test all knowledge appropriate to their discipline or area of major study as judged by the academic community. The RSCCD Board of Trustees has adopted BP4030 Academic Freedom which is applicable to both full-time and part-time faculty.

## **13. Faculty**

The evaluation team confirmed that Santa Ana College has 217 full-time and 1,307 part-time faculty who are qualified to conduct the institution's programs by meeting the minimum qualifications as established by the Academic Senate of California Community Colleges. The duties and responsibilities of faculty are outlined in Board policy, the collective bargaining contract, and in the faculty handbook. The College hired 29 faculty in 2014 to support the educational needs of Santa Ana College students.

## **14. Student Services**

The evaluation team confirmed that Santa Ana College provides a wide variety of student services to support student learning. Services are available in multiple formats to serve the needs of a diverse student population.



## **15. Admissions**

The evaluation team confirmed that Santa Ana College has clear admissions policies consistent with its mission. Admissions requirements are available and publicized in the college Catalog and Schedule of Classes, as well as on the College and District websites.

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

The evaluation team confirmed that Santa Ana College has sufficient learning resources provided through access to its print and electronic library collection. Online library access is provided to students taking online classes for general home use. The College also supports students through its instructional support services, including tutoring services at its Writing and Reading Center.

## **17. Financial Resources**

The evaluation team confirmed that Santa Ana College has an annual funding base allocated through a District resource model that meets the funding requirements for the College. The Rancho Santiago Community College District Board of Trustees annually approves the budget in an open meeting and makes the budget available to the public for review.

## **18. Financial Accountability**

The evaluation team confirmed that Santa Ana College and the Rancho Santiago Community College District go through regular external audits. The audits are conducted in accordance with Standards contained in Governmental Auditing Standards by the Comptroller General of the United States.

## **19. Institutional Planning and Evaluation**

The evaluation team confirmed that Santa Ana College has established processes that incorporate data on student achievement and student learning in its planning, to determine student needs, and to allocate resources. The College has been actively working to improve its planning and program review processes, and its use of data analysis, to produce more effective governance and resource allocation procedures and to improve student learning. The college has institutional plans that include goals with measurable outcomes to determine progress toward achieving the planned goals.

## **20. Public Information**

The evaluation team confirmed that Santa Ana College publishes accurate information in its Catalog, Schedule of Classes, and website including information on its educational mission, course and program offerings, program completion requirements and length, general education requirements, intended program learning outcomes, names of College administrators and Board members, financial aid information and procedures, available learning resources, and major policies regarding academic freedom, academic regulations, acceptance of transfer credits and refunding of fees.

## **21. Integrity in Relations with the Accrediting Commission**

SAC provides assurances that it complies fully with the eligibility requirements, accreditation standards, and policies of the Commission, and it demonstrates honesty and integrity in representations to all constituencies and the public, and in relationships with the accreditation association and other external agencies. The visiting team verified SAC's agreement and dedication to comply with all commission requests, directives, decisions, and policies, including making complete, accurate and honest disclosures of its programs, staff, and activities in a self-evaluation report.

## **Compliance with Commission Policies**

### **Policy on Distance Education and on Correspondence Education**

Rancho Santiago Community College District has established a Board Policy on Program, Curriculum, and Course Development that ensures that programs and curricula of the District shall be of high quality, relevant to community and student needs, and evaluated regularly to assure currency. Board Policy 4020 further establishes articulation with proximate high schools, four-year colleges and universities as the standard for the District.

Santa Ana College requires that all distance education courses and programs follow the established approval process involving the Curriculum Committee and Board of Trustees. All new courses and programs approved at the local level are submitted to the California Community Colleges Chancellor's Office (CCCCO) for consideration, approval, and inclusion in the college inventory. Courses and programs that are substantively changed in the regular curriculum revision process are submitted to the CCCCCO for approval.

The Academic Senate of Santa Ana College has adopted a policy on Distance Education. The policy specifically delineates regular effective contact including initiated interaction, frequency, and establishing expectations and managing unexpected instructor absence. Further, the Academic Senate has established a policy on distance education instructor certification to ensure quality of online instruction.

The College meets the Policy on Distance Education and on Correspondence Education.

### **Policy on Institutional Compliance with Title IV**

The associate dean of financial aid is responsible for maintaining compliance with Title IV, California student aid requirements, and other related policies.

Students have access to financial aid information including process, forms, and links on the college Financial Aid website. Each federal and state financial assistance program has a web page which provides explanations, definitions, contact information, and a general overview to assist students through the application process. Detailed instructions and a link are provided for the Free Application for Federal Student Aid (FAFSA).

Santa Ana College's commitment to student success is reflected in the wide array of federal and state financial aid opportunities, workshops, and application assistance provided to economically disadvantaged students.

The College meets the Policy on Institutional Compliance with Title IV.

### **Policy on Institutional Advertising, Student Recruitment, and Representation of Accredited Status**

Santa Ana College complies with the regulatory and legal requirements related to recruitment and admissions. Requirements of these policies are delineated in the college catalog, the course schedule, and on the college website. The college advertises via traditional and social media. The college maintains required gainful employment information on the college website where it is available for public review.

The affiliation accreditation status of the college with ACCJC is displayed in the catalog, schedule of classes, and the college website. All independently accredited programs, licensure requirements, and state certifications are identified and publicly noted appropriately.

The College meets the Policy on Institutional Advertising, Student Recruitment, and Representation of Accredited Status.

### **Policy on Institutional Degrees and Credits**

The Rancho Santiago Community College District has adopted Board Policy regarding institutional degrees and credits. Board Policy 4020 Program, Curriculum, and Course Development, establishes a common curriculum for Santa Ana College and Santiago Canyon College. The Academic Senates have endorsed this policy and the Curriculum and Instruction Councils at each college have collaborated and worked in concert to ensure common curriculum exists to the degree possible in support of student success and ease of enrollment across district colleges.

Board Policy 4020 establishes the credit hour and clock hour as designations for the colleges to use to assign credit for each program. It further notes that the awarding of credit will be consistent with federal regulations and that the Chancellor will establish procedures which prescribe the definition of credit hour and procedures to assure that curriculum of the District complies with the definition of credit hour or clock hour. The associated Administrative Regulations direct the college Curriculum Committees to include procedures and requirements attendant to BP4020 in the Curriculum and Instruction Handbook. The Santa Ana College Curriculum and Instruction Handbook affirms the credit hour to align with the uniform standards of Title 5 §55002.5.

The College meets the Policy on Institutional Degrees and Credits.

### **Policy on Institutional Integrity and Ethics**

Board Policy 7001 Code of Ethics supports the integrity of institutional practice through expectations of employee ethical behavior. The policy defines ethical behavior and enumerates practices that employees are expected to uphold.

### **Responding to Commission Requests**

The College regularly develops and submits required reports to the Accrediting Commission for Community and Junior Colleges. The College and District resolved all recommendations stemming from the October 2008 comprehensive external evaluation visit as confirmed by the action letters from ACCJC dated February 2009 and February 2010.

### **Institution Reports are Clear and Accurate**

The College regularly submits annual Reports and Annual Fiscal Reports. The evaluation team confirmed that reports meet the Commission standards for completeness.

### **Institution Policies Ensuring Academic Honesty, Integrity in Hiring and Preventing Conflict of Interest**

The District has established, through action by the Board of Trustees, a comprehensive statement on academic freedom that complements the policy on ethics. The College provides faculty, students, and the public information regarding the expectations of academic integrity and the consequences for violations of the academic honesty policy.

The District hires personnel according to established policy and practice. Employees are evaluated on a regular basis and personnel files are maintained in a confidential manner. The District has established policies and procedures that promote fair and consistent hiring practices.

### **Institution Demonstrates Integrity and Honesty in Interactions with Students**

The College provides clear, accurate, and current information about courses, programs, and transfer policies in the catalog, course schedule, college website, and the college campus.

The College catalog conforms to meet all state and federal requirements. The catalog describes the content and course requirements for all degree and certificate programs, general education requirements, CSU breadth information, IGETC requirements, and other transfer policies for four-year universities and colleges. Course syllabi include student learning outcomes for each section taught at the college.

### **Institution Establishes and Publicizes Policies Regarding Institutional Integrity and How Violations are Resolved**

RSCCD Board Policies 5400 and 5501 delineate expected student conduct, disciplinary sanctions, grievance, and appeal processes. The college catalog, course schedule, and website inform students of rights and responsibilities including how to resolve issues and violations.

### **Institution Cooperates with Commission on Site Visits**

The external evaluation team found the college to be well prepared for the visit, very open, and welcoming. The college constituents were knowledgeable about the accreditation process and the purpose of the team visit. Accommodations provided to the team supported collaborative and confidential work. Meeting requests, documentation requests, and technology requests were responded to very quickly and efficiently.

### **Institution Establishes Process to Receive and Address Complaints about Operations**

The team reviewed evidence that the college has procedures regarding student complaints. The associate dean of student development serves as the grievance administrator for the College. While a procedure exists for student complaints, the grievance procedure lacks due process and a clear right of appeal for students.

The College meets the requirement to Establish Process to Receive and Address Complaints About Operations.

### **Policy on Award of Credit**

Board Policy 4020 establishes the credit hour and clock hour as designations for the colleges to use to assign credit for each program. It further notes that the awarding of credit will be consistent with federal regulations and that the Chancellor will establish procedures which prescribe the definition of credit hour and procedures to assure that curriculum of the District complies with the definition of credit hour or clock hour. The associated Administrative Regulations direct the college Curriculum Committees to include procedures and requirements attendant to BP4020 in the Curriculum and Instruction Handbook. The Santa Ana College Curriculum and Instruction Handbook affirms the credit hour to align with the uniform standards of Title 5 §55002.5.

The College meets the Policy on Institutional Degrees and Credits.

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

### **Standard IA – Mission**

#### **General Observations**

Santa Ana College (SAC) has a clear mission statement which is vibrant and ever present throughout the campus. The mission reflects a shared commitment to serving the local community and student population. The mission statement defines the College's broad educational purpose, its intended student populations, and commitment to student learning. The mission statement is regularly reviewed through the participatory governance process.

#### **Findings and Evidence**

The mission statement of Santa Ana College is congruent with the mission statement of the Rancho Santiago Community College District. The College and District mission statements emphasize the commitment to quality educational programs and services to meet the needs of the diverse local community. Santa Ana College has defined the intended student population as the local community and commits to preparing students for life in a global community. (Standard I.A)

SAC serves an estimated 18,000 credit students each semester and 11,500 non-credit students at the Centennial Education Center. Santa Ana College offers community services classes designed for special interest audiences ranging from financial management to the "College for Kids" summer program.

The educational programs offered by Santa Ana College are aligned with the established mission of the College. The Digital Media Center houses the only business incubator in the county dedicated to the digital media industry. This economic development program provides workspace, business expertise, and educational opportunities in support of the digital media enterprises in Orange County. Similarly, the Orange County Small Business Development Center is a one-stop shop for business planning from start-up to expansion. Santa Ana College has an outstanding reputation statewide for economic and workforce training. The College offers a variety of traditional and innovative support programs to strengthen student success. The support programs include Padre Promotores, Summer Research Scholars, Centennial Program Partners, Summer Scholars Transfer Institute, and ¡Adelante!. (Standard I.A.1)

The evaluation team confirmed that the College uses a survey instrument to determine if their student learning programs align with the mission. The survey participants include faculty, administrators, and others; however, data regarding student learning outcomes assessment would assist in determining if there are gaps in achievement, especially with regard to the core competencies. The College Actionable Improvement Plan I.A.1 is an institutional commitment to conduct annual surveys of students, faculty, staff, and administrators to assess the needs of the student population and to measure institutional effectiveness. Through review of the evidence, the evaluation team determined the student surveys to be essentially satisfaction surveys rather than an evaluation of outcomes assessment. (Standard I.A.1)

The College has established an annual cycle of review of the mission statement. The mission statement was changed in 2012 as a result of an inclusive review process. The team confirmed through interviews that the participatory governance councils and committees engaged in the mission revision process. The recent mission revision was prompted by results of a survey of college employees and students that were presented at the 2012 Mid-Cycle Planning Retreat. The revised mission statement was approved by the RSCCD Board of Trustees on September 24, 2012. (Standards I.A.2, I.A.3)

Santa Ana College has integrated the mission statement into their institutional planning processes. Program Review and Resource Allocation Requests are linked to the college mission, goals, and division and department priorities. The team found that the evidence supports reliance on the mission statement in decision making including allocation of resources. (Standard I.A.4)

### **Conclusion**

The mission statement of Santa Ana College is approved by the RSCCD Board of Trustees and published. The College has established and practices an annual cycle of mission statement review. Through the review process the mission statement is revised as necessary.

The College meets the Standard.

### **Recommendations**

None.



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

### **Standard IB – Institutional Effectiveness**

#### **General Observations**

The external evaluation team commended Santa Ana College for the commitment to the college mission and the pervasive attitude of serving the immediate community. The team acknowledged the culture of completion, positive environment, welcoming attitude, and encouraging support evidenced at each of the college sites. The campus climate supports the College mission of preparing students for transfer and careers.

The College is challenged by a lack of capacity for data analysis and research in support of institutional effectiveness. An Actionable Improvement Plan was initiated by Santa Ana College to address the challenge. The College relies on survey results in decision-making; rather than, evaluation of assessment and data analysis in support of decision-making.

#### **Findings and Evidence**

In the Self Evaluation Report, Santa Ana College stated that they have established venues for dialogue about student learning outcomes. For credit and non-credit academic programs, the process is recorded in minutes, SLO course and program assessments, and department planning documents. The team reviewed department minutes, SLO assessment documents, Program Reviews, and participatory governance minutes including the former Institutional Effectiveness & Assessment (IE&A) and College Council. The team confirmed that the College has established processes to support improvements in student learning; however, confirmation relied heavily on interviews. There was little documentation that demonstrated ongoing and systematic evaluation and planning used to refine key processes and improve student learning. (Standard I.B.1)

Santa Ana College effectively uses regular college convocations to launch strategic initiatives and provide updates on college progress. The January 2011, Advancing Student Success Convocation, was the venue in which the president initiated dialogue about student success rates calling for a college-wide initiative to increase successful course completion and persistence by 2.5% percent per year for four years, to reach a total of 10%. Subsequent convocations have been venues for continued dialogue and updated information on the College's progress toward student success goals. The evaluation team found little data, and virtually no data analysis, on the college website in support of improvement of student learning. Integration of evidence, data, and research used in the evaluation of student learning is necessary to support improved institutional effectiveness. (Standard I.B.1)

Santa Ana College established institutional standards related to student achievement in March 2014. The institutional standards were recommended by the district researcher and IE&A coordinator based upon achievement data from the RSCCD Research Department. The institutional standards were discussed at IE&A; however, the evaluation team was not able to confirm that the institutional standards had been widely discussed or approved through a participatory governance process. Further, the team confirmed via interview with the deans, that the deans discuss institutional success data with department chairs but there has not been

a concerted focus on integrating these standards into the business of the department faculty. (Standard I.B.2)

Santa Ana College has established a planning process that includes integrated planning, resource allocation, and evaluation. Program Review incorporates department level planning and informs budgeting and planning at the division level. The budget development process includes engagement at the department, division, and governance council levels. The College has developed a handbook that delineates the decision-making process for the institution and roles and responsibilities of the five governance councils. (Standard I.B.3)

A standardized set of data is made available to departments conducting Program Review. The data is provided by the RSCCD Research Department. Some departments include survey results in the Program Review and others incorporate employment data related to their program goals. The evaluation team noted inconsistencies in the amount of data included and a varied level of data analysis incorporated into Program Review. (Standard I.B.3)

The planning process at both the College and District levels are broad-based and provide opportunities for input by College constituencies. Santa Ana College has established five participatory governance committees responsible for strategic planning, resource allocation, and institutional effectiveness. Broad participation in the decision-making process includes the Planning and Budget Committee, Santa Ana College Technology Advisory Committee (SACTAC), the Facilities Committee, and the Student Success Committee, which all make recommendations to College Council. The College has implemented the Resource Allocation Request (RAR) prioritization process, but has not evaluated the effectiveness to ensure it leads to improvement of institutional effectiveness. (Standard I.B.4)

Santa Ana College communicates matters of quality assurance to appropriate constituencies primarily through the five participatory governance committees. The committees establish yearly goals, aligned with the college mission, and the role and responsibility of the committee. Committee members annually complete a survey used to assess the degree to which committee goals have been met, whether the goal should continue to the next academic year, and new goals that should be considered for the coming year. Survey results are available publicly on the college website. The team reviewed evidence of the annual survey process and confirmed through interviews that research data was not incorporated into the annual evaluation process. (Standard I.B.5)

The RSCCD Research Department produces an annual report, *12 Measures of Success*, detailing institutional effectiveness in the areas of access, completion, retention, skill attainment, graduation, transfer, student satisfaction, matriculation, career technical education core indicators, diversity, finance, and resource development. *12 Measures of Success* is discussed annually at several meetings including the College Council, deans meetings, and department meetings. This report is a significant manner in which matters of quality assurance are communicated to appropriate constituencies. (Standard I.B.5)

The SAC Self Evaluation Report SAC states that the College has an established a review of processes to ensure effectiveness of ongoing planning and resource allocation practices. The College resource allocation process using RAR was developed in 2013 to enhance institutional effectiveness in resource allocation. The team reviewed evidence that this new process has been implemented; however, the evaluation of the previously existing process

was not evidenced in the documentation. Further, the annual evaluation process was confirmed by the evaluation team to rely upon surveys of committee members resulting in assessment that is fully qualitative. (Standard I.B.6)

The SAC Self Evaluation Report states that the College assesses its evaluation mechanisms through a systematic review of their effectiveness in improving instructional programs, student support services, and library and other learning support services. However; the external team was not able to verify that evaluation of their assessment processes is regularly conducted and inclusive of data analysis. Santa Ana College does review and revise the mission statement periodically and relies on the mission in decision making. The College has effectively linked the mission statement to strategic planning and institutional evaluation to ensure the mission remains central in decision making for the institution. The evaluation team was not provided evidence that data from assessments and program review are an integral part of the planning and budgeting processes. (Standard I.B.7)

### **Conclusion**

The College demonstrates a commitment to produce and support student learning, measure student learning, and assess how well learning is occurring, and make changes to improve student learning. Santa Ana College maintains the mission at the center of planning processes and has established a resource allocation process to provide support to student learning. The College did not demonstrate ongoing and systematic evaluation and refinement of key processes as part of the regular cycle of evaluation to support increased institutional effectiveness.

The College does not meet the Standard.

### **Recommendations**

#### **College Recommendation 1:**

In order to meet the Standards, the team recommends that the College establish a governance body that ensures the integration, assessment, analysis, and use of assessment results, and documented dialogue of learning outcomes. Learning outcomes include course learning outcomes, program learning outcomes, student services outcomes, administrative unit outcomes, and institution learning outcomes. (Standards I.B.1, I.B.2, I.B.3, I.B.5, II.A.1.c, II.A.2.e, II.A.2.f, II.B.4, II.C.2, IV.B.2.b.3)

#### **College Recommendation 2:**

In order to meet the Standards, the team recommends that the College establish, implement, and document a regular cycle of evaluation to include effectiveness of planning processes, training, decision-making, communication, resource allocation, and governance practices. (Standards I.B.3, I.B.6, I.B.7, II.A.6.c, III.C.2, III.D.4, IV.A.5, IV.B.3.g)

## **Standard II – Student Learning Programs and Services**

### **Standard IIA – Instructional Programs**

#### **General Observations**

Both the Self Evaluation Report and the site visit support the College's awareness and understanding of the continuous quality improvement process, as evidenced by governance-level processes. High quality instruction was verified by the team through evaluation of evidence provided as well as through interviews and classroom and DE course observations; the team was also able to verify evidence and interview personnel through visiting the Centennial Education Center (CEC) and Orange County Sheriff's Regional Training Academy.

The Report provides evidence that the College has identified Student Learning Outcomes (SLO) at the course, program, certificate, and degree levels. Institutional learning outcomes (ILO) are also identified as core competency areas. In 2013, the SLO mapping process was revised, emphasizing course to program linkages, rather than course to ILO linkages. This revision in process was discussed and recommended by Teaching Learning Committee (TLC), a primarily faculty-driven committee. A thorough mapping from course SLOs to Program Level Outcomes (PLO) and assessment of PLOs remains a work in progress. Not all courses publish SLO assessment results and not all quadrennial program reviews and capstone reports, are published. The College states that courses are assessed at least annually and all programs will have completed a second cycle of programmatic reports in fall 2014. The College appears responsive to community needs yet specific examples of data-driven, or SLO-driven, decision-making are limited.

The College provides evidence of the use of Resource Allocation Request (RAR) forms, which detail the fiscal, human, and technology resources requested by departments and how such requests connect to the College mission and goals as well as program goals which are identified in program review.

The distance education (DE) program provides significant data regarding student success and retention as well as programmatic needs of students and faculty. Technology, training, and support are targets integrated into the DE Plan to improve the program and to provide continuous feedback about how implemented changes affect student success and retention and faculty and student technological skills.

#### **Findings and Evidence**

The institution demonstrates that all instructional programs meet the mission. The College notes a positive trend in transfers to four-year universities, robust career technical education (CTE) offerings and the development of three online degree pathways. The distinct mission of the School of Continuing Education supports the overall mission of the College. Program outcomes, based upon location, are not fully explored; however, an annual report providing DE research allows the College to assess the effectiveness of this particular delivery mode. DE Instructor Certification is designed to improve online quality, promoting the integrity of distance education offerings. (Standard II.A.1)

The College relies upon research to identify student needs consistent with their educational preparation levels. Data is also utilized to provide evidence of achievement of student learning outcomes. RSCCD research provides three regularly published reports: the annual Student Satisfaction Survey; Pathways of Student Persistence and Performance; and the Santa Ana College Graduate Student Study (biannual). In addition, placement scores in four areas, course level SLO assessments, as well as annual faculty and student surveys inform the College of student learning needs. The mission of the School of Continuing Education provides further evidence of the College's intent to address the diversity, demographics, and economy of the local community. (Standard II.A.1.a)

The Curriculum and Instruction Council (CIC) provides oversight of curriculum to support alignment between course objectives and modes of instruction. This is evidenced in posted meeting agendas, minutes, and the Curriculum and Instruction Handbook. Division Curriculum Committees provide further assistance to faculty involved in writing new and modified curricula. Flexibility in offerings including timing, sequencing, delivery mode, location, and format, enables the College to meet a variety of student needs. SLO assessment data, professional development activities, and achievement data are used to evaluate the College's ability to meet student needs and curriculum objectives. The faculty-driven TLC committee further enhances the central role of faculty in maintaining currency for programs and curricula. (Standard II.A.1.b)

The Annual DE Research report assesses the effectiveness of the overall program as well as providing disaggregated data by discipline. The DE program conducts ongoing research regarding the effectiveness of modifications made through the program review process. For instance, the DE program plans to analyze the effects of the new DE Certification process for instructors on student success and retention as well as further training needs. (Standard II.A.1.b)

Review of selected syllabi, course outlines of record, and Program Review documents support the College's intent to assess student learning outcomes. Outcomes are developed for all courses, programs, and the institution. The Faculty Handbook notes that student learning outcomes are required in the course overview provided to students. By intent, SLOs are no longer included in the Course Outlines of Record to allow for ease of SLO revision and instead are included on all syllabi. SLOs are present in the syllabi but a lack of consistency is noted in the nature, quantity and presentation of SLOs. SLOs are now being assessed at the course level each year and completion of assessment is tracked by department chairs and deans. As recently as spring 2013, an Academic Senate workgroup noted a lack of faculty clarity as to the implementation of the SLO assessment cycle. The workgroup evaluated the SLO process and ultimately recommended the purchase of TracDat software as one approach to facilitate the process. This software purchase has been approved but is not yet operational. The initial linkage of course-level outcomes to ILOs proved cumbersome and was modified in 2013. The 2014 Capstone/Quadrennial Reviews are expected to reflect a more focused attention on program level assessment. While this revision reflects a focus on SLO process evaluation and improvement, it also reflects the College's delayed implementation of a manageable and productive process designed to produce, analyze, and respond to student learning data and programmatic improvement. (Standard II.A.1.c)

The College validates all curricula regardless of mode, level, or location by utilizing the established approval process via division curriculum committees and Curriculum Instructional Council. CurricuNet is the electronic database used to store curricula. Supporting documentation includes the Curriculum and Instruction Handbook and the Chancellor's Office Program and Course Approval Handbook. The College catalog describes all courses and programs including degrees and certificates. The College offers the following areas of study: college-level and remedial courses, Distance Education, School of Continuing Education, International Student Program (ISP), and Community Services. Additional evidence of quality assessment and assurance include review of the ISP by the Student Exchange and Visitor Program School Certification Branch and community interaction to review the Community Services program. Evidence of policies and the role of faculty in curriculum development including SLO assessment is provided. (Standards II.A.2, II.A.2.a)

SLO assessment is scheduled to occur each semester and Program Review is conducted annually with a summative assessment every four years. SLO assessment is moving towards a program-centric approach with course-level SLOs mapped to the program SLOs. Degrees and certificates are assessed via the corresponding program assessments. Discipline faculty and CTE advisory committees analyze these processes for general and vocational education. The College has identified an improvement plan to complete program learning outcomes (PLO) for all degrees, programs and certificates.

Advisory committees are in place for a variety of CTE programs and provide support for curriculum development and determination of competency levels. External accrediting bodies also provide standards for CTE programs. The use of pass rates on state licensing exams functions as a PLO assessment. Standardized exams are also used for some course and program level assessment such as chemistry. The DE Advisory Workgroup oversees these analyses for the DE modality. Feedback regarding SLO assessment and program review is provided by the Teaching Learning Committee. (Standard II.A.2.b)

The role of the CIC and division curriculum committees is central in the oversight of curriculum to ensure quality and appropriate breadth, depth, rigor, sequencing, time to completion, and synthesis of learning. Quality of instruction and academic rigor are addressed through the faculty hiring process, tenure review, approval of new programs, and program review monitored by deans and other administration. DE instructor certification, DE research reports and the DE Advisory Group all help to ensure the quality and appropriateness of courses and programs offered in this mode. While the College has developed a Regular and Effective Contact Policy, a review of selected distance offerings suggests this policy may not be systematically monitored and assessed. State, regional, or national organizations set standards for career technical education (CTE) programs and with the consultation of advisory committees are utilized to set vocational program standards. General education (GE) breadth is addressed in the College catalog and allows students to be fully GE certified. (Standard II.A.2.c)

Flexibility in offerings including timing, sequencing, delivery mode, location, and format enables the College to meet a variety of student needs. The TLC, which includes the DE coordinator and the basic skills coordinator, analyzes cross-discipline and programmatic trends through program review quadrennial process. The TLC makes scheduling recommendations based upon this analysis. The course outlines of record identify a variety

of assessment techniques and instructional delivery methods. Faculty development has been provided for assessment and technological methods. Student learning centers support individual learning needs including study skills as needed. (Standard II.A.2.d)

Program review is intended to be an institution wide, integrated process that works toward the common goal of institutional effectiveness. Both credit and non-credit programs use established and revised evaluation procedures. The quadrennial program review requires completion of a 19 question template. Semester SLO assessment, annual PLO assessment and mapping charts help to provide student learning data for the portfolio and program review process. All DE courses are reviewed and evaluated each spring. (Standard II.A.2.e)

The curriculum review rotation is on a four year cycle, separate from the program review cycle. The CIC and deans monitor compliance with the curriculum review calendar. SLO assessment results are shared with the TLC which reviews SLO assessment and program reviews for quality and college wide themes. All resource requests require links to program goals and may include links to SLO assessment data. Prioritization begins at the department and division level and continues to the cabinet level either College Council or Planning and Budget Committee. (Standard II.A.2.f)

All placement tests have been validated with the help and guidance of the RSCCD Research Department, and math placement exams are on the CCCCCO's list of approved assessment instruments. Standardized final exams, administered by the Math department, support a course sequencing that aligns with improved student success. Review of evidence confirmed that all special programs also utilize validated assessments. (Standard II.A.2.g)

Units of credit awarded follow the Carnegie Unit formula and meet state of California Title 5 requirements. No monitoring mechanism was observed to ensure that high unit courses, offered in a distance and/or compressed format, consistently reflect the Carnegie Unit formula. The Self Evaluation Report indicates that units are awarded based on the achievement of institutional, rather than course, learning outcomes. The original mapping of all courses to ILOs may account for this; however, course outcomes are all mapped to ILOs which are also noted as core competencies. The Centennial Education Center (CEC) tracks non-credit course and program completions in a manner consistent with generally accepted norms. (Standard II.A.2.h)

Explicit assessment of program level outcomes commenced in 2013. Prior to that, assessment at the course level with mapping to ILOs served as a proxy for program level assessment. Currently, the College has several program reviews which include assessments related to degrees and certificates. Data is provided regarding the number of degrees and certificates awarded, yet this data is not analyzed in light of corresponding learning outcome assessment results. The College does commit to ongoing assessment of institution set standards for increases in success rates, attainment of degrees, certificates, and transfer by December of 2014 and continuing biannually. (Standard II.A.2.i)

The College has identified a General Education (GE) pattern and curriculum which captures the identified areas of knowledge. The general education philosophy and requirements, developed by faculty, are listed in the College catalog. General Education outcomes are assessed as ILOs, which are described as Institutional Core Competencies in the 2014-2015 Catalog. Given that the College offers many non-degree programs, this crossover leads to

some ambiguity. The College curriculum process identifies which courses fulfill the various areas of the GE pattern/AA/AS degree requirements. (Standard II.A.3)

The general education patterns and institutional learning outcomes reflect inclusion of the desired components of humanities and fine arts, natural sciences, and social sciences. The curriculum review process, including oversight by CIC, ensures that discipline area experts create and review relevant courses for consideration in the GE pattern. The course SLO assessment process provides links to the ILOs and GE SLOs so that GE areas and core competencies can be assessed as well. The College provides additional evidence of GE SLO achievement with studies and surveys for transfer, employment, and gainful employment rates. The College identified an improvement plan to continue to assess all GE areas. (Standard II.A.3.a)

The College ILOs and GE SLOs are the core competencies mentioned in the Standard. These are explicitly spelled out in the GE philosophy and degree requirements in the College catalog. Students receive the course level SLOs in each course syllabus on the first day of class. Evidence is provided of documentation of students' ability to apply GE related skills via success and persistence rates, transfer rates, degree and certificate attainment, and student satisfaction surveys. The College conducts surveys to monitor the College's institutional standards of rigor are the same regardless of modality. Although this process aligns with standard expectations, the value of the survey data is constrained by its design and response rates. (Standard II.A.3.b)

All GE areas include courses which have SLOs linked to the following: appreciation of ethical principles; civility and interpersonal skills; respect for cultural diversity; and historical and aesthetic sensitivity. The CEC also offers a citizenship course. All course SLOs are mapped to ILOs which include values, citizenship, and community. Through course level assessments, the College determines the effectiveness of these outcomes. (Standard II.A.3.c)

The College's Associate of Arts, Associate of Science, and Associate Degrees for Transfer (ADT) all include focused areas of study; one area of inquiry with a total of 18 units and 24 additional GE units. (Standard II.A.4)

The College offers a large variety of vocational programs: 120 programs over 32 areas of study. Advisory committees, the Los Angeles Orange County Regional Consortia and the California Ed Code inform the nature of the vocational offerings. Licensure pass rates, independent accreditations and job placement data are provided as evidence of the viability of several programs. (Standard II.A.5)

The primary tool for dissemination of information to current and prospective students and the community is through publications including the catalog, schedule of classes, college outreach, and departmental advertising. The College catalog is updated annually. The schedule of classes is prepared and released prior to the start of each semester and is partnered with WebAdvisor to ensure students have the most accurate information including DE courses. The DE website also lists classes to provide another place for students to find course offerings information. CurricuNet software facilitates the updating of all curricula. Course SLOs are communicated to students via the syllabus and are retained by each division



office; however, the evaluation team found that program outcomes are not published in the catalog or on the website. (Standard II.A.6)

Transfer and articulation policies are identified. The College catalog communicates much of this information. The recent development of ADT degrees reflects an awareness of current transferability issues. The catalog also has clear information on advanced placement, credit by exam, career advancement placement, college level examination program (CLEP), and military service. The articulation officer is a member of the CIC and Tech Review and works with departments in support of the course identifier (C-ID) process, Assist.org, and an internal website. Some CTE programs and Workforce Development allow for articulation with local high schools as well. (Standard II.A.6.a)

The College has policies and procedures in place to make appropriate arrangements for enrolled students to complete their education in a timely manner when programs are eliminated or program requirements are significantly changed. In the Curriculum Handbook, RSCCD Administrative Regulation 6134, approved January 2000, is cited as the basis for program discontinuance. Students have the option, based upon catalog rights, of fulfilling requirements of either their assigned catalog or the current year when programmatic changes occur. If a course or program is no longer available, counselors and faculty work with the student to find an appropriate substitute. (Standard II.A.6.b)

The College website, catalog, schedule of classes, and CurricuNet provided detailed information including student achievement provided by the RSCCD Research Department. Online and print information is available and is reviewed for accuracy. Other modes include social media, the College television broadcast, and student handbooks. The College website was redesigned in 2013 and the DE website has accurate and helpful information for students and faculty. (Standard II.A.6.c)

Board policies regarding academic freedom and responsibility and student academic honesty are published. The catalog identifies BP 4201, which addresses Academic Freedom Policy. This policy was revised July 2014 and renumbered BP 4030. The Standards of Student Conduct are found in BP 5201. (Standard II.A.7)

The SAC Academic Senate Constitution provides that faculty will participate in formation of college policies on academic and professional concerns and promotes that faculty will maintain a sense of responsibility for a superior level of instruction and professional commitment. The Academic Senate also adopted a statement of professional ethics which includes that faculty “clearly differentiate those actions and opinions pursued as a private citizen from those that are expressed as a representative of the College.” These statements can also be found in the Faculty Handbook. (Standard II.A.7.a)

BP 5201 Standards of Student Conduct and AR 5201 provide guidelines for conduct and disciplinary actions for students who violate the standards. Due process for students is included; however, the team determined that no appeal process existed for students. The Catalog also addresses Academic Honesty. The DE program encourages faculty to include academic honesty policy language in their syllabi. (Standard II.A.7.b)

BP 7002 Civility provides a framework for all staff, faculty, and administrator conduct in particular regard to responsible speech. BP 7001 provides a code of ethics for all employees. (Standard II.A.7.c)

The College does not offer curricula in foreign locations. (Standard II.A.8)

### **Conclusion**

The College has established much of the infrastructure needed to comply with the Standards. The evaluation team determined through interviews and review of the evidence that many of the processes are new, recently revised or have yet to be fully and consistently implemented. While student learning and achievement data is collected, the widespread analysis, dissemination, and use of this data remain a work in progress.

The College does not meet the Standard.

### **Recommendations**

See recommendations 1 & 2.

**Recommendation 3:** In order to meet the Standards, the team recommends that the College make public all student learning outcomes for programs, certificates, and degrees, and ensure and document the regular cycle of assessment of all courses and programs in support of continuous quality improvement. (Standards II.A.1.c, II.A.2.a, II.A.2.e, II.A.2.f, II.A.6)

## **Standard II – Student Learning Programs and Services**

### **Standard IIB – Student Support Services**

#### **General Observations**

The College recruits and admits students who are able to benefit from its mission. Student support services enhance the learning environment at SAC. Concern for student access, progress, learning, and success are evident in the Self Evaluation Report and in conversation with College employees. Student support services are systematically and continuously assessed via SLOs in order to improve the effectiveness of services provided. However, no documented evidence was provided regarding the analysis of outcomes, improvement plans developed based on evaluation, and broad dialogue on assessment outcomes leading to improved services.

#### **Findings and Evidence**

Quality of services that support student learning and enhance achievement of the mission are reviewed at the college level through TLC, IE &A, and Student Success Committee (SSC) in addition to the department and division level. All student support service programs complete Program Review annually where strategic planning and alignment with the mission are addressed. SLOs are included in the annual review. Survey data is often utilized and student achievement data is incorporated as appropriate. Statewide comparisons are made during the Student Services Program Effectiveness Review which occurs every three years. The Actionable Improvement Plan as presented appeared well grounded; the College is to incorporate the fact that student satisfaction has been added to their annual Program Effectiveness Review and Program Plan. The SAC Student Satisfaction Survey is annually administered and includes questions and ratings for 24 student support programs and services. SCE conducts a student satisfaction survey that measures support services for students; the DE program also queries students regarding support services via survey. (Standard II.B.1)

The College catalog includes precise, accurate, and current information for student support programs and services. The catalog is reviewed annually by administrators and curriculum committees. Individual support offices verify accuracy of their information. All student support services are also highlighted on the DE website and through Blackboard. WebAdvisor is utilized to enhance the accuracy of the schedule of courses which is modified in real-time through registration. The College developed an Actionable Improvement Plan centered on developing a more user-friendly catalog and a means by which to attain this. The Actionable Improvement Plan for the Financial Aid Office to develop and deploy access for DE students established a goal, but did not include an action plan for implementation. (Standard II.B.2)

SAC researches and identifies learning support needs through Program Review and analysis of external factors such as workforce trends, student demographic trends, local feeder high school enrollment trends, and input from the community, graduates, and alumni. The *12 Measures of Success* report includes SLOs and levels of engagement and the annual Student Satisfaction Survey provides data about several support areas. The DE program assesses need

via the Student Survey, SLO Student Survey, Student Online Orientation survey, Faculty Survey, and the DE Research Report. The team confirmed through interviews and review of the evidence that the College provides appropriate services and programs to address the learning support needs of its student population. (Standard II.B.3)

Santa Ana College ensures equitable access to all of its students regardless of location or delivery method. Support services are provided on site at each location either by satellite services or periodic scheduling of services. Many resources are also made available online and the college website meets accessibility requirements for students with disabilities. The evaluation team confirmed that reliable services are available to all students. (Standard II.B.3.a)

The College mission statement promotes civic responsibility, intellectual, and personal development. Several ILOs also address these characteristics and are measured in the annual SLO assessment process. The evaluation team reviewed several key pieces of evidence including the Health and Wellness Center and the Service Learning Center Program Reviews. SLO assessments in this area are evaluated via Program Review and are also supported by evidence such as Student Satisfaction Surveys. (Standard II.B.3.b)

The SAC Counseling Center provides academic advising and personal counseling as well as college success courses. Counseling services may also be administered in partnership with academic departments such as in learning communities, Freshman Experience, or MESA among many other rich examples. Evaluation of services and programs occurs through program review and SLO assessment. The Counseling department completes both the Portfolio Assessment/Program Review (PA/PR) academic program review cycle as well as the annual Student Services Departmental Portfolio. Technology augments access and provides online counseling service options and online orientation is under development. Counselors are hired and evaluated according to the faculty contract and Board policy. Training and professional development is provided by veteran counselors and other outside speakers six times a year to all counselors. Additional information sharing occurs at monthly division meetings. (Standard II.B.3.c)

Santa Ana College provided the evaluation team compelling evidence of promoting understanding and appreciation of diversity. The College holds programs and events for students, faculty, staff, and the community. The College mission commits to diversity and the College has established a degree requirement of a minimum of one multicultural course. Many activities are hosted from the Office of Student Life that enhance the promotion of diversity including Latino Heritage Celebration Day, Native American Day, and the Safe Space Program – LBGTQ. Although coursework promoting understanding and appreciation of diversity is available, the campus programs are not offered in a way that makes them accessible to online students. (Standard II.B.3.d)

The college regularly reviews admissions, placement instruments, and practices to validate effectiveness and minimize bias. The practices adhere to state, federal, and local policies. All admissions criteria are clearly communicated to students in the schedule of classes, college catalog, and college website. Student surveys regarding these practices also provide data for discussion and modification. Placement instruments from the accepted Chancellor's Office list are utilized and validated by independent consultants to reduce cultural and linguistic bias. The evaluation team noted that it is admirable that the College is piloting an English

placement process for students to substitute for the assessment test as an enhanced service in support of student learning. (Standard II.B.3.e)

The evaluation team reviewed BP and AR 5117 Student Confidentiality, Disclosure and Review and AR 3105 Records Retention. These policies and regulations provide the admissions and records operation with the guidelines to maintain secure student records. These guidelines are also in compliance with FERPA, CA Education Code, Title 5, and other federal regulations. The college has compliant practices which govern the release of student records. (Standard II.B.3.f)

Through discussion with specific student services department leads and staff members, the evaluation team confirmed how the outcome assessment, program review, and incremental program improvement are realized and embraced by those who work in the service programs. The quadrennial Program Review, Department Planning Portfolio, and SLO assessment process provide the opportunity to evaluate student support services to assure they are meeting students' needs. State required reports also provide the college with important evaluative information. Program Review and Department Planning Portfolios are shared with the Student Success Committee and the Teaching and Learning Committee. Evidence was provided of implemented change as a result of the evaluation process. (Standard II.B.4)

### **Conclusion**

The College recruits and admits students who are able to benefit from its mission. Student support services enhance the learning environment at SAC. Concern for student access, progress, learning and success are evident. Student support services are systematically and continuously assessed using SLOs in order to improve the effectiveness of services provided. The evidence of outcomes assessment leading to improvements in institutional effectiveness was not documented in a comprehensive manner and required confirmation through multiple interviews by the evaluation team.

The College does not fully meet the Standard.

### **Recommendations**

See recommendation 1.

## **Standard II – Student Learning Programs and Services**

### **Standard IIC – Library and Learning Support Services**

#### **General Observations**

Santa Ana College's learning support services consist of a Learning Center, Math Center, Academic Computing Center, and School of Education Centers. Begun in 2013, the Learning Center is new, reconfiguring several existing labs, including the Reading Center, the ESL Lab, Modern Languages Lab, Writing Center, and Tutorial Learning Center, into a single Learning Center. Visits to the Math Center and to the Learning Center revealed vibrant, well-utilized areas in which students obviously felt comfortable in seeking learning support. The size and utilization of the Math Center was commendable, as was the Learning Center's ability to make good use of temporary quarters.

#### **Findings and Evidence**

The evaluation team confirmed through review of the evidence, that usage statistics are shared and discussed for the library and learning support services at SAC. Additionally, the annual Research Department findings are part of a dialogue about continuous improvement. Evidence of the quadrennial themed reviews is found in the TLC recommendation to centralize tutorial services which resulted in the establishment of the Learning Center. Program Review and use of RARs serve as the evaluation and improvement tools for the library and learning resources. (Standard II.C.1)

The library collects information about student learning needs in a variety of ways including participatory governance and serving as division liaisons to dialogue with instructional faculty including discussions about CTE and DE needs. During team interviews, the library employees mentioned having regularly scheduled meetings, yet the Library Collection Development Policy has been in existence since 2005. The policy does not reflect current budget constraints or the shift to databases and other electronic resources. At the department meetings, librarians discuss and review existing library services and evaluate solutions to improve services. During a visit to the library, the evaluation team found it evident that this was a welcoming space with librarians implementing creative and varied strategies to engage students. The library was filled with respectful, engaged students. The Math Center faculty coordinator often consults with administrators and faculty running programs that rely on Math Center services including Veteran's Upward Bound, athletics, and SSSP. The Math Center mentions using student learning outcomes to institute ongoing programmatic reform as connected to the Math Center. However, through review of the evidence the evaluation team confirmed this has not been implemented. (Standard II.C.1.a)

SAC provided evidence for the evaluation team of information competency based workshops and programs, including individualized instruction. Two academic programs, Library Information Studies and Library Technology utilize course level SLO assessment and program review to analyze program needs and propose improvements. Student and faculty surveys also provide data regarding achievement of information competency skills. Since spring 2012, DE students may access the 24/7 self-paced video instruction; however, the

evaluation team was unable to confirm the stated commitment to online workshops and an online LIS 100 course. (Standard II.C.1.b)

The SAC library maintains adequate hours of operation; however, due to recent budget cuts, no weekend hours are available. The College is commended for continuation of evening library hours. Turnover in administrative responsibilities coupled with losses in faculty librarian and part-time clerk positions have made it difficult to optimize service to students. It should be noted however, that despite budget cuts, the library works diligently to optimize services incrementally each day, as evidenced by book raffles, engagement of student opinion on a white board, and an overall hum of activities in the center. Electronic databases have been added recently to increase resources available in support of student learning. Learning Center, Math Center, and Academic Computing Center hours are adequate to support student need. The library and other learning support programs conform to ADA requirements and work with DSPS to ensure that all students can access materials effectively. Electronic access to web materials, full-text periodicals, e-books, and online reference resources has enhanced learning support for DE and Centennial Education Center students. Online tutoring has been identified by the College as an area of difficulty for the Math Center that they are seeking to resolve. (Standard II.C.1.c)

Physical security for the library and learning support programs is provided by district Safety and Security department and software and electronic security measures are facilitated via ITS. Custodial Maintenance and Operations maintain facilities. (Standard II.C.1.d)

The library maintains several contracts which enhance support services. The contracts include: Community College Library Consortium; vendors for book purchase; Ebsco; Comprehensive Control Systems for pay-for-print; OCLC; and Worldshare Management System. The Math Center and the Academic Computing Center maintain multiple software license agreements. The evaluation team reviewed evidence of monthly library meetings where evaluation of services is documented. (Standard II.C.1.e)

The external evaluation team confirmed that there is little documentation supporting student learning outcome assessment and resulting program improvement. This is due in part to the Program Review template which does not have a concrete reference to student learning outcomes within these learning support services. The team found that SAC student learning resources and services rely heavily on satisfaction surveys. (Standard II.C.2)

## **Conclusion**

In the SAC Self Evaluation Report, reference was made twice to survey results for the Math Center's Student Satisfaction Survey; however, the evidence provided included only a link to the survey form. Survey results were not made available for review by the evaluation team. With the exception of examples from the library program review, one directed learning activity faculty response, and one math instructor, little evidence was presented to show that student learning outcomes and assessment are part of a larger dialogue. The evidence reviewed by the evaluation team did reveal that dialogue is occurring between the library and Learning Support Services and the various departments on campus on how to better serve

student needs. Interviews with deans confirmed that this happens via TLC which is then shared via division and department meetings.

The College does not fully meet the Standard.

**Recommendation**

See recommendations 1 & 2.



## **Standard III – Resources**

### **Standard IIIA – Human Resources**

#### **General Observations**

Santa Ana College effectively uses its human, physical, technological, and financial resources to achieve its mission, student learning outcomes, and to improve institutional effectiveness. Hiring of sufficient numbers of staff, administrators and full-time faculty is based upon qualifications including education, training, and relevant experience. The College ensures effective human resources via systematic and continuous evaluation and through the development of policies and procedures, which are reflective of a commitment to equity and diversity. Professional development is offered and supported in alignment with the College mission and teaching and learning needs. Human resources planning occurs in coordination with other college planning processes linking to institution and strategic plan goals. Practices are shared by the District and College and will be delineated in the following discussion.

#### **Findings and Evidence**

Santa Ana College complies with BP 7001 Code of Ethics and hires and evaluates qualified personnel regularly. SAC relies upon board policy and administrative regulations to inform the process of hiring highly qualified personnel. The policies and regulations are posted on the district website and were found by the evaluation team to support such practice. Policies and regulations were also in compliance with Board of Governors policies and union contracts. Hiring needs are identified by SAC through their annual planning and Resource Allocation Request (RAR) process and ultimately approved by the RSCCD Board of Trustees. The College works cooperatively with the Human Resources department to carry out fair and effective recruitment and hiring. (Standard III.A.1)

The Human Resources department develops and maintains appropriate job descriptions and qualifications for advertised positions reflect the mission by addressing duties, responsibility and authority. Hiring panels include an Equal Employment Opportunity Commission Monitor and orientation is provided to all panel members. The College president then makes a recommendation regarding hiring to the RSCCD Board of Trustees. Faculty job announcements include required knowledge of the subject matter to be performed, effective teaching, scholarly activities, and potential to contribute to the College mission. The process for assigning distance education courses requires instructor certification by the DE program and is not included in the qualifications and job descriptions for the hiring of faculty. The College has worked with the Academic Senate to develop and implement an equivalency policy, which is applied on an as-needed basis. (Standard II.A.1.a)

SAC has policies and regulations for the regular evaluation of all administrators, faculty, and classified staff. Evaluation procedures adhere to idiosyncrasies of each constituent group and union as appropriate. Policies, regulations, and associated forms were reviewed by the evaluation team and found to support effective practice in this area. All tenured and probationary full-time faculty, both credit and non-credit, are evaluated by peers, the supervisor, and students. Confidential, secure personnel files maintained in Human Resources contain the evaluation results, once forwarded by the college president. Managers evaluate supervisory and confidential employees at least once every three years, and

administrators are evaluated by immediate supervisors at least once every three years. The College identified an improvement plan to evaluate the student evaluation system and the external team review supported this analysis. (Standard III.A.1.b)

The College addresses support of SLO assessment in the evaluation of full-time faculty via self-reflection. The actual evaluation forms did not make it explicit that reflection on work with SLO assessment was required; however, evidence to support this process was gathered through interviews with academic deans. The College highlighted the need in an improvement plan to include self-reflection on use of SLO assessment in the evaluation process for non-contract and part-time faculty. (Standard III.A.1.c)

The District posts the code of professional ethics for all employees on the district website. SAC follows associated policies and regulations. (Standard III.A.1.d)

SAC continues to respond to improvements in the state and local economy and hires appropriate numbers of highly qualified faculty, staff, and administrators to support the College mission and purposes. Hiring of full-time faculty follows California Ed Code and Title 5 regulations and is based upon the Board of Governors set Faculty Obligation Number. Prioritization of faculty position requests is developed and evaluated both by the Academic Senate and the College president for a recommendation to the Board of Trustees. The College identified that the Institutional Effectiveness Survey should include staffing needs related to the DE program. (Standard III.A.2)

The team confirmed through review of posted board policies on the District website that SAC establishes and adheres to fair employment procedures: BP 7120 Recruitment and Hiring, BP 7210 Academic Employees, BP 7230 Classified Personnel, BP 7240 Confidential Employees, BP 7250 Educational Administrators, and BP 7260 Classified Supervisors and Managers. Associated administrative regulations are also posted. (Standard III.A.3.a)

At the District office, records are maintained and protected in accordance with California Ed Code, U.S. Government Code, Civil Code, and appropriate board policies. All employee records are secure and confidential in the Human Resources department. The College recommended an improvement plan to purchase and implement software which will allow the transition from paper to electronic files. (Standard III.A.3.b)

The College develops and maintains practices, programs and services to support a diverse staff, faculty, and administration. Practices include training and professional development, participation in governance and committees, and intra-cultural events. (Standard II.A.4.a)

SAC highlighted a growing need for data and related analysis by recommending the hiring of a college researcher in an improvement plan. An institutional researcher will help the College to develop and analyze data, including that associated with student and staff diversity, and complement research provided at the District level. The number of federal and state reports has increased significantly within the last three years including Gainful Employment, SB70, Equity, Student Success and Support Program, and while some of the reporting can be completed by the District research team, many are localized to the College. (Standard III.A.4.b)

SAC provides a wide variety of professional and personal development for faculty, staff and administrators. Evidence reviewed by the evaluation team included the calendar of events

which supported the existence of a widespread program of events and opportunities. Professional development opportunities include those offered on Flex days and several in support of the DE program. The district researcher conducted a professional development needs survey, which highlighted the perception that additional opportunities are desired. As a result, the College has an improvement plan to expand these opportunities and to support the expansion financially with a budget line item. Although the survey conducted regarding professional development does serve as an analysis, further steps beyond this survey or the Institutional Effectiveness Survey may uncover additional needs. (Standards II.A.5.a, III.A.5.b)

The primary way to identify human resource needs at SAC is the Program Review and Resource Allocation Request process. Prioritization of positions begins at the department and division level and rises up for consideration and approval to the four vice presidents, President's Cabinet, College Council, and finally the College president. Prioritized requests are submitted to the chancellor. The Planning and Budget Committee, a participatory governance committee, develops and recommends procedures and processes regarding human resource prioritization. The SAC process for human resource planning as described in the Self Evaluation does not include a systematic assessment of the effective use of human resources and use of the results of the evaluation as the basis for improvement. (Standard III.A.6)

### **Conclusion**

The College balances work conducted at the District level and College level to recruit, hire, and evaluate a highly qualified faculty, staff, and administration. This begins with clear published policies and practices on hiring and evaluation, including a commitment to hiring a diverse personnel force. The faculty hiring process includes appropriate recruitment tools and verification of qualifications to ensure that the College mission is supported. Evaluation processes ensure that all employees are aware of expectations and provided with appropriate performance feedback.

In the SAC Self Evaluation Report, the College identified needs, which when met, will enhance the support of all personnel. A College office of research will help to more fully develop and analyze human resources data at the college to support evaluation of the effectiveness of use of human resources.

The College meets the Standard.

### **Recommendations**

**Recommendation 4:** In order to increase effectiveness, the team recommends that the College increase research capacity and data analysis to support decision-making and integrated planning. (Standards III.A.5.b, III.A.6, IV.B.2.b)

## **Standard III – Resources**

### **Standard IIIB – Physical Resources**

#### **General Observations**

As part of the Rancho Santiago Community College District, Santa Ana College offers programs and services at five locations; the SAC main campus, the Centennial Education Center, the Orange County Sheriff's Regional Training Academy, the Fire Academy, and the Digital Media Center. The SAC main campus comprises the oldest buildings in the Rancho Santiago CCD with buildings constructed in the 1940s, 1960s, 1970s, and mid-2000s. The College and the District continue to benefit from two General Obligation Bonds, Measure E passed in 2002 for \$337 million district wide, SAC's allocation being \$156.3 million. Measure Q passed in 2012 for \$198 million exclusively to fund implementation of SAC's Facilities Master Plan (FMP).

The SAC FMP was developed in 2004 and subsequently updated in 2006, 2011, and 2014. Santa Ana College has buildings as many as 60 years old, and consequently very costly to repair and maintain. The passage of Measure E and Measure Q has provided the ability to upgrade many of the needed and expensive infrastructure repairs and replacements. The external team confirmed through review of evidence, that the college's planning processes, along with the district-wide Comprehensive Master Plan (CMP), appear to tie the Facilities Master Plan to the Educational Master Plan of the college.

#### **Findings and Evidence**

The four main documents the College uses to support and address its facilities needs are the Five-Year Construction Plan, the Scheduled Maintenance Program, the Facilities Condition Assessment, and the Space Inventory Report. All of these documents are generated annually as required by the State Chancellor's office. These documents show a clear connection between physical resource planning and the college's instructional and programmatic needs. Each College division and department evaluates its own physical resource needs on an annual basis via the Program Review and Resource Allocation Request process. The resource requests are first prioritized at the division and department level, then again at the vice president level, and finally at the College wide level via the Facilities Committee, College Council, and President's Cabinet. Resources are ultimately allocated based on the priority of these needs among all the other priorities of the college, taking into consideration how each need addresses the mission, vision, and values of the College and the District. (Standard III.B.1)

As demonstrated in the above referenced documents, the College plans, builds, maintains, and upgrades or replaces its physical resources in a manner that assures effective utilization and the continuing quality necessary to support its programs and services. The Self Evaluation Report indicates that the College assigns allocation authority of classroom space and other campus space to the various divisions and departments on an ownership basis and states that this allocation method is effectively maintained in a centralized database. However through discussions with college personnel, the evaluation team discovered that as a result of space utilization analyses, the college has determined that this ownership method is neither as

efficient nor effective as is necessary to meet the needs of students and other users of the facility. Consequently, the College already has begun to change this system of space allocation that removes the ownership of spaces by divisions and departments and allows all space to be available for allocation in a manner that better assures its effective and efficient utilization. (Standard III.B.1.a)

The District has an Americans with Disabilities Act (ADA) transition plan that has surveyed, catalogued, and provided plans for eliminating physical barriers to persons with disabilities. Generally, when new construction takes place, older ADA accessibility issues are resolved either through making paths to the new construction ADA compliant or replaced by the new construction itself. The District is currently in the process of updating the ADA transition plan to ensure that all outstanding ADA issues at SAC are resolved in concert with the many new construction projects taking place. (Standard III.B.1.b)

The Self Evaluation Report describes the measures taken to ensure that any new construction complies with fire and life safety codes. The evaluation team's observation is that all facilities seem to be up to date with relevant fire and life safety codes. Indeed, conversations with staff revealed that all the facilities are inspected annually by Orange County Fire Authority, and all facilities are up to code. Security and safety of students and other users of the facilities are addressed by the college's Public Safety operation, as well as the environmental health and safety concerns, including ergonomic evaluations. Regarding the safety and security of the College working and learning environment, a campus-wide survey conducted in fall 2013 revealed that 78% of respondents believed that the College grounds, and their workspaces, were safe and secure, with an additional 13% being neutral on the subject. The College has identified a need to investigate and implement a comprehensive emergency alert system to provide more robust communication to more students and staff than is currently being provided. (Standard III.B.1.b)

The College uses Datatel Colleague, which interfaces with the AdAstra online schedule reporting system, to track and manage its room utilization data. However, as previously mentioned, due to the ownership of assignable space by the various division and department, this falls short of effectively and efficiently managing space utilization and becomes simply a tally of space that already has been assigned. The College is engaged in the process of revising this allocation method in a manner that assures more effective utilization. In addition, the College has identified the need to procure an automated system to improve the efficiency and effectiveness of its preventive and corrective maintenance program. (Standard III.B.2)

The College's Facilities Master Plan (FMP) was last updated in 2014 and is based on the current and projected academic program of instruction offered at the College. The District's Comprehensive Master Plan (CMP) includes the SAC FMP, which was developed through a highly participatory process which included a series of meetings with the SAC Master Planning Committee and a number of college wide forums. The FMP supports institutional improvement goals and reflects projections of the total cost of ownership. The College identified the need to more effectively address the total cost of ownership and how it affects the decision-making process. (Standard III.B.2.a)

Physical resources planning is an element of the College's overall participatory governance structure. As such, physical resources planning is integrated with institutional planning as

part of this overall participatory governance scheme. Physical resources planning begins at the division and department level and takes into consideration the programmatic needs of instruction and of the other operational units. These needs are prioritized at various levels within the organization and ultimately prioritized among all the needs of the college based on potential funding and how each need addresses the mission, vision, and values of the College and the District. (Standard III.B.2.b)

### **Conclusion**

SAC has well developed processes that cover all aspects of this Standard, and demonstrates thoughtful analysis and continual evaluation of these processes along with thoughtful recommendations for continuous quality improvement. The College is responding to the results of its evaluation of process best practices with regard to room scheduling and space allocation to better serve the needs of students and improve the efficiency of classroom scheduling.

The College meets the Standard.

### **Recommendations**

None.

## **Standard III – Resources**

### **Standard IIIC – Technology Resources**

#### **General Observations**

Santa Ana College provides technology services and resources to support learning, teaching, communication, research, and administrative operations. Technology is specifically noted in the College mission statement as an element assisting to meet the needs of the College's diverse student population. Planning for technology is incorporated into the participatory governance structure at both the College and District levels. Technology services have been developed to support the effectiveness of the institution in implementing available technologies to support the teaching and learning process and college operations.

#### **Findings and Evidence**

The College has established the Santa Ana College Technology Advisory Committee (SACTAC) as the participatory governance committee responsible for making recommendations related to technology. SACTAC includes representatives of students, faculty, classified staff, distance education, and administrators who convene monthly, and as needed, to make recommendations to College Council. The committee is developing a College technology plan that is aligned with the RSCCD Technology Plan. SACTAC will be responsible for maintaining and evaluating the SAC Technology Plan upon completion and approval through the governance committees. The SACTAC will create work groups or sub-committees as necessary to carry out the responsibilities of the committee. SACTAC is responsible for evaluating, prioritizing, and recommending purchase of various forms of technology that support Academic Affairs, Student Services, Administrative Services, and the School of Continuing Education. (Standards III.C, III.C.1)

Santa Ana College ensures that technology services, professional support, facilities, hardware, and software are designed to enhance effectiveness of the institution. Teaching and learning are supported through the technology resources available at and through the Nealley Library, the Learning Center in Dunlap Hall, and the Academic Computing Center. Each of these locations provides computers for student use and access to online resources when students bring their own devices. Additionally, academic divisions provide to students and faculty specialized technology supporting their area of study. Administrative Regulation 7000 Information Resource Use provides standards for appropriate use of College information technology including account password protection. (Standard III.C.1.a)

The team confirmed through the College website that the Help Desk supports students, faculty and staff across the district. The Help Desk is available via phone and email Monday through Friday. Faculty receive technology training and assistance from the Distance Education department in the Academic Affairs division. Drop-in support is available to students and faculty in the Distance Education department; however, the fall 2012 survey revealed that 41% of faculty respondents desired more training on integrating new technologies into instruction. A robust group of training materials is available for DE students on the Blackboard Student Help webpage. Technology training for students is available at the Math Center, DSPS Center, Nealley Library, School of Continuing

Education, and the Learning Center. Beginning in 2012, the College made free business seminars available to classified staff covering several Microsoft Office programs as well as Adobe programs. This series of seminars was recommended by SACTAC in the Strategic Technology Plan. Additional administrator and classified staff training is offered as needed including subjects such as Datatel Colleague and CurricuNet. Through meetings with College employees, the evaluation team learned that since the completion of the self-evaluation report, the College has created a staff development office that is assigned the responsibility of staff training. Similarly, a professional development office has been created for faculty.

The RSCCD Strategic Technology Plan indicates that a Disaster Recovery Plan is 80% complete and will provide for reliability and disaster recovery protocols and procedures. The team confirmed, through interviews at the District and College, that the District has a fully redundant and mirrored system. (Standard III.C.1.a, III.C.1.b)

Recently, the Rancho Santiago Community College District decentralized the acquisition, maintenance, and replacement of technology and infrastructure. Once district level responsibilities, the planning, acquisition, and upgrades of technology and infrastructure now resides with the college. Network and administrative systems support and maintenance remain within the purview of RSCCD district ITS. The move of technology purchase and maintenance to the college aligns technology with the instructional media equipment model in place at Santa Ana College. The Resource Allocation Request process is used for technology and media equipment purchase requests which are prioritized by SACTAC and forwarded to College Council or the Planning and Budget Committee as a recommendation. The evaluation team confirmed that the College is engaged in establishing a budget to support technology; however, the College noted that the funding will likely be insufficient to fulfill the institutional needs and the College will continue to seek external funding to ensure technology meets the needs of students, faculty, and staff. (Standard III.C.1.c)

Instructional and administrative departments and programs review technology resource and infrastructure needs annually as part of the regular planning and budgeting process. Needs identified in the annual review are integrated into the planning process at the SACTAC level and forwarded as a recommendation to the Planning and Budget Committee and/or to the College Council. To maximize the use of available technology resources, when technology is upgraded the older equipment is recycled and deployed in another area. The recycling program extends the life of technology equipment by moving it to a program that will benefit from newer, although not new, equipment. Review of the evidence confirmed that program review includes identification of technology needs. (Standard III.C.1.d)

During the economic downturn, Santa Ana College eliminated the associate dean position that had responsibility for College technology and related services. A consequence of the reduction in positions was a reorganization of responsibilities including technology. At this time, the technology areas and services report to a variety administrators and the benefit of a single manager for College technology has been lost. Specifically, the integration of technology planning with institutional planning has been negatively impacted by the decentralized distribution of technology administration. District ITS supports SAC in deploying and maintaining infrastructure and technology, but it does not engage in evaluation of technology services administered by the College. (Standard III.C.2)



## **Conclusion**

Since the last comprehensive external evaluation, Santa Ana College has undergone many changes to the administration and organization of technology services. The college has established a participatory governance committee that has responsibility for technology planning and recommendations for acquisition, maintenance, and upgrade of technology and infrastructure. The SACTAC has a clear line of recommendation to both the Planning and Budget Committee and the College Council to ensure that technology remains a priority in the integrated planning process. The development and implementation of the Strategic Technology Plan is evidence of the mission of the committee. The Plan is continually amended to reflect current and ongoing progress.

The recent decentralization of technology from the RSCCD to the colleges, provided an opportunity for the college to integrate technology and infrastructure planning more fully into the institutional processes. To that end, SAC identified intent to reestablish a dean with responsibility for college technology and infrastructure as a consideration for reorganization. The College is engaged in the process of establishing a budget to support technology acquisition and replacement that will fund the prioritized purchases recommended through the participatory process. The College has not established systematic assessment of the effective use of technology resources to support using the results of evaluation as the basis for improvement.

The College does not fully meet the Standard.

## **Recommendations**

See recommendation 2.

## **Standard III – Resources**

### **Standard IIID – Financial Resources**

#### **General Observations**

SAC has a well-defined budget allocation model (BAM), measurable fiscal accountability, well-managed financial resources and reserves, and a very transparent financial management culture that demonstrates integrity and consistent fiscal stability. The management of annual apportionment, other state and categorical revenues, COLA appropriations, and the Budget Stabilization Fund provides a strong level of assurance and expectation for both short and long-term fiscal solvency.

The BAM is relatively easy to understand, after reasonable review time is spent. It is fair, predictable and consistent, and uses quantitative, verifiable factors that make the model very defensible. It also includes performance incentives that allow the College to better plan for future growth goals.

The allocation and planning for financial resources is well integrated into the College planning process and shared governance structure. The College Planning and Budget Committee develops the SAC budget priorities annually which ensures that they are in line with the college mission and long-term priorities of the college. The Resource Allocation Request (RAR) Process utilized by the institution mandates a direct link with department planning portfolios and program review documents in the allocation of financial resources.

The RAR is also integrated within the SAC Comprehensive Planning and Budget Calendar, which is reviewed annually and revised as necessary by the SAC Planning and Budget Committee providing further evidence of the strong connection between institutional planning and financial resource allocation and planning.

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.

#### **Findings and Evidence**

In fiscal year 2013-14, the District implemented the new BAM aligned with SB 361 budget model. Financial planning at SAC is well integrated with the College's sophisticated shared governance and planning processes.

Annual budget priorities are developed by the SAC Planning and Budget Committee based on the College's mission and its Strategic Plan goals. Priorities are next reviewed and approved through the President's Cabinet and College Council. This process leads to development of the annual SAC Budget Assumptions that are also coordinated with District annual budget assumptions. (Standard III.D.1.a)

The evaluation team confirmed through review of evidence that financial planning is integrated with institutional planning via the RAR process for allocation of new or additional resources and the requirement of a RAR to define the connection to department planning portfolios and program review documents. Financial resource planning is clearly integrated with both the SAC Educational Master Plan and the Strategic Plan as defined by the RAR process, requirements, and committee approval chain. (Standard III.D.1.a)

The College demonstrated that it uses strategically analyzed and realistic resource availability assessment and estimates in its planning and allocation processes. The SAC budget development process is well vetted throughout the College and is tightly coordinated with both the institutional mission and goals and data driven enrollment estimates. The evaluation team verified the process through interviews and review of evidence. (Standard III.D.1.b)

In addition to District reserves and the Stability Fund, SAC sets aside 20% College reserves. Given the combination of reserves and reliance on the new BAM with its fiscal accountability and greater institutional fiscal independence, the College fully acknowledges and accounts for long term financial priorities and liabilities as it develops the annual budget plan and priorities. (Standard III.D.1.c)

SAC has a well-organized and documented process by which it involves all constituency representation in the planning and budgeting process. Department needs are assessed and prioritized through the program review process and filtered up through the Planning and Budget committee, the President's Cabinet, and College Council. The evaluation team conducted on site interviews and observations to confirm this assessment. Priorities that rise to District level review and assessment are driven through the Planning and Organizational Effectiveness Committee which is comprised of key stakeholders from the both colleges and the District. This is a new process that is still being carefully assessed for modification and improvement. (Standard III.D.1.d)

The fall 2013 Institutional Effectiveness and Assessment Committee's campus wide survey querying staff about appropriate and timely financial information distribution to the College community provides relatively strong evidence that there is a positive perception among staff in this regard. Because the financial reporting is closely aligned with the overall budget planning process, SAC reflects appropriate allocation of resources to support student learning programs and services. (Standard III.D.2)

Further confirmation of appropriate financial documentation and its degree of credibility and accuracy are evidenced in the most recent external auditor's annual report. 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. (Standards III.D.2.a, III.D.2.b)

The institution uses its well-established and consistent participatory governance structure to provide regular and timely financial reports and data for both ongoing updates and budget planning purposes. The campus vice president of administrative services also provides

frequent written communication in terms of the budget, fiscal conditions, financial planning, and external audit results, disseminated throughout the entire campus community. (Standard III.D.2.c)

Business Operations and Fiscal Services staffing, as outlined in the College organization chart, are appropriate to provide effective fiscal management oversight of SAC's auxiliary, fundraising, and grant activities. The team review of external audit reports confirmed that financial management and record keeping for these operations are in accordance with generally accepted accounting principles, state law, Governmental Accounting Standards Board (GASB), and the state chancellor's office Budget and Accounting Manual. Review of the external audit reports for the district's bond program also confirms appropriate use of funds within the established guidelines.

Internal controls over financial reporting have consistently received a clean bill of health from the external audit report and the Business Operations staff respond promptly to institute any necessary fiscal control procedure improvements as identified through internal or external audits. (Standards III.D.2.d, III.D.2.e)

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. This has also allowed the district to set aside a substantial Stability Fund that it has used to smooth out structural budget deficits the past couple of years while adjusting to the new BAM. 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. (Standard III.D.3.a)

SAC has appropriate and effective fiscal management staffing in place to ensure that oversight of all finances and funds is properly executed. The College regularly performs internal audits to ensure best practices are in place for the management of financial transactions in all college operations including financial aid, grants, externally funded programs, and auxiliary operations.

Regular process assessment is conducted using an online survey document assessment tool to improve and confirm efficient management and for compliance related matters. Additional observed evidence included the College's grant proposal procedures. Both President's Cabinet and College Council must approve all grant proposals. This ensures that all stakeholders are well informed and that grant commitments do not surprise any departments or divisions of the College.

As evidenced in the Adopted Budget document and the external audit report and reviewed by the evaluation team, all college and district liabilities are properly accounted for and retired as appropriate.

The College appropriately adheres to GASB 45 guidelines relative to its other postemployment benefits (OPEB) obligation and liability. This was confirmed by evaluation team review of both the external audit review and financial records in the annual CCFS 311 report. (Standards III.D.3.b III.D.3.c, III.D.3.d)

Any locally incurred debt is assessed and appropriate allocations are made through the College and District's annual budget planning process. (Standard III.D.3.e)

SAC's current student loan default rate of 18.5% falls within acceptable parameters as determined by the State Chancellor's Office. The institution notes the rate has been slowly climbing over the past several years, which may be an area of concern and should continue to be closely monitored by the College. (Standard III.D.3.f)

The District's Contract Review Checklist and required approval from the vice and assistant vice chancellor of business services and the Board of Trustees provides strong assurance that contracts recommended by SAC are consistent with the goals and mission of the institution and contain appropriate terminology that best serves the institution and district.

The College primarily relies on the external audit to ensure they are regularly reviewing and improving their financial management practices. The College also completes an annual Fiscal Self-Assessment report included in the Adopted Budget document to review and improve financial management practices. Additionally, the College is working in coordination with District IT on a new program to review and streamline and improve District processes, also used by the College, such as budget transfers and invoice processing. (Standard III.D.3.h)

The evaluation team could not identify clear evidence that the college systematically assesses how effectively financial resources are used and that results of that assessment are regularly used for improvement. (Standard III.D.4)

## **Conclusion**

The College and District have strong procedures, practices, and policies in place along with verifiable evidence and regular assessment that confirms that SAC meets the financial resources Standard. Both the District and college have taken a conservative approach to budgeting and spending, which is evidenced by strong reserves in spite of the last several years of fiscal volatility in state funding. The College's financial planning is both integrated and effectively driven by their institutional planning process. Consequently, available financial resources are similarly integrated with the institutional planning process.

These practices well serve both students and student learning by protecting programs and services needed to meet the mission of SAC.

The College does not fully meet the Standard.

## **Recommendations**

See recommendation 2.

## **Standard IV – Leadership and Governance**

### **Standard IVA – Decision-Making Roles and Processes**

#### **General Observations**

Santa Ana College has developed and recognized committee and council structures that provide a mechanism for inclusive dialogue on campus. The committees include the College Council, Facilities Committee, Planning and Budget Committee, and Technology Advisory Committee. Related workgroups have been designed and established to incorporate wide and expansive inclusion of constituents in college decision-making processes.

Toward this end, the College has developed planning procedures that include broad-based participation, including well-defined roles for representatives of each of the constituent groups. The College Council serves as the primary participatory governance body for all campus constituent groups. The established processes are formally described in College planning documents and include pathways for the advancement of initiatives from each of the constituencies for consideration by the College Council. Planning and decision-making roles and processes are well described and are evidenced in both formal and informal structures.

Although there were several changes in upper administration subsequent to the 2008 self-evaluation, the current leadership structure appears to be stable as evidenced by the current organizational chart as well as the long tenure of the president who has been in her position since 2005. At the time of the comprehensive visit, a new vice president for academic affairs has just been hired, though his starting date was subsequent to the evaluation visit. The Business Division Dean position had also been filled on an interim basis pending a full recruitment process.

The leadership of SAC includes a president and four vice presidents. The chancellor of the Rancho Santiago Community College District has delegated the authority to SAC's president, which includes general oversight of all administrative decisions and operations of the College. Through the leadership of the College president, College matters are reviewed, deliberated and acted upon during participatory governance committee and workgroup meetings at regular intervals. These mechanisms appear to work cohesively and serve to communicate information between and among departments and units. This process seems to ensure a transparent system for College wide decision-making. The College Council is poised as the overall decision-making vehicle that receives and distributes information throughout the College. Information relative to accreditation is shared based on regularly scheduled meetings and allows College constituent representatives to participate in the overall accreditation process. All areas of the College appear to be informed of the continuous quality improvement framework with each being able to make a meaningful connection between their division, department, or unit goals and the College mission.

The College involves District level leadership in its accreditation activities, which is evidenced by their attendance and participation in college based meetings and events. The Board of Trustees and the Rancho Santiago Community College District maintain board policies that are specific to District and College matters. As the designee of the Board of

Trustees, the chancellor assumes the overall leadership role that ensures full administration of all district activities.

Under a firm and stable leadership, the various constituents at Santa Ana College engage in institutional dialogue that reflects an environment fostering empowerment, innovation, and institutional betterment.

### **Findings and Evidence**

The team confirmed through interviews and document reviews, the evidence provided in support of compliance with this Standard includes the participatory governance structure, which is described in the Participatory Governance Structure Handbook. The College Council is the central participatory governance committee to which the other committees report. All participatory governance committees comprise members of all constituency groups of the college, thus providing the opportunity for full and meaningful participation by all employee groups as well as students. An Institutional Effectiveness Survey conducted in fall 2012, and repeated the next year, indicated a generally positive view about the direction and effectiveness of the institution, though some of the classified staff point to the need for improved communication with this constituency. In the course of attending various participatory governance committee meetings, the team observed a healthy participatory governance process that encourages robust conversation and discussion. The institution provides evidence that its participatory governance structures encourage collegial governance in support of compliance with this Standard. (Standard IV.A)

Policies and procedures supporting participation in governance activities and defining constituent roles are in place and readily available. Reliance upon the Academic Senate on matters of student learning programs and other educational matters is articulated in board policy. The evaluation team confirmed, as documented in agendas and minutes of various participatory governance committees, various campus constituents have clearly defined institutional governance roles delineated in the Participatory Governance Structure Manual. The charge of each committee is clear and transparent as reflected in the same document. (Standard IV.A.2)

As noted in the Self Evaluation Report and subsequently verified by the team, faculty has a major role in College governance through membership and participation in the participatory governance bodies of the College. Their roles and responsibilities are clearly articulated and functional with respect to development and implementation of SLOs, Program Reviews and curriculum development. The institution provides evidence through Division Instructional Committees, a Curriculum and Instruction Council, a Teaching and Learning Committee, Student Learning Outcome Assessment, and Academic Portfolio Assessment, and Program Review. Academic Senate leaders make a report regarding academic and professional matters at every meeting of the Board of Trustees. (Standards IV.A.2.a, IV.A.2.b)

The College's governance structure provides opportunities for all constituent groups to participate in dialogue to promote institutional effectiveness. The supporting documentation in the self-study report validate that ample opportunities for discussion of ideas exist on campus. The agendas, meeting minutes, end-of-year reports and other documents of various committees provide evidence of wide and broad discussions on important issues of institutional concern. However; the evaluation team confirmed through review of the

evidence, there remain concerns with the perceived non-inclusion of classified staff in decision-making processes, as evidenced by results of recent Institutional Effectiveness surveys and focus groups. (Standard IV.A.3)

The College has shown integrity and transparency in its multiple relationships with external agencies as evidenced by its various successful partnerships with off-campus entities, as well as compliance with ACCJC accreditation requirements. However, the evaluation team noted that the College did not fully complete the ACCJC 2013 Annual Report requirement to set institutional standards. The team also found in reviewing the ACCJC 2014 Annual Report, the College also did not set these targets correctly. (Standard IV.A.4)

Systematic evaluation of governance and decision-making is not well evidenced at the College. Examples of several selected reports are given, but none demonstrate that these reports span the entire evaluation period, the oldest of these examples going back to 2010. Additionally, the reports vary greatly in methodology and depth of evaluation. Some are simple check-off sheets that indicate whether a particular goal was met during the year with no evaluation of the process itself. While much work has been done to develop systems and processes, the outcomes of dialogues generated out of participatory governance committee discussions are less clear in the institutional evaluation report. Further, while the College Council Shared Governance Joint Retreat agendas have been provided, formal minutes of those retreats exist only for the most recent retreat, which occurred, in early 2014. Document reviews and interviews conducted by the evaluation team with various constituent groups on campus, including classified staff, pointed out the need for greater integration and unity of evaluation processes and findings that will provide clarity to the valuable work that the College has done in this area. (Standard IV.A.5)

## **Conclusion**

Santa Ana College has developed and recognized committee and council structures that provide a mechanism for inclusive dialogue on campus. The structure ensures participatory opportunity for all constituency groups in the decision-making process to support student learning programs and services and improve institutional effectiveness.

The College has established and documented governance processes; however, the method of assessing the effectiveness of its participatory governance processes is not documented in a manner that reflects effectiveness of the process itself and demonstrates that continuous quality improvements are occurring based on a regular cycle of assessment.

The College does not fully meet the Standard.

## **Recommendation**

See recommendation 2.



## **Standard IV – Leadership and Governance**

### **Standard IVB – Board and Administrative Organization**

#### **General Observations**

Santa Ana College understands the designated responsibilities of the Board of Trustees and the College president for the effective operation of the institution. As a campus of a multi-college district, there is clear definition between the organizational roles of the District and the College. A functional map that delineates these responsibilities serves as a concrete evidence of this assignment of responsibility between these two entities.

#### **Findings and Evidence**

The governing board represents and advocates the public interest in their activities and decisions, and asserts its independence as a policy-making body for the College. The Board of Trustees, as SAC's governing board, maintains and follows board policies that focus on strategic planning, board membership, selection, delegation of authority, and evaluation of the SAC president. The team verified that the Board of Trustees' webpage included direct access to the Rancho Santiago Community College District mission statement, along with Board policies and Administrative Regulations. These links allow access to publicly posted information, which include the Board having ultimate responsibility for educational quality, legal matters, and financial integrity. (Standards IV.B.1, IV.B.1.a, IV.B.1.b)

Through policies that have been established by the governing board, members understand that the overall quality of the institution's educational programs, legal matters, and financial integrity rests on their shoulders. (Standard IV.B.1.c)

The evaluation team verified that there is information posted on the RSCCD website via the Board Policies, Board of Trustees webpage that meets the requirement of board size, duties, responsibilities, structure, and operating procedures. Also included in the list of policies is information on Board code of ethics and standards of practice, board member development, replacement, and new member orientation. (Standards IV.B.1.d, IV.B.1.e, IV.B.1.f)

BP 2745 Board Self Evaluation specifies an annual self-evaluation process for members of the Board of Trustees. Likewise, RSCCD Board Policy mandates an annual self-evaluation for the Board as a whole, based on goals set by them. This self-evaluation is focused on board operations, effectiveness, and areas of strength and improvement. Input from various College constituents who attend Board of Trustee meetings is also solicited during the process. The Self Evaluation Report, as the team validated, provided evidence of governing board self-evaluation procedures, and a completed evaluation that assessed their efforts relative to established goals. (Standard IV.B.1.g)

The Board has established BP 2715 for ethical conduct and uses the policy to ensure board member compliance, as well as steps for addressing ethical violations of the policy. (Standard IV.B.1.h)

The team verified through interviews that the Board of Trustees is involved in the accreditation process, as described in the Administrative Regulation-General Institution webpage of RSCCD's website. There is evidence available to support the governing board's information and involvement, which includes Board attendance in College retreats and accreditation related events. (Standard IV.B.1.i)

There is an established process for selecting and evaluating the chancellor and the College president as delineated in these board policies: BP 2430, BP 2431, and BP 2435. (Standard IV.B.1.j)

The SAC president is given authority by the chancellor for all operations of the College. This responsibility includes having the leadership to assure all layers of the college, including its administrative structure and educational activities, are in alignment with the College and the District mission. Included in this responsibility is to ensure the College implements activities and practices that are based on statute, regulations, and board policies. (Standard IV.B.2.a, IV.B.2.b, IV.B.2.c)

The college president works to improve the institution to ensure a collegial process for setting the values, goals, and priorities. The SAC president effectively controls the College budget and expenditures using the College's Budget and Planning Committee and other participatory governance mechanisms. (Standard IV.B.2.d)

The evaluation team confirmed that the College communicates effectively with the communities served by the institution although communication between the College and its internal constituents is noted by staff to require improvement. The president is an active member of several local, state, and national organizations. (Standard IV.B.2.e)

The updated RSCCD Functions and Mapping of Responsibilities chart is the basis for the delineation of responsibilities between the District and its two member Colleges. This delineation is specific to five key areas: Instructional Programs, Student Services, Human Resources, Fiscal and Administrative Services, and Educational Services. Evidence was provided in the Self Evaluation Report to justify RSCCD's efforts to support SAC as well as Santiago Canyon College. The Functions and Mapping of Responsibilities chart offers a clear connection between the functional areas of the District and those of the colleges. (Standard IV.B.3.a)

The District participates in the Program Review process in order to assess whether the services it provides to the Colleges are effective and efficient. The evidence provided in support of the Self Evaluation Report suggests that continuous improvements are being made as a result of this process. The evaluation team confirmed through review of a considerable amount of evidence that RSCCD strives to support Santa Ana College as well as Santiago Canyon College. (Standard IV.B.3.b)

SAC uses a Resource Allocation Request process that allows department level needs to be addressed, in the fiscal, physical, or human resources area. This process is recognized throughout the College and is used by the participatory governance structure to control

expenditures while addressing student and College needs. With its record of financial stability, the District has established mechanisms to control expenditures that are aligned with the District's Strategic Plan. Its ability to adhere to the five-percent minimum reserve reflects the district's commitment to maintain a positive ending balance that demonstrates its effective control of its expenditures. (Standards IV.B.3.c, IV.B.3.d)

Consistent with his right to delegate authority and responsibility pursuant to BP 2430, the chancellor has delegated full authority and responsibility to the College president in all matters related to campus administration and operations. The president meets with the chancellor regularly to discuss critical issues that are of College wide importance. (Standard IV.B.3.e)

Pursuant to BP 2715 Code of Ethics/Standards of Practice, appropriate communication processes between the trustees and the district employees have been established as a result of the 2008 District Recommendation 5. According to the RSCCD Administrative Regulation - General Institution, AR 2430, some employees and centrally managed District services are deployed at the College campuses. This allows open dialogue and exchange of information between the District and College staff. (Standard IV.B.3.f)

The RSCCD Functions and Mapping of Responsibilities chart offers a clear connection between the functional areas of the District and those of the Colleges. Through an annual planning meeting with administrators of both Colleges, the District evaluates the effectiveness of its functions and role delineation, the results of which are then used to revise the District Functions and Mapping of Responsibilities document. District wide surveys are also being used to assess processes and procedures that are intended to improve the frequency and clarity of information being disseminated from the District office regarding program and service functions. (Standard IV.B.3.g)

## **Conclusion**

RSCCD has established a governing board responsibility for setting policies including designating responsibilities of the chancellor and college presidents. The Board of Trustees has adopted policies to assure the quality, integrity, and effectiveness of student learning programs and services and the financial stability of the institution. The Board ensures that policies are consistent with the mission statement of the District and acts as a whole once a decision has been reached.

The Board of Trustees adheres to policy and engages in board development and new member orientation. Further, the Board has established staggered terms of office to limit the number of new trustees resulting from an election cycle. The Board conducts a self-evaluation annually in adherence to BP 2745 Board Self-Evaluation. The Board has established a code of ethics including policy for dealing with behavior that violates the code.

The College president guides the institutional improvement of the teaching and learning environment as the chief executive officer of the institution. It is the responsibility of the president to ensure that a collegial process is used to set goals and priorities and that

evaluation and planning rely on high quality research and analysis of internal and external conditions. The evaluation team could not confirm that high quality research and analysis was available to support broad based decision-making at the College. The evaluation team was not able to confirm that resource planning and allocation are integrated with student learning outcomes assessment evaluation across all areas of the institution. The team also noted inconsistent procedures used to evaluate institutional planning and decision-making processes.

The District provides effective services in support of the College in fulfilling the mission and function. Further, the District has established a resource allocation model that adequately supports the effective operations of the College.

The College does not fully meet the Standard.

### **Recommendations**

See recommendations 1, 2, & 4.