

STANDARD II: STUDENT LEARNING PROGRAMS AND SERVICES

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

II.A. Instructional Programs

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

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

Descriptive Summary

Santa Ana College (SAC) meets the goals of the mission of the college in all programs regardless of location and means of delivery. The college commenced a process of SLO development at the course, program, and institutional level in 2002 to meet the needs of students. Course, program, and ILO assessment may be found on the program review repository ([IA-22](#)). ILO's are also included in the college catalog and are in concert with the college mission statement ([IA-2](#), p.4).

SAC has ensured that programs are of high quality and appropriate to an institution of higher learning by engaging in dialogue that begins at the department level. The college has also ensured that a process is observed for program review, including semester course-level SLO analysis, annual program-level analysis, and full capstone quadrennial review ([IIA-1](#) and [IIA-2](#)). Within the analysis are included both success and achievement data ([IB-30](#) and [IIA-3](#)).

By 2011, all disciplines had conducted quadrennial capstone review. The second complete cycle of capstone review will have been completed by fall 2014 ([IA-37](#), p.24). Since the last External Evaluation Team Visit in 2008, SAC has assessed program review processes and made changes to accommodate greater understanding and ease of communicating results. First, to align the planning and budget cycles, since 2013, all capstone reports are due by October 15th rather than in the spring semester ([IIA-4](#)). New forms were also created so reassessment of elements needed for improvement in student learning could be facilitated. The new form includes linkage to the Institutional Learning Outcomes; the course or program learning outcomes; methods of assessment; the specific outcomes; plan for implementation; and reassessment, outcomes, and future plan for

improvement ([IIA-1](#)). A new program review repository was also created as of spring 2013, and access for posting documents was given to all key faculty and staff, while the entire college community may access all documents easily ([IIA-5](#)). While these changes were needed to facilitate processes immediately, the Academic Senate formed a workgroup to make further recommendations. One of the recommendations made by the workgroup is for the college to acquire TracDat as an assessment software platform. This has been approved by College Council. Acquisition, transition from the SharePoint platform, and training to this system are forthcoming ([IIA-6](#)).

To connect SLO's to planning and to ascertain that program review is systematic and cyclical, the Curriculum and Instruction Council (C&I) established the SLO Committee in 2003. In 2004 the committee was given expanded oversight to include assessment and aspects of other linkages to academic affairs, and the name was changed to the Teaching Learning Committee (TLC) ([IB-29](#)). After review of the quadrennial capstone reports, the TLC issues a report linked to the Vision Themes (i.e., goals) of the Strategic Plan (TLC home page and [IA-37](#)). In addition, the TLC has served in tandem with other initiatives to provide faculty and staff development opportunities on how to conduct systematic, cyclical program review ([IIA-7](#), [IIA-8](#), and [IIA-9](#)). Other initiatives have been in connection with the Basic Skills Initiative Task Force and Flex calendar activities ([IIA-10](#), [IIA-11](#) and [IIA-12](#)).

The mission statement of Santa Ana College asserts that:

The mission of Santa Ana College is to be a leader and a partner in meeting the intellectual, cultural, technological, and workforce development needs of our diverse community. Santa Ana College provides access and equity in a dynamic learning environment that prepares students for transfer, careers, and lifelong intellectual pursuits on a global community.

Santa Ana College Career and Technical Education programs include 36 areas of study offering a total of 65 degree options and 104 certificates. These programs represent professional industries that are continually evolving with new methodology and technology that require faculty and staff to constantly update their knowledge and skills. Program offerings are wide-ranging and require extensive, in-depth administrative support to assure that they are achieving core indicator targets, communicating their successes, and are meeting the intent of the Perkins IV Career and Technical Education Act (CTEA). The faculty and staff among the six academic divisions that offer and/or support the numerous CTE programs often have unique needs that require individual support to ensure compliance with federal and state guidelines and regulations, in addition to supporting the college mission to prepare students for transfer. The following chart shows the number of students that have transferred to either CSU, UC and/or private or out of state schools. SAC has seen a 30 percent increase in transfer over the last five years ([IIA-13](#)).

Table 37. Santa Ana College Transfers to 4-Year Institutions

Transfer Year	Number of Transfers
2008-2009	1530
2009-2010	1761
2010-2011	2096
2011-2012	2229
2012-2013	2216

The SAC President also communicates college goals at beginning of the year convocations ([IIA-14](#)) and other meetings throughout the year. To achieve the 2015 goal of increasing course success from 64 percent to 74 percent, administration ([IB-46](#), p. 13), faculty, and staff have led the SLO/program review process through an ongoing evolution with meaningful SLO's as the primary focus of this effort.

Distance Education

At Santa Ana College the DE program offerings meet the needs of the college's diverse community in a dynamic learning environment that prepares students for transfer and careers by routinely offering high demand transferable courses in an online format.

As an example of determining the quality of the instructional programs, an annual report of SAC DE Research ([IB-36](#)) compares online, hybrid, and traditional courses in the categories of student success and retention. These data are analyzed for delivery-mode success, institutional quality, and student/faculty training requirements. Changes to course offerings, student orientation and training, and faculty training are adjusted accordingly. Delivery mode comparison analysis has produced an improvement of online teaching requirements and has resulted in the creation and implementation of the DE Instructor Certification ([IB-32](#)). The college's internal certification has been an effective tool to ensure regular effective contact, ADA compliance, and outcome results with implementation of frequent surveys.

SAC's systematic assessment using the annual SAC DE Research Report allows divisions/departments to determine which delivery mode for particular courses are successful in their individual field of study. In DE the annual SAC DE Research Report is used with the upcoming Online Degree Pathway course listing to assist the college in determining appropriate online courses. Business Administration (Plan B) was selected for the first Online Degree Pathway ([IA-10](#)), as it is the largest degree transfer at SAC. Work with the DE Advisory Group, transfer program, counseling, and individual departments has determined the coursework for the Online Degree Pathway.

The DE SLO Student Survey ([IIA-15](#)) ensures that the DE program is reaching its target in preparing students for future online classes, as well as future online programs. SLO changes are based on survey results and course research data. The Student Online Orientation is also assessed by a student survey ([IIA-16](#)), and changes to this online preparation module for students is continually assessed, analyzed, and acted upon.

The requirement for faculty to complete the DE Instructor Certification ([IB-32](#)) was developed and proposed to address the needs highlighted in both student ([IB-68](#)) and faculty ([IB-67](#)) surveys and in the annual SAC DE Research ([IB-36](#)) reports. Certification

training is improving the frequency and variety of student contact and student participation. Teaching methods using multimedia have also been increased. During the course of teaching the certification modules, feedback has been positive, and faculty are making course changes immediately. The semester following certificate completion, a faculty survey ([IB-67](#)) is taken, and results are analyzed.

Student success and retention reports are gathered for faculty who have completed the certification program, and data are compared to the prior three semesters. Reporting and analysis will be conducted annually for the next two years. The challenge will be developing course material and monitoring online course delivery. Professional development activities will include technology workshops and workshops to address survey and data analysis results.

Self Evaluation

Santa Ana College meets this standard. SAC has processes in place that provide oversight and direction to ensure that instructional programs and services, regardless of location or means of delivery, address and meet the mission of the college.

Actionable Improvement Plans

None.

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

Descriptive Summary

The college seeks to meet the varied educational needs of its diverse student body by taking into consideration the students' educational preparation, diversity, demographic, and economic backgrounds. The college uses data compiled by the RSCCD Research Department to design, conduct, and publish studies identifying and analyzing its success in meeting student, departmental, institutional, community, and state/federally-mandated needs.

There are three regularly published reports: the *Student Satisfaction Survey* (annual) ([IIA-17](#)); *Pathways of Student Persistence and Performance* (annual) ([IIA-18](#)); and the *SAC Graduate Student Study* (biannual) ([IIA-19](#)), which continue to aid SAC in determining the need for new programs or courses and/or the need for off-site locations. The results of these reports are distributed to deans and department chairs for analysis during the annual program review process.

In addition to the surveys, the college collects data on placement scores in four areas: reading, English, EMLS and mathematics. This information is incorporated into program planning for Early Decision and continuing students and to determine the number of classes needed to ensure student pathway completion for transfer, certificate, and associate degree programs ([IIA-20](#)).

Faculty and departments conduct classroom research to determine if students are achieving stated learning outcomes. For example, during a recent study conducted by faculty in the Modern Languages department, findings indicate that students enrolled in Modern Languages courses who complete directed learning activities that measure specific course SLO's performed better on exams than students that did not complete the DLA's (two sections of Span 101 and two sections of Span 102, including hybrid and traditional face-to-face) ([IIA-21](#)).

SAC School of Continuing Education (SCE) mission states:

Santa Ana College School of Continuing Education strives to be a responsive community leader and partner dedicated to empowering students to become productive citizens, workers, family members, and lifelong learners. SCE prepares students to transition to credit programs at Santa Ana College, improve language and workforce skills, increase civic involvement, and promote lifelong learning.

Classes are offered at the Centennial Education Center, all Santa Ana Unified School District High School sites, and Jackson Elementary School ([IA-2](#), p.230).

Distance Education

Student success and retention reports are gathered for faculty who have completed the certification program, and they are compared to the prior three semesters. Reporting and analysis will be conducted annually for the next two years. The challenge will be in developing course material and monitoring online course delivery. Professional development activities will address new technology workshops to meet the needs highlighted by survey and data analysis results as well as new industry technologies.

DE at Santa Ana College has fairly consistent demographics as compared to that of the college. Ethnic and gender DE demographics ([IB-36](#)) are similar to the college's demographics ([IIA-22](#)). The largest age group in distance education is 17-21 followed by 22-29. However, the college as a whole shows the reverse pattern, with 22-29 as the largest age group, followed by the 17-21. This college will continue to observe this trend.

Discovering SAC DE student learning needs is done via the annual student and faculty surveys ([IB-67](#) and [IB-68](#)). It was determined that there was a need for improved Blackboard skills and online learning skills. The SAC Online Student Orientation ([IA-9](#)) was created with the purpose of assuring Blackboard and online learning skills, such as learning style application, time management, netiquette, online course expectations, and practice in a Blackboard sandbox course. Students practice use of the discussion board, uploading of an assignment, and taking a quiz. Surveys are conducted for Online Student Orientation continual improvement. As noted in the SAC DE Plan ([IB-21](#)), research, analysis, and adjustments are iterative and conducted annually. Blackboard workshops are also available for all SAC students.

DE has specific program SLO's ([IIA-23](#)) that are evaluated and adjusted. Individual departments monitor and evaluate their own course/program SLO's, which includes the DE student. Achievement of DE courses is compared in the annual SAC DE Research

Report ([IB-36](#)), comparing online, hybrid, and traditional classroom course retention and success.

The SAC Regular Effective Contact Policy defines instructor initiated interaction, frequency, and suggested methods of contact. Faculty are required to complete the DE Instructor Certification ([IB-32](#)) to teach online. It is effective in assuring regular effective contact, active student learning/participation, student authentication, and ADA compliance through the certification modules.

Self Evaluation

Santa Ana College meets this standard.

Actionable Improvement Plans

None.

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

Descriptive Summary

The college selects and utilizes delivery systems and modes of instruction compatible with the objectives of the curriculum and appropriate to student needs through the curriculum review process and program review. To meet the current and future needs of students, the college offers a variety of delivery systems and modes of instruction. Credit and non-credit classes are offered. In the credit mode, classes are offered in the traditional 16-week format, and the college also offers Express to Success and Fast Track in an accelerated eight-week format ([IA-26](#)). For example, in the English department, a student may enroll in English 061 (one level below transfer), and continue with English 101 (transfer-level Freshman Composition) course in the second eight weeks. To meet the needs of students, the college also offers courses from 6:30 a.m. to 10:00 p.m.; weekend courses are also offered Friday night-Saturday morning.

Distance Education

Distance education is also offered in hybrid and completely online modes. After program review analysis, it was determined to suspend all telecourses in the correspondence mode. All courses offered in hybrid or completely online mode are therefore now all in the completely online distance education mode. As of spring 2014, three Online Degree Pathway Programs were established ([IA-10](#)) as follows:

1. Associate in Science for Transfer, Business Administration (AS-T) for transfer to CSU can be completed in two years through the Online Degree Pathway Program.
2. A.A. in Liberal Arts degree.

3. Core Pathways: Business Administration Major Preparation for CSU, Fullerton

The Online Degree Pathway grouping consists of 30-35 students who will learn and study collaboratively as a collegial group of students throughout their time in the program. Cohort groupings typically develop into learning communities that provide support and career-networking. Courses are run in an accelerated eight-week course structure, with students generally taking two-classes per eight-week session.

The Public Service Institute (PSI)

Santa Ana College offers a unique program of business seminars through its Public Service Institute (PSI) program. The business seminars offered through the PSI vary in length from eight to sixteen hours and cover specific topics and skills in the following categories: management, communication, computer applications, and self-improvement. The seminars are college credit and are taught by professional experts. The seminars are offered off-site from the main campus at either the college's Digital Media Center (DMC) or at the worksite of a respective employer, such as the Orange County Transit Authority. The college also provides PSI business seminars to its classified staff at no charge for purposes of staff development and training. The delivery system and mode of instruction provided by PSI business seminars are appropriate to the current and future needs of its students.

Basic Fire Academy

The Basic Fire Academy is structured to meet the needs of the Fire Service. The Basic Fire Academy is a capstone program with six prerequisite Fire Academy Courses (FAC). The college Director of Fire Instruction meets on a regular basis with a Fire Agency Advisory Committee. The committee members come from the Orange County Fire Chiefs Association and are comprised of two fire chiefs representing Brea, Fullerton, and Orange city fire departments. Students graduating from the Basic Fire Academy obtain the State Fire Marshal Firefighter 1 Certification, required for employment by fire agencies in the State of California ([IIA-24](#)).

Criminal Justice Academies

The delivery systems and modes of instruction used by the Criminal Justice Academies department were designed in coordination with the California Peace Officer Standards and Training Commission to fit the current and future needs of students who are either California peace officers or individuals preparing for a career in the field of law enforcement. The state commission maximizes student learning and assures student success both in the classroom and on the job. Success is measured by the commission in terms of agency crime analysis, enforcement trends, and community/officer safety. Student success is enhanced by the college department through SLO data. The data is collected, assessed, modified, and implemented at the program and course level to improve student learning and success.

In the non-credit mode, Centennial Education Center serves as the main campus, with almost 40 sites serving non-credit students.

The Curriculum and Instruction Council (CIC) has voting representatives from each division, an instructional dean, the Vice President of Academic Affairs, and the Articulation Officer as a non-voting member. Every new and revised course; new and

revised program; course placement into General Education Categories; CSU certification; and IGETC are reviewed by CIC to determine that the delivery of instruction supports the objectives and content of courses and programs ([IIA-90](#)). All Course Outlines of Record (COR) indicate *Methods Employed to Help Students Learn* and modes of delivery (sample COR—[IIA-67](#)). Methods include class discussions; electronic delivery through Blackboard; group study; exercises; handouts; lecture; reading assignments; visual aids; and written projects and reports, or performances/presentations. All courses are offered in traditional delivery. Sections of many of the courses are offered in the distance education mode, either hybrid or completely online. Therefore, a Technically Mediated Instruction (TMI) form must accompany all COR's.

Evaluation Process

Through cyclical SLO assessment and implementation, the college ensures that delivery of instruction fits the objectives and content of courses (example of Anth 100 SLO assessment form [IIA-25](#) and [IA-37](#), p.24).

Through dialogue during department, division, and other campus meetings, faculty discuss curriculum content and appropriate modes of delivery. Achievement data is reviewed to determine the effectiveness of delivery systems and modes of instruction that facilitate student learning. For example, fall 2012, the English department made the decision to reduce the number of English N50 (i.e., three levels below transfer level) sections and offer this course in an accelerated format because the achievement data indicated that students placed into N50 had only a three percent chance to successfully complete the sequence. In addition, in spring 2014, the Reading department met to review every SLO in every course and made several changes. The changes exhibit more continuity in a student's progress through the program, as he/she builds upon skills learned in a previous reading class ([IIA-26](#)).

At the division level, division curriculum committees review new courses and quadrennial revisions. TMI forms, modes of instruction and delivery systems are discussed. In addition, a report related to the Teaching Learning Committee is also included ([IIA-27](#)). At the college level, the Academic Senate, CIC, and the TLC engage in dialogue regarding instruction and delivery systems. The TLC, when reviewing program review reports, considers achievement data differences between traditional and distance modes. Discipline-area experts present the quadrennial reports to this interdisciplinary workgroup so questions may be answered ([IIA-28](#)).

Professional development is another arena of preparation and dialogue regarding instructional delivery systems. The Distance Education office provides training for faculty. The online certification process also requires DE faculty to complete either the SAC DE Instructor Certification ([IB-32](#)) or the @ONE Certification to teach a DE course. Emphasis is placed on regular effective contact, accessibility, student authentication measures, last date of attendance, and online teaching pedagogy.

Program review demonstrates success rates for each course, and comparisons between traditional and DE modes are analyzed. For example, as a result of program review, the Modern Languages department made some revisions to the Spanish hybrid courses to increase the student success rate to 85 percent ([IIA-29](#)). In addition, the schedule has

changed to include more pathways, more accelerated formats, and more DE sections ([IIA-21](#)).

Self Evaluation

The college meets this standard. SAC offers a variety of educational approaches to meet the needs of students through different instructional delivery systems and modes. Courses are available at varying times throughout the week, the semester, and the year in different scheduling patterns. The college uses enrollment data and institutional research to measure effectiveness of delivery systems and modes of instruction. Faculty examine research about the delivery systems in order to review strategies that will improve student learning and achievement of goals. The college's expanded DE program, with its hybrid and completely online courses, offers an enhanced delivery mode.

Actionable Improvement Plans

The faculty will continue to evaluate success rates in the distance education mode.

The college will explore more alternatives to scheduling patterns to meet changing student needs.

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

Descriptive Summary

Student learning outcomes have been identified for courses, programs, degrees, and certificates by discipline area faculty. For example, the Geography department has developed a program-level SLO: "Students will recognize the interrelatedness of the components of the earth system, processes, and human characteristics found on the planet and analyze these from a spatial perspective and through the use of the scientific method." The assessment of the PLO linked to designated ILO's has also been conducted ([IIA-30](#)) The Kinesiology Professional Studies program is another example ([IIA-31](#)). The Coaching certificate is included in the capstone program review report ([IIA-32](#)).

Course-level SLO's were completed by spring 2008, following the CIC four-year plan (2004-2008). By spring 2011, all departments had also completed quadrennial capstone review of course and program-level outcomes through the Portfolio Assessment/Program Review 19-Question Template (19QT) ([IIA-33](#)).

Seven college-wide ILO's (i.e., Core Competencies) were agreed upon by the TLC and approved by C&I and the Academic Senate in 2006. Departments held meetings, discussed the ILO's, and assigned individual faculty members the task of tailoring course curriculum to develop specific course-level SLO's. The chair of the TLC also attended meetings of individual departments to aid in the development and assessment of course-level SLO's and the relation to the ILO's ([IIA-33](#), [IIA-34](#), and [IIA-35](#)).

From 2002, when the program review process was developed, to 2012, a course-embedded approach to program and institutional level learning outcomes assessment was the principle utilized within the quadrennial program review reports. After evaluation of the process, changes were initiated. Forms were changed and more concentration was placed on program-level assessment, with program-level learning outcomes (PLO's) as the overarching element which informs course-level outcomes (Example—Modern Languages, [IIA-36](#)). In addition, as a result of this analysis, since the 2008 Self Evaluation Report (i.e., Institutional Self Study), progress has been made in redesigning the course-level SLO's as well, and they are now assessed in a more effective manner. There has therefore been more effective linkage between the course, program, and Institutional Learning Outcomes in the last two years.

SLO's Identified and Assessed

The institution has identified seven Institutional Learning Outcomes (ILO's), formerly called Core Competencies, for all credit and non-credit programs. These also serve as the General Education Outcomes. ILO's may be found on the college website as well as the SAC 2014-2015 Catalog, p.4, and the Program Review Repository (www.sac.edu/program_review).

**Table 38. Institutional Learning Outcomes (Core Competencies)
(The Basis of General Education Student Learning Outcomes)**

<p>1. Communication Skills</p>	<p>a. Listening and Speaking Students will listen actively and respectfully to analyze the substance of others' comments. Students will speak in an understandable and organized fashion to explain their ideas, express their feelings, or support a conclusion.</p> <p>b. Reading and Writing Students will read effectively and analytically and will comprehend at a college level. Students will write in an organized and grammatically correct fashion to explain their feelings and support a conclusion.</p>
<p>2. Thinking and Reasoning Students will identify and analyze real or potential "problems" and develop, evaluate, and test possible solutions using creative thinking, analysis and synthesis, quantitative reasoning, and/or transfer of knowledge and skills to a new context as appropriate.</p>	<p>a. Creative Thinking Students will develop the skills to formulate original ideas and concepts in addition to integrating those of others in the creative process.</p> <p>b. Critical Thinking Students will think logically in solving problems; explaining their conclusions; and evaluating, supporting, or critiquing the thinking of others.</p> <p>c. Ethical Reasoning Students will demonstrate an understanding of ethical issues that will enhance their capacity for making sound judgments and decisions.</p> <p>d. Quantitative Reasoning Students will use college-level mathematical concepts and methods to understand, analyze and explain issues in quantitative terms.</p>
<p>3. Information Management</p>	<p>a. Information Competency Students will do research at a level that is necessary to achieve personal, professional and educational success. They will use print material and technology to identify research needs, seek, access, evaluate and apply information effectively and responsibly.</p> <p>b. Technology Competency Students will use technology learning tools and technology applications at a level appropriate to achieve discipline-specific course requirements and standards. Demonstrated skills might include, but are not limited to: word processing and file management; use or development of simulations, web pages, databases, etc.</p>

<p>4. Diversity Students will develop individual responsibility, personal integrity, and respect for diverse peoples and cultures of the world.</p>	<p>a. Cultural Students will respect and work with diverse people including those with different cultural and linguistic backgrounds and different abilities.</p> <p>b. Social Students will interact with individuals and within groups with integrity and awareness of others' opinions, feelings and values.</p> <p>c. Environmental Students will demonstrate an understanding of ethical issues that will enhance their capacity for making decisions and sound judgments about the environment.</p>
<p>5. Civic Responsibility Students will take personal responsibility for becoming informed, ethical and active citizens of their community, their nation and their world.</p>	
<p>6. Life Skills</p>	<p>a. Creative Expression Students will produce artistic and creative expression.</p> <p>b. Aesthetic Appreciation Students will respond to artistic and creative expressions.</p> <p>c. Personal Growth Students will demonstrate habits of intellectual exploration, personal responsibility, and practical and physical well-being.</p> <p>d. Interpersonal Skills Students will participate effectively in teams, committees, task forces, and in other group efforts to make decisions and seek consensus.</p>
<p>7. Careers Students will develop the knowledge and skills necessary to select and develop careers.</p>	

Note: *Core Competency 3* was revised to separate Information and Technology Competency (Curriculum and Instruction Council approval—October 26, 2009) ([IA-1](#)).

Each department has mapped course-level SLOs to the ILO's (e.g., Modern Languages [IIA-36](#) and [IIA-37](#)). Prior to 2013, the SLO's of each course were required to be linked to the ILO's. There was considerable discussion on the part of faculty regarding this alignment ([IIA-27](#) and [IIA-38](#)). After attempting to utilize this protocol, three issues were identified: 1. Many courses had too many SLO's, and in fact, they were objectives and not SLO's. 2. Some of the SLO's were not measurable at the course level. 3. Courses should not have been linked to all seven ILO's, and this was not clear. As a result, the process was streamlined, and new forms were developed for course-level and program-level outcomes (Course-level SLO Template, [IIA-39](#) and; Program-level Template, [IIA-40](#)). In addition, it was determined that course-level SLO's should be directly linked to the PLO's, not the ILO's ([IIA-41](#)).

Furthermore, all course syllabi include approved SLO's, which are the same regardless of delivery method used. Syllabi are given to students the first class session and are available in all division offices. Students may also access syllabi electronically on Blackboard, the learning management system (LMS) utilized at SAC. The college recognizes that SLO creation and assessment is an ongoing process, and therefore, the faculty is engaged in continually revising SLO's to ensure quality. For example, in the Anthropology Department, the SLO's of the Language and Culture course decreased SLO's to three ([IIA-42](#)).

The faculty who collaborate within their discipline departments to determine and revise SLO's create effective assessments. Professional development workshops were created to help faculty understand the efficacy of using assessment data to make changes to their courses and programs. Assessments are in place to measure SLO's at the course level. For example, the Modern Languages Department employs an assessment tool to determine if students who participate in Directed Learning Activities succeed better on the final exam than those students who do not use the DLA's. Initial findings indicate that

students that participate in the DLA's have higher rates of course completion with grades of A, B, or C than students who do not (Modern Languages DLA's, [IIA-21](#)).

The SLO/program review component of SAC's integrated planning is currently a bipartite process as it evolves into an annual process with SLO assessment conducted each semester ([IIA-43](#), [IIA-44](#), and [IA-17](#), p.24). In 2007, SAC began a quadrennial program review known as the Portfolio Assessment/Program Review ([IA-37](#), p.24). This four-year review is meant to be a capstone analysis of annual program review and semester SLO analysis, utilizing the 19QT for program performance. Rubrics and other analyses are used to assess SLO's. Course-level and program-level SLO analyses are demonstrated on the SLO Forms ([IIA-39](#) and [IIA-40](#)).

Faculty members come together annually to review program outcomes and adjust curriculum as necessary. SAC's career technical education programs also seek input from advisory groups comprised of industry partners to assure curriculum meets industry needs.

Distance Education

DE program student learning outcomes are developed, evaluated, and redefined on an annual basis. Current Program SLO's ([IIA-23](#)) were developed to ensure DE student success in online courses and future online programs at transfer institutions.

The DE Online Degree Pathway SLO's are defined by the DE Advisory Group and reviewed by the Academic Senate. Plans are to compare student retention and success with traditional course and program achievement data. The process will be iterative, adjusting SLO's; student and faculty training and preparation techniques; course offerings; and style of delivery based on SLO assessments. Student surveys will also be utilized to evaluate the success of the program; course delivery methods; student preparation and support; faculty preparation and support; and program office support. The following will be involved in the evaluation process: the RSCCD Research Department, Vice President of Academic Affairs, DE Coordinator, DE Support Services Specialist, and the DE Advisory Group.

Dialogue about the Results of Assessment

As of 2012, SAC initiated SLO assessment on a semester basis using the Course SLO Assessment Report ([IIA-41](#), resources page). The assessment begins with ensuring that course SLO's align with the PLO's, which align with the college's seven ILO's. Each SLO must be measurable. Examples of the newly-adopted processes for course SLO assessment and program review may be found on the program review repository sac.edu/program_review (e.g., Econ-Geography Dept. Minutes, Modern Languages, Nursing ([IIA-45](#), [IIA-46](#), [IIA-2](#) and [IIA-48](#))).

Allocation of Resources

When departments conduct SLO assessment and update annual goals, resource requests are made and sent to the division deans ([IIA-49](#) and [IIA-50](#)). The division deans then prioritize requests with the aid of the department chairs ([IB-26](#) and [IIA-44](#)). These requests are then sent to the vice president, who prioritizes requests with the aid of the deans ([IIA-51](#)). Requests from the vice presidents then advance to President's Cabinet.

In addition, every four years, departments complete the quadrennial capstone program review utilizing the 19QT ([IIA-43](#), [IIA-44](#), and [IIA-52](#)). The Teaching Learning Committee, the interdisciplinary workgroup charged by the Curriculum and Instruction Council with review of all program review reports, reviews all reports and makes recommendations based on aggregating trends from these reports ([IA-37](#) and [IIA-4](#)).

Discipline experts from the departments under review attend the TLC meeting to present reports and answer questions. On occasion, the TLC also requests revisions to the reports, and they are presented a second time (example— Engineering department—TLC minutes 12-09-13; 02-13-14, [IIA-54](#) and [IIA-55](#)).

TLC review of program review documents has led to recommendations based on observed trends in goals stated by several departments. One trend that was identified by the TLC was the need of a college-wide Learning Center to replace the Writing Center and the Tutorial Learning Center. The former Writing Center served only students in English and English for Multilingual Students (EMLS); the Tutorial Learning Center was underutilized. The comprehensive Learning Center (LC) was created and opened in fall 2013 and serves students from disciplines across the college. At this time, the main focus of the Learning Center addresses the ILO in Communication Skills, in reading and writing. Directed Learning Activities (DLA's), a main component of the LC have been created for Modern Languages, English, EMLS, Communication Studies, Study Skills, and Time Management. One-on-one tutoring is also available for students in Accounting, Biology, Engineering, Human Development, Math, Physics, Political Science, Sociology, Anthropology, Chinese, Spanish, French, Vietnamese, and Japanese ([IIA-56](#)).

Course and Program Alignment

The college has developed ways to align courses to programs by developing explicit program learning outcomes instead of utilizing the implicit course-embedded approach. Mapping charts are also utilized to connect all courses to the ILO's that are embedded within the courses. The Modern Languages Department explicitly demonstrates to students which course-level SLO and which ILO is being addressed in each class session ([IIA-57](#)). Other examples include Geography Program-level Review ([IIA-58](#)); Reading Department Program Level SLO Assessment ([IIA-59](#)); and Reading Department Course Level SLO Assessment ([IIA-60](#)).

Another example of program-level improvement as a result of program review is the Kinesiology Division structure. As a result of program review, a major restructuring of the Kinesiology Division occurred to create three major areas instead of seven departments: Intercollegiate Athletics; Health and Physical Education; and Professional Studies. This has made analysis of achievement data more focused and made it possible to revise student learning outcomes more authentically ([IIA-32](#)).

Assessment of the AA Degree

Since ILO's are utilized as the General Education Outcomes, the TLC has developed two charts to map which ILO's are addressed in each GE category (credit ILO-GE mapping chart; SCE ILO mapping chart). In addition, the TLC has discussed how to assess the ILO's in terms of General Education. Specific Outcomes for each GE areas will be

developed and then connected to the specific outcomes of the ILO's ([IA-37](#), p.32 and [IIA-61](#)).

Assessment of Support Areas

Instructional Support

Academic Support SLO's were developed for the Nealley Library ([IIA-63](#)), the Learning Center ([IIA-64](#)), the Math Center ([IIA-97](#)) and the Academic Computing Center ([IIA-62](#)). Assessments of the SLO's have been ongoing. The Nealley Library also participates in quadrennial capstone review utilizing the 19QT ([IIA-47](#)).

Student Services

The Student Services Division is engaged in on-going data-driven, systemic and cyclic review of services and programs that guide strategic planning for program design and improvement. This process culminates in a Department Planning Portfolio (DPP) that is submitted annually by faculty, staff, and administrators in all departments that provide student support services. The portfolios provide program descriptions and present the evidence used to evaluate the success of the departmental goals and student achievement outcomes, such as student retention, GPA, and educational goal completion rates. The portfolios also include more specific data directly assessing student learning outcomes for each area. The data are analyzed and discussed on a continuous basis within each department and are used to guide program improvements and form new goals and student learning outcomes for the coming year. A more in-depth Student Services Program Effectiveness Review that includes comparison with other regional or statewide programs is embedded within the portfolios. The program effectiveness review is conducted every three years and updated annually ([IIA-65](#)).

Administrative Services

At the college, financial planning begins within the departments in establishing needs and priorities through the program review process. The plans and priorities are submitted to the dean in an academic area or director in a support services division. All of the needs are prioritized, aggregated, and analyzed ([IB-26](#)). These prioritized needs are then submitted to the area vice president for area-level priorities ([IB-27](#)), and then those priorities are submitted to President's Cabinet. At President's Cabinet, each vice president's priorities are analyzed in relation to the institutional priorities/goals of the Strategic Plan, also taking into consideration college budget priorities. Once the information is prioritized and aggregated, the results are brought forth to the Planning and Budget committee for its review and made available college-wide. The results are analyzed and discussed at Planning and Budget committee meetings. Items are analyzed as to their alignment to long-range goals, budget priorities, and financial viability within the context of the college mission and Strategic Plan goals.

Self Evaluation

All departments have undergone quadrennial program review, and the second cycle of quadrennial review will be completed fall 2014. All course-level SLO's at the college have been assessed, and adjustments to the SLO's and methods of instruction have guided improvements. Program-level learning outcome analysis began with mapping to the ILO's. PLO's have been developed, placed on the new assessment form and assessed

at 80 percent, a 30 percent increase since submission of the 2014 Santa Ana College Annual Report ([IIA-66](#)).

The Institutional Learning Outcomes have been mapped to General Education Outcomes in the credit program and also in the School of Continuing Education. The TLC has discussed ILO's when analyzing the quadrennial program review reports and has provided linkages to the goals of the Strategic Plan ([IA-37](#)).

Also in 2012, a faculty-driven taskforce of the Academic Senate was formed to identify SLO assessment and program review software designed to assist with the integration of planning and budget. Following review and vetting, the final recommendation of the taskforce was to purchase TracDat. This recommendation was presented to the Academic Senate, and with the support of this body, the recommendation was forwarded to SAC's College Council and approved at the beginning of the 2014 spring semester ([IIA-6](#)).

Actionable Improvement Plans

All departments and units will complete assessment of Program-level Learning Outcomes for degrees, programs and certificates. Outcomes will be developed for each GE area and connected to the ILO's. All ILO's will be assessed at 100 percent.

The efficacy of the new Learning Center will be assessed.

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

Descriptive Summary

Santa Ana College offers many types of instructional courses and programs. These courses and programs are designed to address the needs of students while maintaining a high level of quality. All credit and non-credit courses, whether remedial, developmental, A.A. degree level, or transfer level, undergo the curriculum approval process regardless of mode of delivery or location. The college catalog provides a complete listing of courses, programs, and certificates currently offered. Programs of study and course descriptions are provided. The catalog includes both college level as well as remedial and developmental courses. The School of Continuing Education list of courses and programs is also included in the catalog ([IA-2](#)).

SAC has an extensive course approval process to assure quality and improvements, which begins with the academic division of the particular discipline seeking approval for a new course or the modification of an existing course. Faculty develop or modify a course outline of record in accordance with the SAC Curriculum and Instruction Handbook 2014-2015 ([IIA-68](#)). Faculty input the course outline of record into CurricUNET ([IIA-69](#)), the college's online curriculum management system.

Upon completion of the course outline of record, faculty present the course to the curriculum committee of their respective division ([IIA-27](#)). Upon committee approval,

the course is either approved and forwarded to the college's Curriculum and Instruction Council (CIC) or returned to faculty for revision and improvement. The Council reviews curriculum in accordance with the *Curriculum and Instruction Handbook* and the California Community Colleges Chancellor's Office (CCCCO) *Program and Course Approval Handbook* ([IIA-70](#)). The course is then either approved and forwarded to the CCCCCO for approval or returned to faculty for revision and improvement.

Distance Education

Individual courses are offered in a DE delivery mode after careful consideration by the respective departments and divisions. When proposed to the Curriculum and Instruction Council, a DE Addendum ([IB-33](#)), the Technically Mediated Instruction Form (TMI), is submitted for DE mode delivery. A sample addendum is provided at the DE website and the Curriculum and Instruction Council website ([IIA-71](#)).

The Online Degree Pathway program was developed as a means for students to complete the A.A. in Business Administration. The online format also offers students the ability to transfer into California State University, Fullerton Business Administration online degree program ([IA-10](#)).

Ongoing course review for policy and best practices is conducted by faculty using the Online Course Self-Assessment ([IB-34](#)).

School of Continuing Education (SCE)

Santa Ana College also provides students access to non-credit continuing education courses and programs. The SCE mission states:

The Santa Ana College School of Continuing Education is a responsive community leader dedicated to adult student success through innovative educational programs and services. The School of Continuing Education prepares students to transition to college, improve language and workforce skills, increase civic involvement, and promote lifelong learning.

All SCE programs and courses are contained within the SAC catalog. SCE course and programs also undergo the curriculum review process; an SCE representative is a voting member of the CIC.

International Student Program (ISP)

The International Student Program ([IIA-72](#)) at SAC is approved by the Student Exchange and Visitor Program (SEVP) School Certification Branch, which is an agency of the U.S. Department of Homeland Security, to admit international students and issue I-20's for those students to gain entry to the U.S. to study. The program develops, implements, and administers comprehensive programs and activities related to community service volunteerism, community partnerships, career exploration, career experience, and service learning ([IIA-73](#)).

Community Services

The Santa Ana College Community Services Program is a stand-alone program. The process to ensure the quality and improvement begins with networking, advertising,

following trends, reading other community service program brochures, attending state-wide workshops, and getting feedback from instructors and residents ([IIA-74](#)).

Self Evaluation

Santa Ana College meets this standard.

Actionable Improvement Plans

None.

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

Descriptive Summary

SAC adheres to the policies, regulations, and procedures as set forth in the college's *Curriculum and Instruction Handbook* ([IIA-68](#)) and the *CCCCO Program and Course Approval Handbook* ([IIA-70](#)).

Each academic division has a faculty-driven division curriculum committee which reviews and approves course or program revisions and new courses or programs. In order for a course or program to be created, modified, or deleted, it must be approved by the department, department chair, division curriculum committee, and the Curriculum and Instruction Council (CIC). The CIC, a standing committee of the Academic Senate, serves as a voice for the faculty on all academic and professional matters relating to curriculum. The college approval process is as follows:

Faculty initiate all new curriculum proposals and all curriculum modifications after a collaborative discussion with peers and advisory boards, if needed. Once a curriculum change is identified, the faculty member enters the new or modified curriculum proposal into CurriCUNET. The proposal is reviewed and approved by all faculty within the department, and then it is routed to the division curriculum committee for review and approval. The division curriculum committees are chaired by a faculty member who often also serves as the CIC representative for the division. Following submission to CIC, curriculum items are first seen at the Technical Review Committee. Current membership includes the CIC Council Chair, Chief Instructional Officer (VPAA), Articulation Officer and Support Services Assistant. The Technical Review Committee ascertains that all policy, program, and course proposals are complete; insures accuracy and proper formatting; and determines which proposals will be reviewed by CIC and which may be placed on the Consent Calendar.

The Curriculum and Instruction Council also reviews prerequisites/co-requisites, units, hours, methods of instruction, delivery modes, grading standards, and assessment methods. The Council also reviews all policy changes included in the catalog (e.g., Student Honesty Policy). Upon approval, curriculum is submitted to the California Community College Chancellor's Office. At any step in the process, the proposal may be denied and returned to the faculty for further updates and changes.

Faculty initiate the proposal process and play a critical role in designing the course or program curriculum, determining appropriate delivery modes, and creating SLO's as well as participating in the curriculum review process, which occurs every four years.

Faculty members review courses and programs in a process that includes consultation with discipline peers. Faculty members within each discipline meet to agree on the SLO's for each course, program, certificate, and degree. Both success and achievement data are utilized for annual program review and goals updating. The assessments are ongoing and systematic and used for the improvement of student learning.

Distance Education

Faculty are central in course quality and improvement of DE courses. The DE Instructor Certification ([IB-32](#)) provides comprehensive online teaching pedagogy, discussion for colleague collaboration, and takes faculty through the online course development in a systematic format. After careful consideration, the department and division may determine if a DE format is an appropriate delivery mode. In the curricular process, the DE Addendum ([IB-33](#)) is completed by the department with special considerations for the DE course, including planned student participation techniques, DE course adaptation, and effective student learning verification. A certified online faculty member develops the DE course and may work with the DE office, faculty peers, and mentors.

The course is self-assessed using the Online Course Self-Assessment ([IB-34](#)) tool for verification of required online course attributes and best practices prior to the online course offering. Additionally, on an ongoing basis, student retention and success is reviewed by the dean, as for all classes.

Review of DE Research Reports ([IB-36](#)) has resulted in the following modifications in DE:

- Correspondence Education (offered in the telecourse mode) courses are no longer offered at Santa Ana College.
- Improved measures to teach and inform faculty of online teaching requirements and best practices have been put into place with the DE Instructor Certification.

International Student Program

In addition to traditional credit programs, the college has a program that meets the needs of International Students. English language training is offered through the English Language Academy. Through surveys, international students demonstrated that they know how to utilize on campus resources to attain an A.A./A.S. degree and/or transfer to a four-year institution ([IIA-72](#)).

In 2013, SAC initiated a new course SLO assessment procedure on a semester basis and program review on an annual basis ([IIA-41](#)). Initiated by the SAC Academic Senate, a taskforce comprised of faculty worked for a year evaluating software systems. TracDat was recommended and approved by the Academic Senate to serve as an assessment software platform.

The Department Planning Portfolio process has also been revised to include an annual request for resources aligned to program goals and the SAC mission. Faculty submit Resource Allocation Requests (RAR's) (RAR template, e.g., Modern Languages, [IB-24](#)) to their respective division dean, who compiles the requests and submits a prioritized division RAR (RAR—Humanities and Social Sciences Division, [IB-26](#)) to the Vice President of Academic Affairs. Programs are allocated funding based on prioritized need. This assures the quality and improvement of all instructional courses and programs in both credit and non-credit programs ([IIA-75](#)).

Self Evaluation

Santa Ana College meets this standard. The policies are clear, and campus procedures are followed. Faculty acknowledge the central role of faculty in the development of new curriculum and have actively participated in the development of SLO's for all courses and programs.

Actionable Improvement Plans

None.

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

Descriptive Summary

The college relies on faculty expertise to develop measurable student learning outcomes for courses, certificates, programs, and degrees. Direct evidence of this is provided in the course syllabi. Faculty incorporate the course level SLO's on the course syllabi (also called course overview) to indicate the expected level of performance in each course. Examples include Anthropology/English 104 ([IIA-42](#)); Anthropology 100 ([IIA-76](#)), EMLS 109 ([IIA-77](#)), English N50 ([IIA-78](#)); History 124H ([IIA-79](#)), SLPA190 ([IIA-80](#)), and Spanish 201 ([IIA-81](#)).

SLO's and assessments are in place for courses, certificates, programs, and degrees. The college has a faculty-driven program review Portfolio Assessment/Program Review (PA/PR) process. This PA/PR process has continued to evolve with the continued goal of assessments that are ongoing, systematic, and used for the improvement of student learning. As part of faculty development in February, 2014, an SLO workshop was held to ensure the writing of effective SLO's and to stress the importance of authentic assessment ([IIA-82](#)).

The Teaching Learning Committee (TLC, [IB-29](#)) also provides a forum for the discussion of SLO's and assessment practices from an interdisciplinary perspective. This committee has also sponsored ongoing faculty development related to the PA/PR process and assessment of SLO's ([IIA-34](#)).

Currently, faculty utilize course-level and program-level assessment forms for assessment of all courses, certificates, programs and degrees ([IIA-39](#) and [IIA-40](#)). These forms are

available to faculty on the college program review website under “Resources” ([IA-22](#)). The program review process is outlined in documents on the resources section of the program review website as well.

An example of a program that has completed all aspects of SLO assessment and program review and utilized data for continuous improvement is the Nursing Department ([IIA-83](#)). Course-level SLO’s, PLO’s, and ILO mapping are included.

The program review process aligns with the overall plan of the college. Course SLO assessment occurs each semester; program-level assessment is conducted annually. Program goals are reviewed and updated based on success and achievement data. Department faculty collaborate to request the resources needed utilizing the Resource Allocation Request Form (RAR). The requests must be linked to the college mission and goals of the Strategic Plan ([IB-24](#), [IB-25](#), and [IA-33](#)).

Competency levels for CTE programs are often determined with the assistance of advisory boards. Advisory committees are involved in curriculum development, which helps guide the course content and appropriate SLO’s and competency levels. Fashion Design Merchandising (FDM), Fire Technology, Human Development, Criminal Justice, Occupational Therapy Assistant (OTA), Nursing, and Kinesiology are examples of revised or new programs that have relied upon their advisory committees ([IIA-84](#)).

CTE competency levels may also meet national/professional standards or those of an outside accrediting agency. For example, students enrolled in the Joint Powers Training Center Fire Academy must pass all coursework at a level of 80 percent or higher to qualify to become a Fire Fighter I (California State Fire Marshall Office). The Registered Nursing program uses the pass rate on the State Board of Registered Nursing licensing exam as an indicator of meeting PLO’s. The Occupational Therapy Assistant Program is accredited by the outside agency, the National Board of Certification for Occupational Therapy, and students complete the national certification examination. The program had an onsite accreditation review in 2010 and received a ten-year accreditation, which is the highest possible. The program also has a high pass rate on the national certification test. The average pass rate for the 2010-2012 was 85 percent on the first attempt and 99 percent for the second subsequent attempt. The Automotive/Diesel/Welding department tracks certificate completions. Since 2008, 171 automotive program certificates were awarded, and 87 percent of former students surveyed were employed in the automotive field ([IIA-85](#), [IIA-86](#), and [IIA-87](#)).

The Speech Language Pathology Assistant (SLPA) program prepares students for employment assisting speech-language pathologists. Upon completion of the A.A. degree, the student becomes eligible for licensure through the Department of Consumer Affairs, Speech-Language Pathology & Audiology & Hearing Dispensers Board. The department tracks the number of degrees completed annually and surveys these former students regarding employment. Since 2009 the average number of graduates each year is 25. When surveyed, 76 percent of the students stated that they had found employment, with 64 percent acquiring work in the field in less than one year ([IIA-88](#)).

In other instructional programs, such as the Chemistry department, standardized examinations are used to gauge student success and competency. In the Chemistry department quadrennial program review for 2013, three distinct SLO’s were outlined

([IIA-89](#)). The program review process demonstrated the need to realign some of the standardized testing to allow for better analysis of competency.

The institution regularly assesses student progress toward achieving outcomes at the course, program, and institutional levels ([IA-22](#)). Faculty members meet each semester to assess SLO's by reviewing the data and then adjusting the SLO's if needed. Input from advisory boards is also utilized when appropriate. The role of the Curriculum and Instruction Council and the Teaching Learning Committee (TLC) in review of SLO assessment and Program Review aids faculty in creating curriculum and clearly defined outcomes for students.

Distance Education

Santa Ana College has an active Distance Education Advisory Work Group. Representation consists of at least one faculty member from each division, the Vice President of Academic Affairs, the DE Services Support Specialist, and the DE Coordinator. The role of the DE Advisory Group member is to assist the DE department in advisement toward achieving the DE mission:

Our mission in Distance Education at Santa Ana College is to provide our students and faculty with the highest quality distance education program. We accomplish this mission by assuring that coursework for our students provides the depth and breadth of a quality post-secondary degree education while insuring the use of leading edge technology and excellence in teaching.

The DE Advisory Group has supported the department and the college by assisting in the writing of policy, college distance education direction, and goals; determining best practices; and teaching necessary workshops for colleagues. The DE Advisory Group is active and productive. Several means of data are used to assess student progress:

- DE Research Report ([IB-36](#) and [IB-53](#)) – Compares course sections for student success and retention for online, hybrid, and traditional delivery modes for institutional quality.
- DE SLO Student Survey ([IIA-15](#)) – Student competency verification for DE is measured and evaluated.

Students have a clear path toward current degree requirements with DE advisement offerings ([IA-24](#)) available on the college website for Plans A, B, and C. The Online Degree Pathway is run as a cohort with a course structure that is precise and enables completion within two years. Information is on the college website for the Online Degree Pathway ([IA-10](#)). Continued DE Research comparisons and student surveys needs to be conducted for this program to assure quality of the program and courses.

Self Evaluation

Santa Ana College meets this standard. The college has demonstrated that it relies on faculty expertise and advisory committees to identify measurable SLO's for courses, certificates, programs, and degrees. Course-level SLO's have been assessed within quadrennial program review reports since 2007. One hundred percent of courses contain SLO's and have been assessed and revised as needed. Eighty percent of program-level outcomes have been assessed. Most departments have mapped courses on the

Institutional Learning Outcomes Mapping Chart. General Education Areas have been aligned to the ILO's; however, even though the ILO's serve as GE Outcomes as well, GE outcomes need to be developed and assessed separately.

Actionable Improvement Plans

All departments and units will complete assessment of Program-level Learning Outcomes for degrees, programs and certificates.

Outcomes will be developed for each GE area and connected to the ILO's. All ILO's will be assessed at 100 percent (See II.A.1.c).

Continued DE Research comparisons and student surveys will be conducted for this program to assure quality of the program and courses.

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

Descriptive Summary

New and existing programs undergo an extensive curriculum review process to ensure they possess the appropriate breadth, depth, rigor, sequencing, time to completion, and synthesis of learning commensurate with high-quality instruction. In accordance with California Title 5 Regulations, California Education Code, and RSCCD Policies, the Curriculum and Instruction Council (CIC) reviews all new course/program offerings and modifications to existing courses/program to ensure standards of high-quality instruction are met. Faculty representatives from each academic division and student services serve on the CIC in addition to the Vice President of Academic Affairs and one instructional dean ([IIA-90](#)).

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. Additionally, the catalog lists number of degrees and certificates of completion as a testimony to the quality of the programs ([IA-2](#)).

CTE programs, such as the Registered Nursing, Fire Technology, and Occupational Therapy Assistant (OTA) programs follow curriculum patterns modeled or mandated by state, regional, or national organizations. The criteria are set through state and national standards and advisory committees for the Career Technical Education programs ([IIA-91](#) and [IIA-92](#)).

The curriculum patterns for the associate degree are listed in the college catalog and reflect the mission statement of the college and the philosophy of general education requirements in breadth of courses necessary for general education. The breadth and depth of curricular content are used to determine the collegiate versus pre-collegiate level ([IA-2](#), pages 36-38).

The transfer requirements for the California State University (CSU) and the University of California (UC) are identified in the college catalog. Completion of one of these patterns (Plans A, B) allows students to be fully GE-certified (CSU-GE Breadth or IGETC). As a result, they are not required to complete additional lower division general education

courses after transfer to any UC or CSU campus. ([IA-2](#), 2013-2014, pp 39-40). Santa Ana College now also offers 21 Associate Degrees for Transfer (ADT), 18 A.A.-T; 3 A.S.-T, to the CSU system ([IA-2](#), p. 31). Discipline-area experts present courses for review at CIC and program review documents at the TLC.

Distance Education

Courses for the Online Degree Pathway ([IA-10](#)) were selected to cover the appropriate degree breadth and depth by use of the Santa Ana College ILO's (formerly Core Competencies). Quality of DE courses is assured by the DE Instructor Certification ([IB-32](#)) requirement and annual DE Research data analysis. The DE Advisory Group ([IIA-93](#)) is an active participant in discussions and decisions regarding quality of online instruction. Dialogue amongst online faculty is made available through "DE SAC Lunches."

Self Evaluation

Santa Ana College meets this standard. The college has demonstrated that it relies on national standards, faculty expertise, and advisory committees to identify measurable SLO's for courses and programs. Discipline area faculty play a significant role in the determination of appropriate breadth and depth and quality of instruction.

Actionable Improvement Plans

None.

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

Descriptive Summary

SAC recognizes the diverse needs and learning styles of students by offering a variety of courses and schedules. Within the sixteen-week semester, courses of eight, six, four, two and one week are also offered. Accelerated patterns, such as Express to Success and FastTrack, are also offered. For example, in the English department, students can enroll in English 061 (one level below transfer) in the first eight weeks and then English 101 (transfer level) in the second eight weeks of the 16-week semester ([IIA-94](#)).

The TLC reviews course and program-level data regarding success and achievement rates when quadrennial program review reports are presented for review ([IB-24](#)). Interdisciplinary colleagues discuss reports in terms of program and institution-level rigor and student achievement. Delivery modes and teaching methodologies are discussed. A variety of considerations determines delivery mode. For developmental students, more interactive approaches that encourage student involvement are generally preferred. For example, Reading Apprenticeship (RA) strategies were utilized in developmental courses ([IB-62](#) and [IIA-95](#)). However, at this time, RA has been infused into transfer-level courses as well.

January intersession and summer school classes are also offered. Diverse methods of instruction include completely online and hybrid sections in addition to lecture and lab course delivery. Training is available for faculty who teach online to address student

learning styles. There are also flexible calendar activities (Flex) to update knowledge and understanding of instructional techniques and assessment ([IIA-96](#)).

Different learning styles are also supported by student learning centers, such as the Learning Center and the Math Center ([IIA-56](#) and [IIA-97](#)). For students who want to learn more about their individual learning styles, Study Skills courses are available. Furthermore, all courses utilize multiple measures of assessing student learning to account for the fact that students demonstrate learning in different ways. Each COR contains multiple measures of assessing student learning and demonstrates varied instructional delivery methods ([IIA-67](#), English 104 COR—same as Anthropology 104).

There is a commitment to meeting the needs of the diverse student population as reflected in the Disabled Students Programs and Services (DSPS) mission statement:

The mission of Disabled Students Programs and Services at Santa Ana College is to provide equal access to educational opportunities for students with verifiable disabilities. Through the utilization of specialized instructional programs and disability related services, DSPS encourages and fosters independence and assists students in attaining their educational, personal, and vocational goals.

The Basic Skills Coordinator leads a Basic Skills Task Force that has convened and developed a plan to improve the retention and successful course completion rates for developmental students. The BSI coordinator is a member of the TLC and leads discussions on developmental learning issues.

Students complete matriculation testing for reading, math, English, and EMLS as needed. Based on this testing and input from Counseling, students are placed in appropriate classes. The SAC Testing Center validates student placement with faculty to determine the appropriateness of the placement ([IIA-99](#)).

Distance Education

Students are directed to discover their learning style and appropriate means for accommodating their learning style in their coursework at the distance education website ([IIA-100](#)), in student workshops ([IIA-101](#)), and at the Online Student Orientation ([IA-9](#)). Feedback on the Online Student Orientation ([IIA-102](#)), particularly for learning style discovery, was found to be one of the most helpful areas provided to students. Students were surveyed toward the end of the semester to ascertain the helpfulness of the orientation toward preparation for the students' current online courses.

DE faculty are advised to utilize multiple teaching methodologies and assessments. Various approaches are reviewed in the DE Instructor Certification ([IB-32](#)) modules, from the "New Technologies" module on creating captioned videos, the "Effective and Engaging Techniques" module on interaction, and the "Assessment Methods" module. Multiple measures of assessment are stressed not only as a means of providing student learning through assessment, but also for student authentication, and as a plagiarism-avoidance technique. As in the classroom, a variety of teaching methodologies are used by faculty. Faculty are trained and encouraged to use video and interactive teaching methods in distance education courses. Mentor faculty and the Curriculum Distance

Education Addendum ([IB-33](#), formerly TMI Form) help to assure that courses contain these methods.

The DE Coordinator also serves on the TLC and leads discussions related to program review and up-to-date assessment techniques for online courses.

Post Certificate Faculty Surveys ([IIA-103](#)) show a “100 [percent] agreement that improvements were made to their learning assessments.” Research bears this out. “New Technologies” is an online training module that will be continually improved and updated. Offerings on new methods and technology usage will be offered to faculty for course implementation.

Self Evaluation

Santa Ana College meets this standard. The college encourages and assists faculty to alternative methods of instruction and teaching strategies. Multiple modes of delivery in multiple timeframes utilizing a variety of teaching strategies for the various learning needs of the students are fully supported by the college and faculty.

Actionable Improvement Plans

None.

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

Descriptive Summary

SAC evaluates all courses and programs through an ongoing systematic review of relevance; appropriateness; achievement of learning outcomes; currency; and future needs and plans. The existing quadrennial course and program review process, monitored by the Curriculum and Instruction Council, addresses all elements of the COR. Faculty discipline experts review each course, including course descriptions, content, methods of instruction, evaluation methods, and appropriateness of the required textbook. CTE programs additionally utilize advisory committees, workplace changes, and employment and industry standards to review and evaluate the courses and programs.

Courses and programs evolve from student demand and workforce needs after semester SLO course-level assessment of student success; annual program-level review, including goals analysis based on success and achievement data; and quadrennial capstone review. Departments use data from the RSCCD Research Department such as successful course completion, grade distribution, certificates, degrees, student satisfaction, and transfer data to make determinations about student achievement of learning outcomes and to change and improve course and program offerings.

Program review is an institution-wide, integrated process that works toward the common goal of institutional effectiveness. Both credit and non-credit programs use established and revised evaluation procedures to ensure systematic and comprehensive review of courses and programs as follows:

- Quadrennial Course and Program Review (curriculum)

- Semester SLO assessment at the course level
- Annual PLO assessment
- ILO Mapping Chart
- Annual revision of department/discipline/program goals
- Submission of the Resource Allocation Request Form
- Capstone program review every four years utilizing the 19QT
- Student Satisfaction Surveys ([IB-63](#))

The TLC, made up of interdisciplinary colleagues, receives information from representatives who serve on division curriculum committees. This workgroup discusses common college-wide issues produced by department assessment and then recommends possible changes to the Strategic Plan ([IA-37](#)).

Distance Education

All DE courses are reviewed every spring in the DE Research Report ([IB-36](#)). This report compares student success and retention for online, hybrid, and traditional sections for instructional quality. From this report, the DE office, division deans, and department chairs evaluate the course and delivery mode for that course. Each course is individually examined. The division dean and department faculty make necessary changes. From results of this report, the decision was made to discontinue the offering of telecourses (CE), beginning spring 2013, due to continual low retention and student success rates.

The college's plan for the Online Degree Pathway ([IA-10](#)) is to continue comparing student success and retention for the course sections in various delivery modes and to compare pathway to non-pathway courses in this manner. Curricular review of DE courses and program is integrated into the curricular process through use of the updated DE Addendum ([IB-33](#), formerly TMI Form).

Self Evaluation

Santa Ana College meets this standard. The college evaluates all courses and programs through an ongoing review of curriculum for relevance, currency, articulation, and future needs.

Actionable Improvement Plans

None.

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

Descriptive Summary

Planning to meet student needs and delivering quality education are ongoing and an integral part of the college. The college has a process for assessing student learning outcomes. Courses are reviewed and revised as needed by discipline area experts after dialogue among members of the department/discipline. The courses and programs are assessed through the program review process annually, and every four years, 25 percent

of all departments conduct a capstone program review utilizing the 19QT ([IA-22](#) and [IA-37](#)).

The process includes evaluation of programs and services with input from the RSCCD Research Department, students, faculty, and course evaluations. Analysis of the data leads to changes and improvements as needed with reevaluation.

The budget process is tied to academic planning through program review. A detailed analysis with goals and assessment of those goals must be conducted annually by each department. SLO assessment must also be ongoing and follow the institutional cycle. All budget requests must be a result of planning efforts and must have rationale. Where appropriate, valid and reliable multiple measures (qualitative as well as quantitative data) are collected and utilized in the preparation of objective and viable planning/goals and in requests for resources (e.g., Modern Languages, [IIA-104](#)).

All departmental goals and needs such as faculty hiring requests, facilities, technology updating, and instructional equipment must be tied to the goals analysis of the department, and therefore, the budget. Requests are placed on the Resource Allocation Request form (RAR) and sent to the division dean, who prioritizes requests and completes a division RAR. The division deans send the division RAR to the Vice President of Academic Affairs, Vice President of Student Services, or Vice President of SCE, who prioritize requests and submit an area RAR to the President's Cabinet (Academic Affairs, [IB-27](#); SCE, [IIA-105](#) and Student Services, [IIA-106](#)). The SAC Planning and Budget Committee is a participatory governance committee that includes faculty, administrative, and classified staff presence. The committee supervises and monitors the allocation of college resources to ensure allocation is in alignment with college planning ([IB-43](#)).

In addition, programs that wish to qualify for VTEA funds must submit a competitive proposal for funding identifying mandated and permissive activities identified by Carl Perkins IV Core Indicators ([IIA-107](#)).

Curricular review of DE courses and programs is integrated into the curricular process through use of the DE Addendum ([IB-33](#), updated TMI Form), which helps to ensure currency of DE best practices and policy adherence.

Furthermore, the institution relies on a number of reports generated by the RSCCD Research Department to implement planning of new courses and revision of existing courses. For example, in fall 2013, the English Department, after reviewing placement of students into N50 (i.e., three levels below transfer), determined success rates through the sequence to the transfer level (English 101) were only five percent. As a result, the department reduced the number of N50 sections, used alternative assessment placement methods, such as a writing sample, and changed the scheduling pattern to an accelerated model (eight weeks instead of sixteen) in a pathway, with N60 (two levels below transfer) in the second eight weeks. The department will continue to work with the Research Department to compare success rates and grade distribution ([IB-11](#)).

The college community has materials and publications readily available regarding programs, student success, and planning. These materials include the college website, SAC schedule of classes, the award-winning student newspaper *el Don*, the district

published *Rancho View*, and numerous councils, college and district meetings. ([IIA-108](#) and [IIA-109](#))

Self Evaluation

Santa Ana College meets this standard.

Actionable Improvement Plans

The English department will evaluate the efficacy of the new scheduling pattern from N50, through the sequence, to English 101 to determine if persistence rates increase.

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

Descriptive Summary

SAC uses the California Community College Chancellor's Office (CCCCO) validated CTEP to place students into English and Reading courses and the TELD for EMLS. Since fall 2010, the Reading Department has used the Degrees of Reading Power (DRP) to place students.

The Math department uses the CSU/UC Mathematics Diagnostic Testing Project (MDTP) for placement into four areas: Algebra Readiness, Elementary Algebra Diagnostic, Intermediate Algebra Diagnostic, and Precalculus Diagnostic. All have been validated and are on the CCCCCO's list of approved assessment instruments. The Math department also uses a uniform/standard final examination in all courses except Math 70 (Geometry). These exams ensure standardization of course content and assessment for sequential courses, with multiple sections taught by both full-time and adjunct faculty. Each course with a standardized exam has a Course Reference Sheet, which outlines the weighting range for the final exam ([IIA-110](#)).

These exams were implemented after working with the RSCCD Research Department to analyze the exams, student course success, and the sequence of course curriculum. The Research Department has also conducted studies to compare the course success of math students placed in a course by placement test compared to students who progressed through sequential courses. Students who complete a series of math courses sequentially are more successful in the courses and on the final exams than students who are placed according to placement testing scores ([IIA-111](#), pp. 118-119).

DSPS uses standardized measurement instruments to determine eligibility for learning disability and developmentally delayed learner services in order to minimize test bias. These tests are standardized, norm-group validated, and statistically reliable. DSPS follows the California Community College Chancellor's Office Eligibility Model in order to be consistent with applying statewide criteria to determine if students are eligible for learning disability and developmentally delayed learner services. All of the test data are entered into the Chancellor's statewide database, and they are analyzed by CCCCCO for any bias against students based upon ethnic identification and other factors (DSPS Measurement Instruments—LDESM Model and CCCCCO Field Advisory Reports, [IIA-112](#)).

The School of Continuing Education (SCE) uses the Comprehensive Adult Student Assessment System (CASAS), a comprehensive competency-based assessment system, designed to assess identified competencies of educational programs for all levels of ABE and ESL. This standardized test is administered to students as a part of the Workforce Investment Act Title II grant. The Adult Secondary Education (ASE) and GED programs also administer the CASAS test, as GED is a part of the CASAS accountability system ([IIA-113](#) and [IIA-113a](#)).

Another example of validating learning and minimizing test bias is seen in the Nursing program. The Test of Essential Academic Skills (TEAS) by the Assessment Technologies Institute is required of all nursing students entering the first semester ([IIA-114](#)). This test was found to be valid and reliable by the CCCCCO. Kaplan Standardized testing is also required as part of the final grade in each theory course of the Nursing program. Each student must pass at least one standardized test each semester. Scores have been consistently higher than the national average. Nursing faculty have had staff development in writing exams that are modeled after the national licensing exam.

Self Evaluation

Santa Ana College meets this standard. Discipline area experts are primarily responsible for assessing student needs, developing courses, and evaluating student progress through content. Student Learning Outcomes have assisted faculty in focusing expectations on what that learner is expected to achieve. There are disciplines where standardized tests are not used.

Actionable Improvement Plans

None.

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

Descriptive Summary

As a California community college, SAC must follow Title 5, California Code of Regulations for curriculum review and approval. Faculty at the department, division, and institutional levels participate in the curriculum review process as defined in the *Curriculum and Instruction Handbook* ([IIA-68](#)).

Credit is awarded based on the achievement of the college's Institutional Learning Outcomes ([IA-1](#)) and is consistent with accepted norms and equivalencies in higher education. Units of credit awarded follow the Carnegie Unit formula and meet all state of California requirements. The college catalog ([IA-2](#), pp 24-27— Grading Policies; Grievance Policy for Students Regarding Grading; Policy for Unit of Credit), and course outlines of record state grading criteria for all courses.

Course equivalencies may be granted for similar courses completed at other institutions. The equivalency process involves department chairs, deans, counselors, and the Admissions and Records (A&R) Office ([IIA-115](#)).

Each instructor is responsible for assessing the students' success in meeting the SLO's. Evaluation methods (e.g., exams, papers, group work) utilized by faculty are designed to measure student success in meeting these outcomes. In addition, ongoing assessment of ILO's is embedded in each course (e.g., Anthropology/English 104—Language and Culture, [IIA-42](#)).

Policies for academic course credit for DE courses are under departmental discretion and are the same as for traditional classroom courses.

Self Evaluation

Santa Ana College meets this standard. The college awards credit based on established standards. The courses meet requirements of higher education and reflect appropriate rigor.

Actionable Improvement Plans

None.

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

Descriptive Summary

The requirements for the various degrees and certificates are listed in the college catalog ([IA-2](#), p. 32). One hundred percent of the courses listed in the catalog have established specific student learning outcomes included on course syllabi. SLO's are linked to PLO's, which are linked to the seven ILO's (formerly Core Competencies) ([IIA-4](#)).

All SLO and program review implementation has occurred through the scheduled quadrennial review process. All course outlines have identified multiple methods of assessment of student learning such as portfolios, both written and oral exams, group presentations, peer evaluation, and self-assessment. SAC had a course-embedded approach to program review for the program level up to fall 2013. As of fall 2013, new forms were utilized for semester course-level review and annual program-level review so that program-level outcomes were distinguished from course-level outcomes. All departments/disciplines created PLO's, which inform the course-level SLO's. The program level assessment has been completed at 80 percent ([IA-22](#)).

The PLO's are linked to the ILO's. Since ILO's at SAC are the same as the General Education Area outcomes, a mapping chart was developed for both the credit and SCE programs. Further assessment needs to be conducted related to GE outcomes and ILO's ([IIA-61](#) and [IA-37](#), p.32).

On a quadrennial basis, capstone analysis is conducted utilizing the 19QT. This analysis is a review of SLO's and achievement data and informs curricular revision as well as requests for facilities, technology, faculty, and instructional equipment. All departments have completed one cycle of capstone review, and the second complete cycle will be completed fall 2014 ([IA-22](#)).

CTE programs are designed to enable students to pass the targeted field's certification or licensing exam process. The number of units awarded for lecture and laboratory classes

is based on the number of hours the class meets and state educational regulations. Course hours are reviewed and verified prior to Curriculum and Instruction Council approval. A Philosophy for General Education Requirements is found in the college catalog ([IA-2](#), pages 36-38).

Student success in courses leads to successful completion of degrees and certificates. Generally, courses must be completed with a grade of “C” or better. Every course has an established benchmark for success to show mastery of content. An overall G.P.A. of 2.0 is required for completion of a degree or certificate. ([IA-2](#), p.30: Policies for Degrees, Certificates of Achievement, and Certificates of Proficiency).

Dialogue has occurred regarding the learning outcomes expected of students in order to earn a degree or certificate. For example, the Nursing faculty meet monthly for a departmental curriculum meeting, discussing objectives, SLO development, and attainment and student progress ([IIA-116](#)).

The Summary of Degrees Awarded, 2008-2013 ([IIA-117](#)) shows a total of 1691 associate degrees. The largest number of degrees were in Arts, Humanities and Communications (N=355), Liberal Arts (N=235), and Public Fire Service (N=106). The number of certificates awarded ([IIA-118](#)) was 1482 (of this number, 660 were CSU Certifications, and 189 were IGETC). Six hundred and thirty-three CTE certificates were awarded, an increase of 64 from 2012. The Course Success Rates by Discipline Report at SAC ([IIA-111](#), fall 2013) notes a fifty-four percent success rate in Mathematics (N=4,878), sixty-six percent success rate in Music (N=1,350), eighty-eight percent rate in Nursing (754), and seventy-one percent success rate in Welding (N=283). The college intends to increase success rates by two percent, attainment of degrees and CTE certificates by two percent, and transfer by four percent annually. This will be analyzed in December 2014 and again in June 2015 ([IB-15](#)).

Self Evaluation

Santa Ana College meets this standard. The college meets educational mandates and awards degrees and certificates based on a program’s stated outcomes.

Actionable Improvement Plans

The college will evaluate the institution-set standards for success rates, attainment of degrees, CTE certificates, and transfer bi-annually commencing December 2014.

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

Descriptive Summary

The mission of the college is reflected in the general education philosophy. Concern and attention to continuous improvement, keeping in mind the mission of the institution and the Strategic Plan, will result in identifying program strengths as well as areas that need

improvement or that might need to be changed due to changing need of the community and student body. This could result in program revisions, staff retraining, technology changes, etc. The catalog lists rationale that was developed by faculty for the general education requirements.

General Education requirements at Santa Ana College reflect the conviction that those who receive degrees must possess in common certain basic principles, concepts, and methodologies, both unique to and shared by various disciplines. Recognizing the need for students to embrace and adapt to increasingly and rapidly changing local, national and global conditions, the college seeks to ensure that students develop the necessary skills, knowledge and curiosity to better themselves and their community ([IA-2](#), p. 36).

General Education Outcomes are the same as the Institutional Learning Outcomes. Students demonstrate mastery in communication skills; creative, critical and quantitative thinking and reasoning; information management, including information and technology competency; cultural, social and environmental diversity; civic responsibility; and life skills ([IA-2a](#), SAC 2014-2015 College Catalog, p. 4).

The general education for A.A./A.S. degree requirements at SAC are listed in the catalog as GE Areas: A. Natural Sciences; B. Social and Behavioral Sciences; C. Humanities; D. Cultural Breadth, including Ethnic Studies/Women's Studies and International Perspective; E. Language and Rationality; and F. Lifelong Understanding and Self-development. The general education component of each degree program is clearly defined and specifies all courses that meet the general education requirements by academic department and course number. ([IA-2](#), p. 36)

The college now offers 21 Associate Degrees for Transfer (ADT), 18 A.A.-T. and 3 A.S.-T. Faculty develop the course content, methodology, SLO's and assessment methods for courses. Division curriculum committees and the CIC then determine the appropriateness of including the courses within Plan A (i.e., AA/AS Degree).

Self Evaluation

Santa Ana College meets this standard. The college has clearly stated general education requirements with a process for course inclusion within general education.

Actionable Improvement Plans

None.

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

Descriptive Summary

The basic content and methodology of traditional areas of knowledge in the general education courses of humanities and fine arts, natural sciences, and social sciences are determined by faculty through the curriculum quadrennial revision process of CIC. This process ensures that discipline-area experts create and review the inclusion of the course

in question as a general education requirement. The process also includes review of student learning outcomes tied to the PLO's and the college-wide ILO's, which require students to understand the basic content and methodology of the general education courses. The process of general education course inclusion is overseen by the CIC. Successful understanding and application of coursework, employment, and other endeavors are documented by Student Success Surveys ([IIA-17](#), p. 5), transfer rates ([IIA-13](#)), and gainful employment rates ([IIA-119](#)) in the various CTE programs.

The college requires three units of natural sciences, six units of social and behavioral sciences and three units in humanities. There are forty-six possible classes in natural sciences for the students to choose: twenty-nine in social and behavioral and seventy-six in humanities. The requirement for humanities and fine arts general education includes courses such as anthropology, art, dance, and foreign languages. Natural sciences general education courses include anatomy, physiology, and geology. The general education courses for social sciences include sociology, psychology, and geography ([IA-2](#), p. 38).

Discipline area experts apply the relevant SLO's to individual general education courses and also weight each SLO of the course. For example, the SLO's linked to the college-wide ILO's for written communication will be higher for an English course than for a ceramics course.

A program is defined in two strands: 1. The General Education Program is considered as one complete program. Any transfer courses, and the basic skills courses that build the skills leading to transfer, are part of that program; and 2. Career Technical Education programs. Because the GE outcomes are the same as the college-wide ILO's, the general education program has been mapped to the ILO's in both credit and non-credit programs. Each department also maps programs to the ILO's ([IA-37](#), [IIA-37](#), and [IIA-61](#)).

Self Evaluation

Santa Ana College meets this standard. Courses are systematically placed within Plan A and are assessed through systematic cyclical program review. The General Education program has been reviewed; however, a more systematic review of the general education areas is needed.

Actionable Improvement Plans

All of the general education areas will be reviewed in a systematic cyclical manner.

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

Descriptive Summary

All degree programs at Santa Ana College have a general education component that students must complete to earn an A.A., A.S., or ADT degree. SAC's general education courses form a pattern of learning experiences that has been designed to provide educational opportunities leading to the following student learning outcomes:

- The ability to comprehend and communicate ideas logically, creatively, correctly, and effectively in speaking and writing.
- Skills in creative and critical thinking, including analysis, synthesis, evaluation, problem-solving, decision making, and quantitative reasoning.
- The skills necessary to identify information needs: seek, access, evaluate, and apply information effectively, using print materials and technology creatively, effectively and responsibly.
- An understanding of the complexities presented by the cultural, social, and environmental diversity of the world.
- Responsibility for ethical and active participation in a diverse society.
- The basic skills necessary for lifelong learning, fitness, creative expression, aesthetic appreciation, personal growth, interpersonal skills, and development of intellectual curiosity.
- Acquisition of the knowledge and skills necessary in chosen disciplines and careers.

For students to become productive and lifelong learners, an associate degree requires that students demonstrate minimal competencies in reading, math, and oral communication.

Reading

1. Satisfactory score on the SAC/SCC Reading Placement Test at the time of initial placement testing, OR
2. Satisfactory score on a Reading Department Test, OR
3. Successful completion of any Reading course at the 100 level or above, OR
4. A “C” grade, or better in 9 units of general education courses for the Associate Degree in Areas A (Natural Sciences) - 3 units; B (Social and Behavioral Sciences)- 3 units each in B1 and B2.

B. Mathematics

1. Completion of Mathematics 080/081 or any other 3 unit mathematics course numbered above the level of 080/081, OR
2. Score on the SAC/SCC mathematics placement test indicating placement in a mathematics course numbered above the level of 080/081.

Oral Communication Requirement

Completion of 3 units with a grade of “C” or better from the following:
 Communication Studies 101 or 101H (Interpersonal Communication),
 Communication Studies 102 (Public Speaking),
 Communication Studies 140 (Argumentation and Debate),
 Communication Studies 145 (Group Dynamics),
 Communication Studies 152 (Oral Interpretation) ([IA-2](#), p. 37)

In addition, the General Education categories address oral and written communication (Humanities Category), information competency (all categories), computer literacy (all categories), scientific and quantitative reasoning (Natural Sciences and Communication and Analytical Thinking Categories), and critical analysis/logical thinking (Language and Rationality Category) ([IIA-61](#)).

Courses within all general education categories must demonstrate SLO's for applicable Institutional Learning Outcomes from among the following: Communication Skills (Reading and Writing, Listening and Speaking); Thinking and Reasoning (Creative, Critical, Ethical and Quantitative); Information Management (Information Competency and Technology Competency); Diversity (Cultural, Social and Environmental); Civic Responsibility; Life Skills (Creative Expression, Aesthetic Appreciation, Personal Growth, Interpersonal Skills); and Careers. The college ensures that all courses, either new or revised, contain relevant SLO's and assessment methods as part of the college program review process. Through the program review process, faculty engage in a systematic evaluation of SLO's which have been established for every course in the curriculum. These program review documents are instrumental in making campus-wide decisions pertaining to resource allocation as well as ensuring a high quality of education, enabling students to be lifelong learners.

The process that the college uses for ensuring that expected skill levels and measures of courses is known to the students by including the course SLO's on the course syllabi, which are provided to every student on the first day of class ([IIA-12](#) and [IIA-42](#)).

The college has documented that students are able to apply these skills to subsequent coursework, employment, and other endeavors through student success rates, persistence, transfer rates, numbers of degrees and certificates achieved, and student satisfaction surveys (Degrees, [IIA-117](#); Certificates, [IIA-118](#); Course Completion, [IIA-111](#); and Transfer, [IIA-13](#)).

Within the area of Technology Competency, students are expected to use technology learning tools and technology applications at a level appropriate to achieve discipline-specific course requirements and standards. Demonstrated skills might include, but are not limited to the following: word processing and file management; use or development of stimulations; web pages; databases; and graphic calculators.

The Institutional Learning Outcome of Information Management was divided into two areas: Information Competency and Technology Competency. For the area of Information Competency, the students are expected to do research at a level that is "necessary to achieve personal, professional, and educational success." Students are expected to use print material and technology to identify research needs: seek, access, evaluate, and apply information effectively and responsibly. Workshops in the Nealley Library ([IIA-120](#)) assist students in acquiring research methods to continue learning.

Lifelong learning skills are taught in a variety of disciplines such as counseling, nutrition, study skills, and kinesiology.

Distance Education

Students are advised on distance education courses by advisement plans, Plans A, B, or C ([IA-24](#)), and on the DE homepage ([IIA-100](#)) via "Online Class Schedule" links for the semester's general distance education course offerings. The DE Online Degree Pathway ([IA-10](#)) was developed using the Santa Ana College ILO's (Core Competencies) ([IA-2](#), p. 4) as a basis for course selection.

Distance education courses meet the same institutional standards of rigor as traditional classes. Skills required for DE students are provided in the SAC Online Student Orientation ([IA-9](#)). The Student Online Orientation Survey, DE SLO Student Survey, and annual Student Survey ([IB-68](#)) verify the effectiveness of the online orientation. Responses to the orientation survey showed that students felt they were better prepared for their online class after completing the orientation. The purpose of the SLO survey was to determine that after taking a DE course students could be successful in their next DE course or online program. The survey showed that 94 percent and 96 percent agree that they are able to submit an assignment and test online and 72 percent and 87 percent agree that they are able to communicate with their instructor and classmates online. Findings regarding faculty Blackboard skill levels, responsiveness, and methods of online teaching are being addressed with increased Blackboard skills training and the requirement of the DE Instructor Certification ([IB-32](#)). Both training is available online for the benefit of full-time and adjunct faculty.

Self Evaluation

Santa Ana College meets this standard. The college has a strong commitment to student success. The college trains students to be productive individuals and lifelong learners. The categories of the college-wide Institutional Learning Outcomes and the General Education categories reflect this philosophy.

Actionable Improvement Plans

None.

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

Descriptive Summary

Faculty, departments, and divisions, after numerous discussions, determine course-level and program-level SLO's linked to the ILO's in the areas of cultural, social, and environmental diversity as well as ethical responsibility. As appropriate, SLO's in individual courses may be linked to the ILO Civic Responsibility and Vision Theme VI "Emerging American Community."

Vision Theme VI "New American Community" was revised as a result of the Mid-Cycle Planning Retreat of March 2012. As a result of a recommendation of the IE&A Committee, the Vision Theme was changed to "Emerging American Community" ([IA-12](#)).

Theme VI: Emerging American Community

Goals:

- A. Local and Global Responsibility
- B. Cross-cultural Education
- C. Cross-disciplinary Education
- D. Increase “Green” Efforts
- E. Accountability and Transparency ([IB-2](#))

The departments and divisions determine the weight for not only the characteristics of a lifelong learner but also the characteristics of what it means to be an ethical human being and an effective citizen. SLO’s are linked to appreciation of ethical principles; civility and interpersonal skills; respect for cultural diversity; historical and aesthetic sensitivity.

Further, all the general education categories contain courses which address these principles. General education courses in the following disciplines can be used to satisfy General Education/ILO outcomes:

Philosophy, Political Science, and Education (appreciation of ethical principles)
Psychology, Sociology, and Communication Studies (civility and interpersonal skills)
Anthropology, Ethnic Studies, History, Asian Studies, Chicano Studies, Theater Arts, Modern Languages, Music, and Dance (cultural diversity)
Art, Music, Dance, Theater Arts, Literature, History (historic and aesthetic sensitivity)

Lifelong Understanding and Self-Development is three units.

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

Through the course and program assessment process, the SLO’s are aligned with the ILO’s, which include values, citizenship and community. This, in turn, assesses whether students are becoming ethical and global citizens ([IA-37](#), p.32 and [IIA-61](#)).

Self Evaluation

Santa Ana College meets this standard. The general education curriculum requirements address diversity; civic, political and social responsibilities; and aesthetic sensibility. The Strategic Plan is the action plan for the Vision Themes of the college, which also reflects these principles.

Actionable Improvement Plans

None.

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

Descriptive Summary

SAC awards A.A., A.S., and ADT degrees that provide students with the breadth and depth necessary to transfer to four-year institutions. Programs focus on major content with general education to provide breadth and include focused study in at least one area of inquiry or in an established interdisciplinary core.

In the 2014-2015 College Catalog, the general education requirements for the Associate Degree (Plan A) include twenty-four semester units in six academic areas: Natural Science; Social and Behavioral Sciences; Humanities; Cultural Breadth; Language and Rationality; and Lifelong Understanding and Self-Development ([IA-2](#), p. 38).

All students seeking an associate degree must complete a minimum of sixty units. All degree requirements are listed in the catalog and include a focused area in at least one area of inquiry (minimum of eighteen units), plus a minimum of twenty-four semester units of general education courses ([IA-2](#), p. 37).

In the SAC Credit Instructional Programs section of the 2014-2015 catalog, disciplines enumerate the courses of each field of study to delineate a sequence of knowledge and/or skills from broad introductory to more focused or advanced. For many disciplines, the first course listed is a beginning or introductory course followed by sequentially higher-numbered courses, which indicate increased difficulty ([IA-2](#)—List of Degrees and Certificates, p. 35).

Self Evaluation

Santa Ana College meets this standard. The college offers a variety of A.A. and A.S. and 21 ADT degrees. The degree programs offered at Santa Ana College provide students with a strong foundation of methods of inquiry and knowledge, and each program leading to a degree includes either an area of focus or an established interdisciplinary core.

Actionable Improvement Plans

None.

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

Descriptive Summary

SAC has a history of providing excellent vocational and occupational programs recognized in the state. Currently, SAC offers 120 different programs (Certificates of Achievement and Degrees) among 32 areas of study. More commonly known as career technical education (CTE) programs, each program has an advisory committee comprised of faculty and industry and community partners. Advisory committees offer guidance in ensuring students completing certificates and degrees demonstrate the technical and professional competencies that meet employment standards. CTE programs hold advisory meetings at least once per year as required by the California Education Code ([IIA-84](#)).

The college offers both credit and non-credit vocational and occupational certificates. Detailed information about these programs is outlined in the college catalog ([IA-2](#), credit programs-p. 35; SCE pages 232-236). Courses in the both credit and non-credit programs are taught by instructors who are experts in the field and prepare the students to compete in the job market. The certificates offered through the college’s continuing education program list three state-approved certificates.

Table 39. Certificate Programs

Credit	Non-Credit (State Approved Certificates)
Automotive/Diesel/Welding	General Office Clerk
Fire Technology	Executive Secretary/Administrative Assistant
Manufacturing Technology	Computer Maintenance and Repair Workers
Occupational Therapy Assistant	
Pharmacy Technology	
Speech Language Pathology	

The Career and Technical Education program at the School of Continuing Education prepares students for work. Students learn computer skills and personal skills to meet current standards by employers. Students get assistance in their job search and job retention. Classes are offered in group or individualized instruction and are offered around the community to meet the needs of adult students.

Vocational and occupational certificate programs at Santa Ana College offer cooperative education that integrate academic preparation and career interests with actual work experience ([IIA-121](#)).

Students who complete vocational and occupational certificates and degree programs meet employment competencies as outlined by course level SLO’s. The college’s vocational and occupational programs schedule one to two meetings per year to ensure that all programs meet industry standards, worker expectations, and provide feedback about recently placed students. For example, the Nursing department meets regularly to discuss curriculum, entry requirement, achievement rates, and outcomes by course ([IIA-116](#)).

SAC participates in the Carl D. Perkins Career and Technical Education Title I Part C Basic Grant (Perkins). All CTE programs are expected to abide by Perkins law regardless of whether they receive funding.

Employment data is also made available on the college website by division. For example, the Fine and Performing Arts Division makes available employment data to the public ([IIA-122](#)).

In general, CTE faculty have displayed a strong interest in improving their programs as evident by the number of Perkins grant applications submitted each year for funding. The applications far exceed the amount of grant funds allotted to the college. A committee comprised of faculty and administrators review and rank the applications. Lastly, all administrators involved in the oversight of CTE programs are invited to participate in a roundtable discussion to determine which programs will receive funding and by what

amount. Twenty-one applications were submitted for 2014-2015 Perkins Grants; eleven were funded ([IIA-123](#) and [IIA-92](#)).

Additionally, the college adheres to the California Education Code Section 78016, which states:

(a) Every vocational or occupational training program offered by a community college district shall be reviewed every two years by the governing board of the district to ensure that each program, as demonstrated by the California Occupational Information System, including the State-Local Cooperative Labor Market Information Program established in Section 10533 of the Unemployment Insurance Code, or if this program is not available in the labor market area, other available sources of labor market information, does all of the following:

- (1) Meets a documented labor market demand.
- (2) Does not represent unnecessary duplication of other manpower training programs in the area.
- (3) Is of demonstrated effectiveness as measured by the employment and completion success of its students.

(b) Any program that does not meet the requirements of subdivision (a) and the standards promulgated by the governing board shall be terminated within one year.

(c) The review process required by this section shall include the review and comments by the local Private Industry Council (i.e. Workforce Investment Board) established pursuant to Division 8 (commencing with Section 15000) of the Unemployment Insurance Code, which review and comments shall occur prior to any decision by the appropriate governing body.

(d) This section shall apply to each program commenced subsequent to July 28, 1983.

(e) A written summary of the findings of each review shall be made available to the public ([IIA-124](#)).

SAC is a member of the Los Angeles Orange County Regional Consortia. Participation in the Consortia is required by the state for approval of new programs and significant changes to existing programs. The Consortia is charged with increasing collaboration among colleges, encouraging regional planning, and providing professional development among other things. In particular, the Consortia:

- a) Ascertains the need for the proposed program in regard to other community colleges in the area, as specified by Title 5, §55130 (b)(8)(A).
- b) Assures program developers that the design of their program curriculum is along the lines of current good practice as judged by their professional peers ([IIA-125](#)).

The state uses the Perkins grant to fund consortia activities. The Dean of the Career Education and Development Division chairs the SAC Workforce Council. All CTE

faculty, administrators, and community partners are invited to participate in regular meetings throughout the year. The meetings include state and federal CTE updates; status reports by faculty on Perkins-funded projects; and sharing of program successes to encourage collaboration among disciplines.

Several of SAC's CTE programs have state/national accreditation. These programs include:

- The Associate Degree Nursing (A.D.N.) program at Santa Ana College (SAC) is approved by the California Board of Registered Nursing (BRN) and accredited by the Accreditation Commission for Education in Nursing (ACEN).
- The Occupational Therapy Assistant program is fully accredited for ten years by the Accreditation Council for Occupational Therapy Education.
- In 1984, SAC became the first community college in the United States to be accredited by the American Society of Health-System Pharmacists (ASHP). SAC currently has full-cycle (six years) accreditation by ASHP and is the only Pharmacy Technology program ever to receive accreditation with commendation.
- The Paralegal program is approved by the American Bar Association.
- The Automotive Technology program is National Automotive Technicians Education Foundation (NATEF) certified.
- The Welding Technology program has been approved by the City of Los Angeles Department of Building and Safety under the American Welding Society rules and regulations.

Several of SAC's CTE programs have high licensure pass rates. For instance:

- Graduates from the Nursing program who have taken the NCLEX-RN (National Council Licensure Examination for Registered Nursing) exam over the past five academic years averaged an 88.7 percent pass rate (2008/2009-2012/2013) ([IB-30](#)).
- Graduates of the Occupational Therapy Assistant program averaged an 85 percent pass rate for first-time test-takers for the National Board for Certification in Occupational Therapy (NBCOT) Examination (2010-2012) ([IB-31](#)).
- The International Business program is an Accredited Training Program for the Certified Global Business Professional (CGBP). Approximately 80 percent of the students who sit for the exam pass. SAC has more CGBP's than any other college or university in the U.S. ([IIA-126](#)).

- PTCB (Pharmacy Technician Certification Board) exam is a private non-governmental exam that students can take and use successful results to apply for their licenses. Licensure pass rate for the Pharmacy Technician Certification Board Exam in 2010 was 88.7 percent, compared to the national rate of 74.7 percent. The PTCB (Pharmacy Technician Certification Board) exam pass rate was 94.4 percent (51/54) for the 2012 academic year. The national statistic shows a 76 percent pass rate. All graduates are required to apply for their licenses. Thus, the license attainment rate is 100 percent ([IIA-127](#)).
- The Santa Ana College Welding program is a City of Los Angeles Certified Testing Lab Facility. On average the yearly pass rate for both portions of the test (written and hands-on) is about 90 percent for first-time test takers ([IIA-128](#)).

Several of SAC's CTE programs track their graduates and show job placement statistics. For example:

- The Nursing department sends the Registered Nurse Graduate Questionnaire (RNGQ) six to eight months after graduation; it shows 60-70 percent employment in health care. This is the general average within the community.
- The Occupational Therapy Assistant program conducted a survey of alumni who had passed the NBCOT certification exam in 2011 and 2012. Of the 53 respondents, 96 percent found work as COTA's within two months (the majority found employment within two weeks of job-seeking).

The Welding Technology department places 100 percent of their graduates in jobs. Of those who completed the International Business program and became CGBP's, 80 percent of them are employed. The Pharmacy Technology department's job rate for the most recent and attainable academic year (fall 2011, spring 2012, and summer 2012) was 78 percent (25/32). Total graduates (n=32) do not include four who moved out of state or who are international students.

The college's non-credit CTE programs include 26 Certificates of Completion in General Office Clerk, Executive Secretary/Administrative Assistant, Customer Service Representative, and Computer Maintenance and Repair Workers. These are short-term vocational programs that are state approved and provide graduates with Certificates of Completion ([IIA-129](#)).

Automotive Technology and Welding Technology offer third-party certifications. These third-party certifications provide students with more competitive skill sets and the opportunity for higher wages ([IIA-119](#)).

Self Evaluation

Santa Ana College meets this standard. Partnerships exist between the CTE program and the community that have resulted in enhanced education for students and reflect current workforce standards. An advisory group meets regularly to share expectations of employers and address the needs of the community that the college serves, along with

student placement. Pass rates on state licensure and certifications are above established norms. CTE students who complete their certificates and degrees are prepared for external licensure and certification.

Actionable Improvement Plans

None.

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

Descriptive Summary

The college uses a variety of means to ensure that prospective students and the community receive accurate information regarding the college's educational courses, programs, and policies. The college's primary tool for dissemination of information to current and prospective students and the community at large is through its publications such as the college catalog, college schedule of classes, college outreach efforts, and college/ departmental advertising ([IIA-130](#)).

The institution ensures that information about its programs is clear and accurate through a variety of means. The SAC college catalog, which is available both in print and online at <http://www.sac.edu> in pdf format, is updated on an annual basis. Each program indicates type of degree or certificate, the purpose of each type of degree or certificate, and the required and recommended general education courses necessary to complete each program. Course descriptions specify content and any course prerequisites and co-requisites annually.

The SAC schedule of classes, which is also available in either print or a pdf version online, also provides information; however, because the schedule is prepared prior to the start of classes and the information published is subject to change, current students also have access to the online course schedule (WebAdvisor) for the most current information. WebAdvisor is an institutional tool that provides SAC students with real-time, up-to-date information online at any time. It allows students to view course information (description, units, prerequisites, additional notes, meeting information), and the ability to add classes with real time enrollment information ([IIA-131](#)).

SAC also assures accurate information through its program review process for courses and programs. All course outlines of record are submitted to the Curriculum and Instruction Council following a complete review and approval at the department/division level. Changes to all courses, degrees, and certificates is done through the use of CurricUNET (SAC's online curriculum management system) ([IIA-69](#)) and the Curriculum Office. The Official Course Outlines of Record are available on CurricUNET for viewing by the public. Accuracy of the data contained in the CurricUNET system is the responsibility of both the college faculty and curriculum specialist (CurricUNET <http://curricunet.com/sac/>).

The college ILO's, which also serve as the General Education Student Learning Outcomes, are also identified in the college catalog ([IA-2](#)). Available degrees and certificates are described in the catalog; PLO's are placed on the program review repository ([IIA-5](#)). All students receive information regarding course student learning outcomes by means of the course syllabus ([IIA-42](#) and [IIA-77](#)).

The measureable student learning outcomes are based on the course content and learning objectives as stated in the official Course Outline of Record. Faculty are required to provide students a course syllabus that includes required elements and student learning outcomes. Faculty are also required to submit a copy of their course syllabi to their respective division offices during the first two weeks of the semester. Course syllabi are further examined by faculty discipline and instructional administrators and during the faculty evaluation process.

The college verifies that individual sections of courses adheres to the course objectives/learning outcomes through the evaluation procedures as outlined in the FARSCCD contract ([IIA-132](#)).

The college's transfer policies are also clearly stated in the college catalog. Policies are based on the mandates of the transferring institutions and are further guided by the articulation process with transfer institutions. Further information regarding transfer can be found on the SAC Transfer Center website ([IIA-133](#)). The website provides current information to students regarding transfer admission requirements; applications; cost of attendance; level of impactation at transferring institutions; transferable courses; Course Identification Number System (C-ID) courses; and Associate Degrees for Transfer. Information is also provided on programs, resources, and events to further assist students in the transfer process and to explain transfer policies.

Distance Education

The DE office ensures that information about DE courses is clear and accurate by verification of the instructor to teach online and schedule information, including details of course meetings and any college requirements. The schedule is reviewed on Datatel and the print schedule. Communication between the division offices and the DE office is extremely well managed. The division offices code DE courses in the correct manner for consistency and student clarity.

In addition to the WebAdvisor listing ([IIA-131](#)), for which students can obtain online and hybrid courses, the DE website ([IIA-100](#)) also offers students a one-stop course listing. DE advisement plans are available for Plans A, B, and C on the DE website for student reference ([IA-24](#)).

DE instructors must place their course syllabus on the learning management system, Blackboard, for student reference. Additionally, many instructors attach their course syllabus in their welcome email. Course SLO's are included in course syllabi, per institutional instructions.

Self Evaluation

Santa Ana College meets this standard. Information is disseminated to students via multiple modalities. Information is reviewed on a regular basis. Departments update their web pages regularly to provide accurate information to students

Actionable Improvement Plans

None.

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

Descriptive Summary

Transfer-of-credit policies are clearly described in the College Policies section of the college catalog ([IA-2](#), p. 31). The transcripts of course work completed at other institutions is evaluated by Admissions and Records staff in accordance with the policies and procedures of the Accrediting Commission for Senior Colleges and Universities (ed. 2012) ([IIA-134](#)). Once approved, the student's credits are posted on the student's transcript, and documents are scanned and stored. In addition, Counseling, the appropriate department chair, division dean, and the college's Articulation Officer also address transfer issues from other institutions.

The college catalog also provides information regarding other areas of credit such as advanced placement, credit by exam, career advancement placement, college-level examination program (CLEP), and military service. ([IA-2](#), pp. 16-20).

The college's Articulation Officer (AO) is a member of the Curriculum and Instruction Council Technical Review committee and member of the Curriculum and Instruction Council with an advisory vote. The college's AO also assists faculty with departmental course and program development. The college's AO has been instrumental in the ongoing development of new Associate Degrees for Transfer (ADT's) and submission of coursework for C-ID approval.

The college Articulation Officer also works to develop and maintain major, department, and general education articulation agreements with a large number of four-year colleges and universities. Most of these are available on www.assist.org, the official statewide database for articulation information. In 2012-2013 ASSIST reflected 2151 major agreements, 1396 departmental agreements and 32 campus specific general education agreements for SAC with 18 CSU and 12 UC campuses. The ASSIST website is listed in the class schedule ([IIA-130](#)), with links available on the SAC articulation website ([IIA-135](#)) as well as the Counseling ([IIA-136](#)) and Transfer Center websites ([IIA-133](#)). An internal articulation website also includes links to agreements with 21 California independent colleges and universities as well as links to 13 out-of-state institutions ([IIA-135](#)).

The catalog provides information on general course transferability, UC course transferability, C-ID numbers, and Associate Degrees for Transfer. As curriculum and major requirements continually change at the community college and the four-year institutions, the process of developing, maintaining, and publicizing articulation agreements remains ongoing.

Articulation agreements with the local high schools are supported through CTE programs and Workforce Development. Agreements currently exist with major feeder districts of Garden Grove, Santa Ana, and Orange.

The Online Degree Pathways ([IA-10](#)) are based on existing plans, Plans A, B, and C, approved pathways at Santa Ana College. The only difference in the pathway degrees is the mode of delivery. All course selections and transfer agreements are the same.

Self Evaluation

Santa Ana College meets this standard. The college publishes information on transfer and articulation with both public and private institutions in the catalog and through the Counseling and Transfer Centers. Statewide, as well as internal websites, are also accessible. The college continues to investigate the need for new articulation agreements. Current articulation agreements are updated as changes are made to curriculum.

Current policies regarding transferability of courses were also amended and approved through the Academic Senate during the fall 2013 semester to take into account new recommendations from the Academic Senate for California Community Colleges and the transferability of courses related to ADT degrees. This change in policy is reflected in the 2014-2015 College Catalog and will be implemented during the fall 2014-2015 academic year.

Actionable Improvement Plans

None.

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

Descriptive Summary

RSCCD's current Board Policy (BP) 6134 and Administrative Regulation (AR) 6134 outlines the procedures for program discontinuance ([IIA-137](#) and [IIA-138](#)).

The procedures are based on the guiding principles that:

- 1) Considerations of program discontinuance are distinct from program improvement.
- 2) If there is mutual agreement between the affected faculty of a program and the administration, and when students will not be adversely affected, the processes of this procedure [i.e., two semesters of program review and convening of the Program Discontinuance Review Committee of (PDRC)] do not need to go into effect.

3) Program discontinuance is an academic and professional matter for local academic senates, and; insofar as the procedure impacts employment, it is a matter of collective bargaining in all cases ([IIA-139](#)).

RSCCD's Program Discontinuance Policy (BP 6134) is included in the SAC Curriculum and Instruction Handbook ([IIA-68](#)).

If programmatic changes are required, they occur at the beginning of an academic year. Should program elimination or major changes to a program become necessary, the Vice President of Academic Affairs is the person responsible for ensuring that students are properly notified of the changes/elimination by the appropriate division dean and that adequate arrangements are made so that all affected students may complete the program in a timely manner with minimum disruption.

Students have catalog rights for programs if they have been continuously enrolled during fall and spring semesters. Students have the option of fulfilling requirements of either the catalog for the year in which they first entered or of the current catalog. If a program is significantly changed or discontinued, and a course in a program is no longer available, faculty and counselors will assist the student in identifying an appropriate substitute course.

Self Evaluation

Santa Ana College meets this standard. Program discontinuance is rare. However, RSCCD has in place BP 6134 (Program Discontinuance Policy) to ensure that students are able to complete their degree with a minimum of disruption.

Actionable Improvement Plans

None.

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

Descriptive Summary

The institution represents itself to prospective and current students, the public, and its personnel through numerous publications and through a variety of formats (print and electronic). The college catalog is the primary tool for dissemination of information providing information regarding policies and procedures, registration, courses, and programs. The catalog is available both in print and on the SAC website. However, in addition to the college catalog, the schedule of classes, publications, and statements are reviewed for accuracy to assure integrity in all representations about its mission, programs, and services. Other modalities used to provide information include SAC's mobile website, social media on Facebook and Twitter, SACTV, student handbooks, and departmental brochures ([IIA-140](#) and [IIA-141](#)).

During the 2012-2013 academic year, a redesign committee was created to work with the Technology Advisory Committee SACTAC, a participatory governance committee, to redesign the college website. Student focus groups took place to get student input into the new design. The new website was launched in September 2013 ([IIA-109](#)).

The alternate media specialist in the department of Disabled Student Programs and Services (DSPS) works with faculty and administration to ensure that both printed and online materials produced by the college are accessible to students with vision or hearing impairments. In-class videos are required to be closed captioned, and courses offered via distance education are also required to meet accessibility requirements. When faculty undergo training to offer online courses, they are taught to assess if presented materials are accessible, and if not, to modify them for accessibility ([IIA-142](#)).

Student achievement information is published through the RSCCD Research Department and is available on the district website ([IB-11](#)). Information regarding number of degrees and certificates and CSU/IGETC Certificates of Achievement awarded 2007-08 through 2011-2012 and transfers to four-year institutions from 2007-08 through 2011-12 can be found on the RSCCD website ([IIA-13](#)).

DE representation is the same as for traditional courses for the institution. In addition, the DE website ([IIA-100](#)) provides information for prospective students regarding degree advisement plans, online course schedules, student resources for the DE student, and information about learning online. Students and faculty are instructed to utilize the DE website for any questions or concerns. From recording of questions via phone and email, increased usage of the website has been demonstrated. Student achievement in DE is provided at the RSCCD Institutional Research website ([IB-36](#)).

Self Evaluation

Santa Ana College meets this standard. The institution represents itself clearly, accurately, and consistently to all constituents through both published documents and electronic formats. The institution also regularly reviews its policies and procedures and publications through designated processes which are approved through the RSCCD Board of Trustees. Respective faculty and staff plan to continue to review published documents and electronic formats on a regular cycle to ensure that information presented is current.

Actionable Improvement Plans

None.

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

Descriptive Summary

Through a number of Board Policies and publications, it is clear that SAC, through its governing board, creates, makes public, disseminates, and uses its governing board's

adopted policies regarding academic freedom and responsibility (BP 4030, formerly BP 4201, [IIA-143](#)) and student academic honesty (Standards of Student Conduct—BP 5201, [IIA-144](#)).

Board Policy 4030—Academic Freedom (Reference: Title 5, Section 51023; Accreditation Standard II.A.7) states:

The teacher should be free to think and to express ideas, free to select and employ materials and methods of instruction, free from undue pressures of authority, and free to act within his/her professional group. Such freedom should be used judiciously and prudently to the end that it promotes the free exercise of intelligence and student learning. Academic freedom is not an absolute. It must be exercised within the law and the basic ethical responsibilities of the teaching profession. Those responsibilities include:

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

BP 5201 ([IIA-144](#)) includes the Standards for Student Conduct. It contains the Guidelines for Student Conduct; the Disciplinary Actions for Students who violate those Standards of Student Conduct; the students' Due Process Rights; and the students' Due Process Hearing outlined in detail. Specifically, Section I.A. of BP 5201 states that:

“...dishonesty, cheating, plagiarism, lying, or knowingly furnishing false information to the district or a college official performing their duties” all “represent violations for disciplinary action.” BP 5201 can be found on the RSCCD website.

BP 5201 (Standards of Student Conduct) states:

Guidelines for Student Conduct are set forth in the California Education Code, California Administrative Code, Title 5, policies of the Board of Trustees, and all civil and criminal codes. Students enrolling in district educational programs assume an obligation to obey state law and district rules and regulations governing the conduct of students.

Students who enroll in those instructional programs in which the college has affiliations with various outside associations must comply with the college's policies and procedures and also with the outside associations' policies and procedures. This includes but is not limited to students enrolled in the programs of Cosmetology, Fire Academies, Criminal Justice Academies, and Nursing.

Self Evaluation

The Board Policies regarding academic freedom and responsibilities and student academic honesty are explicit and followed.

Actionable Improvement Plans

None.

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

Descriptive Summary

Article II.2 of the Academic Senate Constitution states: "... that the faculty has formal and effective procedures for participating in the formation of college policies on academic and professional concerns, in accord with the provisions of the California Administrative Code." In addition, Article II.2 promotes: "...[a] sense of responsibility among faculty for maintaining a superior level of instruction and professional commitment." A statement of professional ethics was also adopted by the Academic Senate and endorsed by the RSCCD Board of Trustees. Section IV.C. states that faculty "Clearly differentiate those actions and opinions pursued as a private citizen from those that are expressed as a representative of the college" (Constitution of the Academic Senate of Santa Ana College, [IIA-145](#)).

The *Santa Ana College Faculty Handbook* statement of academic freedom in concert with professional ethics demonstrates that SAC makes every effort to help faculty distinguish between their personal views as private citizens and those views expressed as representatives of SAC and RSCCD.

The teacher should be free to think and to express ideas, free to select and employ materials and methods of instruction, free from undue pressures of authority, and free to act within his/her professional group. Such freedom should be used judiciously and prudently to the end that it promotes the free exercise of intelligence and student learning. . . . It must be exercise within the law and the basic ethical responsibilities of the teaching profession. (p. 78, Santa Ana College Faculty Handbook)

Furthermore, Santa Ana College Faculty Handbook (p. 91) contains the Statement of Professional Ethics as adopted by the Academic Senate and endorsed by the RSCCD Board of Trustees. The Santa Ana College Faculty Handbook can be found on the SAC website ([IIA-146](#)). Furthermore, through faculty evaluations, divisions, and departments are able to determine how effectively the distinction between private versus public views are made.

Self Evaluation

Santa Ana College meets this standard. Policies are in place to ensure that faculty distinguish between personal convictions and professional accepted views.

Actionable Improvement Plans

None.

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

Descriptive Summary

Through BP 5201 (Standards of Student Conduct) and AR 5201, it is clear that Santa Ana College, through its governing board, creates, makes public, disseminates, and uses its governing board's adopted policies regarding student academic honesty ([IIA-144](#) and [IIA-147](#)).

BP 5201 includes the Standards for Student Conduct. The Guidelines for Student Conduct; the Disciplinary Actions for Students who violate those Standards of Student Conduct; the students' Due Process rights; and the students' Due Process Hearing are outlined in detail. Specifically, Section I.A. of BP 5201 states that: "...dishonesty, cheating, plagiarism, lying, or knowingly furnishing false information to the district or a college official performing their duties" all "represent violations for disciplinary action." BP 5201 can be found on the RSCCD website ([IIA-144](#)). The Student Academic Honesty Policy and sanctions for violation of the policy are also referenced in the *Santa Ana College Faculty Handbook* (pp. 20-23) ([IIA-146](#)).

Distance Education

Santa Ana College has a college-wide policy on academic honesty ([IIA-148](#)). In addition, it is stressed in the DE Instructor Certification ([IB-32](#)) to use multiple means of student assessment. This is done to create learning assessments as well as to avoid student dishonesty. The Western Interstate Commission for Higher Education (WICHE) Best Practices for Student Authentication ([IIA-149](#)) are referenced and discussed in the DE Instructor Certification modules. DE faculty are instructed to place their academic honesty policy in their syllabus, along with specifics for their course. The Recommended Online Course Outline Additions ([IIA-150](#)) provides some recommendations and syllabi verbiage for DE faculty. The Dean of Student Life documents all reports of student dishonesty; there have been no reports of student dishonesty regarding DE students. These are reviewed for methods to improve teaching and assessment practices.

Student verification for DE courses is accomplished through use of a secure login to the institution's learning management system, proctored exam by the instructor or test center using photo identification, and utilization of current technologies (Turnitin or SafeAssign, plagiarism prevention applications). Currency of verification methods is reviewed.

Self Evaluation

Santa Ana College meets this standard. Policies are in place to ensure that SAC has published clear expectations regarding student academic honesty and the consequences for violating those policies.

Actionable Improvement Plans

None.

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

Descriptive Summary

The Board of Trustee policies provide a framework for conduct for staff, faculty, and administrators. BP 7002 Civility notes that while all employees retain the right to free speech, they must speak responsibly ([IIA-151](#)).

BP 7002 Civility

All employees of the Rancho Santiago Community College District retain their freedom of speech under both the federal and state constitutions. Freedom of speech is a fundamental personal right, but it does not confer an absolute right to speak, without responsibility, whatever one may choose, or an unrestricted license that gives immunity for every possible use of language.

The Rancho Santiago Community College District respects and even encourages its employees to exercise their freedom of speech on issues of public importance. The district, however, properly may regulate speech if it injures the district, its employees, its students or members of the public. There is an expectation that all employees will be courteous and polite to one another in any interaction while they are in the course and scope of their employment. Discourtesy and impoliteness constitute unacceptable professional behavior.

This BP does not completely or comprehensively attempt to regulate the conduct of district employees. Its purpose is to communicate the requirement that interactions between employees, which may involve spirited and serious debate or criticism, may not involve any threat, coercion, intimidation, use of obscenities, illegal harassment, assault or battery.

Revised October 28, 2013 (Previously BP 4137)

The student code of conduct is published in the *Student Handbook and Planner* ([IIA-152](#)). Student handbooks are available for students free of charge in the bookstore and other locations. This information is also available in the *Faculty Handbook* ([IIA-146](#)).

BP 7001, states the Code of Ethics for all employees of the Rancho Santiago Community College District. The policy states: “All employees of Rancho Santiago Community College District are professionals who are dedicated to promoting a climate which enhances the worth, dignity, potential, intellectual development, and uniqueness of each individual, as well as the collegiality of a learning community.”

The *2012-2013 Santa Ana College Student Handbook and Planner*, pp 33-38, states BP 5201, which includes the Standards for Student Conduct. It contains the Guidelines for Student Conduct; the Disciplinary Actions for Students who violate the standards; Due Process Rights; and the steps for Due Process Hearing. Guidelines for student conduct

are also outlined on the “Student Life” pages of the Student Services website. “Guidelines for Student Conduct are set forth in the California Education Code, California Administrative Code, Title 5, policies of the Board of Trustees, and all civil and criminal codes. Students enrolling in district educational programs assume an obligation to obey state law and district rules and regulations governing the conduct of students” ([IIA-153](#)).

The SAC Catalog for 2014-2015 states the Academic Freedom Policy (p. 21); the Standards of Student Conduct (pp. 32); and Academic Honesty Policy Information (p. 33). The SAC Catalog for 2014-2015 can be found on the SAC website ([IA-2a](#)).

The SAC *Faculty Handbook* ([IIA-146](#), p.90) states SAC’s Faculty Academic Freedom Policy and the Statement of Professional Ethics (p. 91). The *Santa Ana College Faculty Handbook* can be found on the SAC website. Finally, all Board Policies may be found at <http://rscgd.edu/Trustees/Pages/Board-Policies.aspx> ([IIA-154](#)).

Self Evaluation

Santa Ana College meets this standard. The relevant policies concerning student and faculty conduct are clearly stated, and the college makes every effort to ensure the policy statements are widely available.

Actionable Improvement Plans

None.

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

Not applicable.