PARTICIPATORY GOVERNANCE HANDBOOK

SANTA ANA COLLEGE

2026-2027

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The **Santa Ana College Governance Handbook** describes the structure and operating agreements for institutional governance and decision-making. These descriptions of how groups are formed and how they function are, in essence, descriptions of how Santa Ana College ensures that the voices of the College's constituent groups are heard in making recommendations. By documenting governance and institutional decision-making practices, this handbook promotes a common understanding of processes, helps to ensure consistent application of policies and practices, encourages broad participation in campus matters, and supports the College's continuous quality improvement.

Santa Ana College participatory governance is built upon transparency, accountability, and good faith efforts of all constituents. All decisions are grounded in the mission/vision/values of the college and focus on the best interests of students and their success. College processes, including those described in this handbook, will be systematically reviewed and revised as part of the institutional cycle of continuous quality improvement.

The undersigned Santa Ana College faculty, classified professionals (also referred to classified staff or staff), student, and administrative representatives have agreed upon the contents of this document.

College President

Academic Senate President

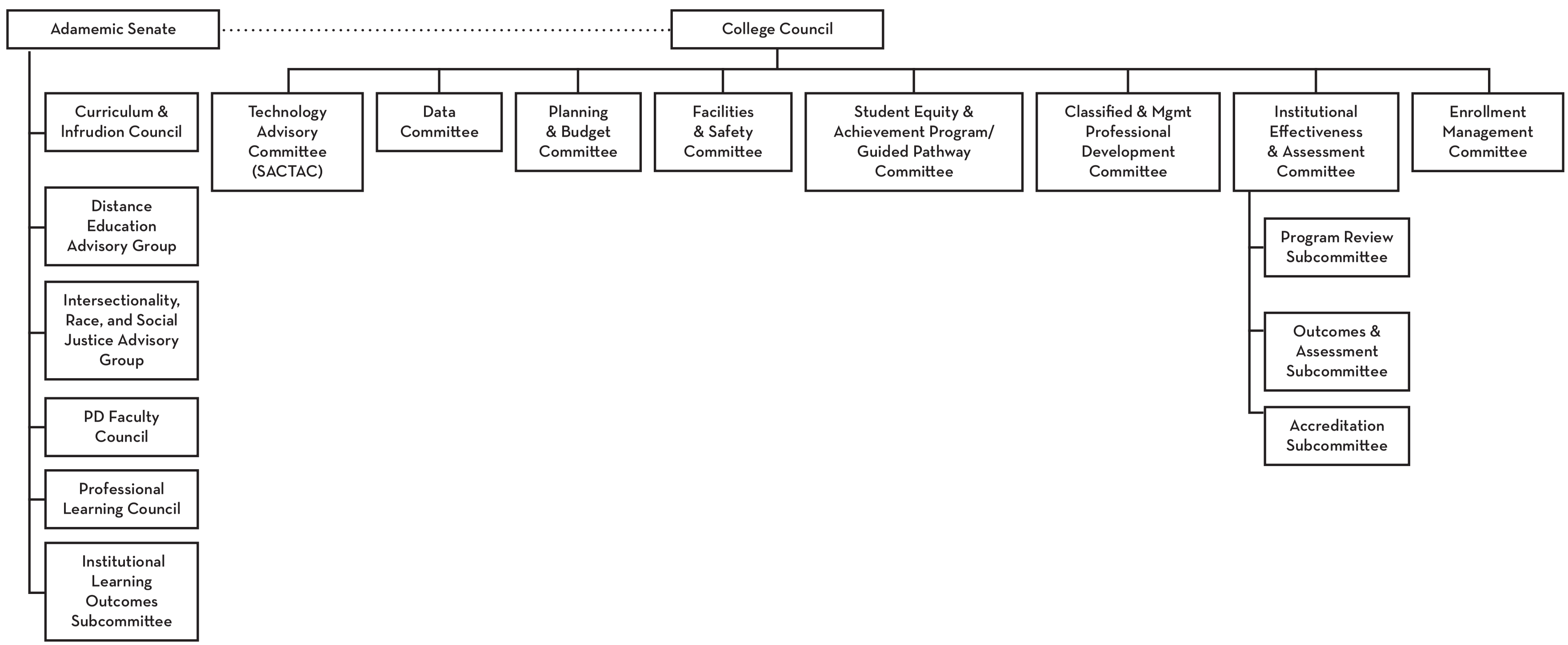
CSEA President

Associated Student Government President

Continuing Education Associated Student Government President

SANTA ANA COLLEGE

College Council
Participatory Governance Structure



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Mission
Santa Ana College inspires, transforms, and empowers a diverse community of learners.

Vision
Santa Ana College is the college of choice that empowers individuals and is committed to creating and strengthening a student-centered, diverse, and welcoming community. The innovative academic pathways and services that we provide inspire and motivate students to achieve educational excellence and economic advancement in a supportive environment.

Comprehensive Education Plan Goals 2024-2028
Developed through a collegial and collaborative process, the Comprehensive Education Plan (CEP) articulates collegewide goals and supporting objectives that will provide a framework to help Santa Ana College in establishing priorities, planning for future needs, developing new programs, and guiding resource allocation as it focuses on strengthening equitable student access and achievement.

The CEP provides the overarching structure for all institutional planning and is central to the College's integrated planning, which includes the Facilities Master Plan, Technology Plan, Guided Pathways, Student Equity and Achievement, Career Technical Education, Continuing Education Plan, and Enrollment Management Planning. The four primary established goals are:

1. Ensure equitable access to innovative educational programs and comprehensive support services fostering student success in achieving workforce readiness, successful transfer opportunities, and personal developmental goals.
2. Expand partnerships to optimize educational options and opportunities through innovative services and equitable practices.
3. Cultivate equitable campus culture to support student, faculty, and staff belonging and success.
4. Strengthen supportive infrastructure that facilitates equity, a sense of belonging, and trust among faculty, staff, and students.

PARTICIPATORY GOVERNANCE MODEL

INTRODUCTION

What is a Participatory Governance Model?

A participatory governance model is a model that ensures the four constituency groups - students, faculty, classified professionals, and administration provide integral feedback and input in the decision-making process of a college.

The four constituency groups are represented in the participatory governance structure, through various committees and senates, which contribute to the ongoing planning and decision-making process in fulfillment of the college's mission. The committees provide the foundation of communication, collaboration and the integration of institutional planning, budgeting and decision making. All committee meetings are open, and all members of the campus community are welcome and encouraged to attend. Committee bylaws delineate responsibilities and reporting relationships
*See Appendix E

Santa Ana College is managed by a college president and a team of vice presidents, deans, associate deans, and directors. The collective effort of administrators is to establish vision, provide leadership and support of the college's integrated planning and budgeting, decision making and allocation of resources. The College's administration is committed to the principles of participatory governance as is demonstrated through a continual process of soliciting feedback and considering input in decision-making.

LEGAL BASIS

Education Code Section **70902(b)(7)** mandates that the California Community Colleges Board of Governors adopt regulations that ". . . ensure faculty, staff, and students . . . the right to participate effectively in district and college governance." Applicable sections of Title 5 of the California Code of Regulations implementing this mandate (see below) require that the governing board "consult collegially" with the Academic Senate on academic and professional matters, and that classified professionals, managers, and students have the opportunity to "participate effectively" in the development of procedures and recommendations that have a significant effect on them. These Title 5 regulations comprise the set of requirements to which all California community colleges must adhere with respect to shared governance.

The terms "shared" and/or "participatory" governance do not appear in law or regulation. Rather, it is used in connection with those college processes involving constituency groups—faculty, classified professionals, managers, and students—in planning and decision-making. The term "governance" also refers to the role of the District's Board of Trustees. Policies and procedures that set forth the rights of constituency groups to "participate effectively" in decision-making by making recommendations to the Board do not replace or reduce the Board's authority in making policy. Nor do they abrogate the President's decision-making authority, given that they are solely accountable to the Board of Trustees for the outcomes of all decisions made.

At Santa Ana College, all recommendations of governance committees are recommendations to the President, who is ultimately responsible for making final decisions regarding procedures, and for making policy recommendations to the Board of Trustees.

The President serves as the designee of the Board in governance matters and, along with their Cabinet, plays a key role in facilitating communication between most constituency groups and the Board of Trustees.

However, in accordance with Title 5, some groups such as the Academic Senate may also communicate directly with the Board on matters within their purview. This section is intended to present the basics of shared governance in the California Community Colleges, not all the related complexities of law and regulation. The interested reader should consult the applicable sections of the Education Code and Title 5 and other sources for more information.

Below are the statutes, regulations, policies, and procedures at both the state and local level, which provide the legal basis for participatory governance at Santa Ana College.

AB 1725, Vasconcellos. California Community Colleges. (1988)

- (EDC § 70901(b)(1)(E))
- (EDC § 70902(b)(7))

SB 235, Vasconcellos. Community colleges: classified staff representatives. (2001)

- (EDC § 70901.2 (a))

Title 5, California Code of Regulations, § 51023, 53200-53206

- **(5 CCR § 51023(b))**
- **(5 CCR § 51023.5(a))**
- **(5 CCR § 51023.7(a))**
- **(5 CCR § 53203(a))**

RSCCD Board Policy and Administrative Procedure

- RSCCD utilizes a participatory decision-making structure at both the district and individual college levels. The roles and responsibilities of faculty, staff, and students in these decision-making processes can be accessed here: (Link to District Planning)
- SAC Shared Governance Committees: (Link to SAC Shared Governance Committees)
- Board Policy 2410
- Administrative Regulation 2410

BP 2510 Participation in Local Decision Making

Academic Senate(s) (Title 5, Sections 53200-53206)

Administrative Regulation **2510.1** Participation in Local Decision Making specifies that for the following academic and professional matters, the Board will rely primarily upon the advice and judgment of the Academic Senate for the following policy development:

- Curriculum, including establishing prerequisites and placing courses within disciplines and student outcomes assessment;
- Degree and certificate requirements;
- Grading policies;
- Standards or policies regarding student preparation and success;
- Policies for faculty professional learning activities.

In accordance with the Title 5 definition of "rely primarily," the Board and/or their designee will normally accept the recommendations of the Academic Senate regarding these five academic and professional matters.

As Title 5 Section **53203(d)(1)** states, "Only in exceptional circumstances and for compelling reasons will the recommendations not be accepted."

When an Academic Senate recommendation in these five areas is not accepted, the Board and/or their designee will formally provide the reasons in writing to the Academic Senate within 30 days of the decision.

Consistent with Title 5 Sections **53200** and **53430**, the Board also recognizes the faculty's primary professional role in faculty evaluation processes and in determining minimum qualifications and equivalencies. Recommendations developed through faculty evaluation committees and equivalency committees represent the professional judgment of the faculty and will be given substantial weight in Board deliberations.

For the following academic and professional matters, Administrative Regulation **2510.1** holds that the Board will come to mutual agreement with the Academic Senate:

- Educational program development;
- District and college governance structures, as related to faculty roles;
- Faculty roles and involvement in accreditation processes, including self-study and annual reports;
- Processes for program review;
- Processes for institutional planning and budget development;
- Other academic and professional matters as are mutually agreed upon between the Board and the Academic Senate.

In accordance with the Title 5 definition of "mutual agreement", in these academic and professional matters, if mutual agreement is not reached, then "existing policy shall remain in effect unless continuing with such policy exposes the district to legal liability or causes substantial fiscal hardship.

In cases where there is no existing policy, or in cases where the exposure to legal liability or substantial fiscal hardship requires existing policy to be changed, the governing board may act, after a good faith effort to reach agreement, only for compelling legal, fiscal, or organizational reasons."

In the event mutual agreement cannot be reached, the Board of Trustees shall communicate the reasons in writing to the President of the Academic Senate within 30 days of the decision.

The appointment of faculty members to serve on college or District committees, task forces, or other groups shall be made by the Academic Senates, except for those membership positions explicitly assigned to FARSCCD (Faculty Association of RSCCD) and/or CEFA (Continuing Education Faculty Association).

Staff (Title 5, Section 51023.5)
Placeholder for description.

Students (Title 5, Section 51023.7)
Placeholder for description.

Constituencies

The four constituency groups that contribute to Santa Ana College's participatory governance process are students, classified staff, faculty, and administration. The administration exercises leadership and assumes appropriate levels of decision-making responsibility in conjunction with the participatory governance process. Faculty has a primary function of making recommendations with respect to academic and professional matters as outlined by the Academic Senate for **California Community College's 10+1** areas. Classified staff and students are given the opportunity to participate actively in the formulation and development of practices and procedures.

Structure

Governance at Santa Ana College is a collaborative process founded on broad-based participation in Academic Affairs, Continuing Education and Student Services. The President, supported by a leadership team that includes vice presidents, deans, associate deans, and directors, provides institutional leadership by coordinating integrated planning, budgeting, and resource allocation. This administrative team works in partnership with the college's constituencies; students, faculty, and classified professionals, to ensure that decision-making is inclusive, transparent, and grounded in the principles of shared governance.

Governance committees form the foundation of communication, collaboration, and integrated decision-making at the college. Effective participatory governance depends on shared responsibility among all constituencies impacted by institutional decisions. Creating and sustaining a college climate that encourages meaningful participation requires intentional support, both for specific groups and for the campus community as a whole.

As a best practice, governance committees at Santa Ana College strive to follow Brown Act principles, including open meetings and posting agendas at least 72 hours in advance, when feasible. Each committee operates under established bylaws that define its responsibilities, scope, and reporting structures.

PARTICIPATORY GOVERNANCE RECOMMENDING BODY

College Council

The purpose of College Council is to provide collegial consultation by receiving college recommendations from the Reporting Committees, obtain constituent input and feedback, provide the President recommendations, and provide a means of communication within the college community. College Council is the forum in which all proposed broad-based College practices and procedures are discussed collegially before they are acted on or implemented by the College President. College Council is further charged with the responsibility of upholding participatory governance principles through consultation with the Academic Senate, Classified Employees, Administration and Associated Student Government of the College. As the recommending body of the college, College Council also reviews relevant items and issues when brought forward by any of the Reporting Committees.

REPORTING COMMITTEES

See Appendix E for details on those committees and subcommittees that report to College Council

Enrollment Management
Facilities and Safety Committee
Guided Pathways & Student Equity Committee
Institutional Effectiveness and Assessment Committee
Planning and Budget Committee
Technology Advisory Committee

ACADEMIC SENATE

The purpose of the Academic Senate is to promote and uphold the academic integrity and excellence of the institution through shared governance, collaboration with administration, and advocacy for the interests of faculty and students. The Academic Senate serves as the formal voice of the faculty in matters related to academic and professional policies and practices.

Charge

The Academic Senate is responsible for ensuring that faculty have formal and effective procedures for participating in the formation of college policies on academic and professional matters in accordance with the provisions of the California Education Code and Title 5 regulations governing Academic Senates, including California Code of Regulations Sections 53200–53206.

The Academic Senate shall:

- Represent the faculty in making recommendations to the administration of the college and the Board of Trustees on academic and professional matters.
- Provide leadership and guidance on matters affecting academic standards, educational quality, and student success.
- Promote effective communication and collaboration among faculty, classified professionals, administration, students, and the governing board in support of shared governance.
- Participate in institutional decision-making processes consistent with the Academic Senate's role in academic and professional matters.
- Affiliate with and participate in local, regional, and statewide educational and professional organizations to advance the mission and status of community college education, particularly on matters affecting faculty and students.

For additional information regarding the organization and procedures of the Academic Senate, please refer to the Academic Senate Constitution and Academic Senate Bylaws.

(**Link to Academic Senate Constitution**)
(Link to Academic Senate Bylaws)

ASSOCIATED STUDENT GOVERNMENT

Placeholder for description.

Process

Official recommendations to the President are directed through College Council, the chief representative body, by main participatory governance Reporting Committees and each charged with a major component of institutional processes and their respective committee and subcommittee plans (e.g., Comprehensive Educational Plan, Facilities Plan, Technology Plan, Student Equity Plan) and bringing committee action items requiring President approval. All other committees constitute "working" committees where college practices, procedures, and programs are operationalized, deliberated, and further developed.

In addition, students, classified professionals, faculty, and administrators are represented as distinct constituencies by their own governance bodies: Associated Student Government, CSEA 579, CSEA 588, Academic Senate, and the College, respectively. They also provide reports to College Council. The interplay of inclusive representation in committees and exclusive representation from all constituency groups ensures that college matters are discussed collectively as well as separately by all college constituents. This balanced approach benefits the College as a whole, while also respecting the integrity and interests of all segments of the campus community.

PREAMBLE

Reference ACCJC standard: Leadership and Governance

The members of the Board of Trustees, as elected officials, recognize their accountability to the electorate with the District and their responsibility under law to make policy decisions affecting the District.

By establishing College Council, the College provides a forum through which students, faculty, administrators, and staff make policy recommendations to the College President. The sole purpose of this Constitution is to implement the concept of participatory governance enacted by **AB 1725**. This Constitution shall not be construed in any manner to alter the fundamental relationship between the Board of Trustees and the College. The Board retains all powers implied or granted by state law (**Education Code** and **Title 5**).

This Constitution recognizes the special relationships mandated by **Title V**, **AB1725** and the **Ed Code** between the Board of Trustees, and the faculty, staff, or students. This Constitution does not detract from the rights and responsibilities of unions or the Academic Senate to address the President or the Board of Trustees directly on items within their scope, nor are these procedures meant to detract from any negotiations or negotiated agreement between collective bargaining units and the Board of Trustees.

1. In matters concerning "Academic-Professional Matters" **(Title V, 53200)**, the Administration will rely primarily on the advice and judgment of the Academic Senate.
2. The Academic Senate recommendations on District policy as mentioned under "Purpose" are not within the scope of College Council, nor are recommendations of the Curriculum and Instructional Council, which go directly to the Vice President of Instruction and the Academic Senate.
3. Items concerning broad-based College policy shall be presented to College Council to ensure that all constituencies have had an opportunity to participate in the formulation and development of those matters through the process of shared governance.

ARTICLE I: NAME

The name of the organization shall be College Council.

ARTICLE II: PURPOSE

The purpose of College Council is to provide collegial consultation by receiving college recommendations from the Reporting Committees, obtain constituent input and feedback, provide the President recommendations, and provide a means of communication within the college community. College Council is the forum in which all proposed broad-based College practices and procedures are discussed collegially before they are acted on or implemented by the College President. College Council is further charged with the responsibility of upholding participatory governance principles through consultation with the Academic Senate, Classified Employees, Administration and Associated Student Government of the College. As the recommending body of the college, College Council also reviews relevant items and issues when brought forward by any of the Reporting Committees.

ARTICLE III: MEMBERSHIP

The membership of College Council will include representatives from the following four constituent groups: students, classified professionals faculty, and administration.

SECTION 1: SELECTION

The representatives to College Council will be selected through their constituency groups i.e., Academic Senate for faculty, California School Employees Association for classified professionals, and Associated Student Government for student. Administrative representatives are selected by the supervising manager (i.e. Vice President appoints a Dean). A constituency group may replace its representatives at any time during the year; however, the replacement must be appointed to serve out the remainder of the annual term.

SECTION 2: TERMS OF OFFICE

For members who are appointed by a constituent group, terms of office for College Council will be determined by the nominating constituent body.

SECTION 3: ROLES AND RESPONSIBILITIES

COMMITTEE CHAIR (COLLEGE PRESIDENT)

The chair of College Council is a non-voting member of the council. In the event of a tie, the Chair may vote to break the tie if they wish. The Chair guides the agenda. They are expected to be well-versed in strategies to maintain order and ensure efficient dialogue.

The responsibilities of the Chair are as follows:

- Regulate attendance at meetings and track membership.
- Understand the committee's charge, membership, and reporting relationships to other governance groups.
- Prepare the agenda and facilitate discussion of all items in a timely manner.
- Encourage feedback from all constituent members.
- Inform and remind the council of upcoming meetings and/or schedule of meetings.
- Provide new members with orientation and training.
- Provide student members specific orientation and training as it pertains to the purpose, processes, and procedures of the council.
- Facilitate the review of goals and bylaws annually.

COUNCIL MEMBER

The responsibilities of members are as follows:

- Arrange one's schedule to accommodate the committee's meeting schedule. If unable to attend, a proxy member may attend on a member's behalf as long as the chair has been notified prior to the meeting.
- Attend all committee meetings.
- Be prepared for meetings: review materials in advance; be ready to discuss and/or provide feedback; take notes to report back to the constituency group.
- Advocate for the interests of their respective constituency groups.
- Will adhere to meeting norms of collegiality, transparency, and civility as prescribed by **Board Policy 7002**

SECTION 4: MEMBERS OF COLLEGE COUNCIL

- President, Chair
- Vice President, Academic Affairs
- Vice President, Administrative Services
- Vice President, Continuing Education
- Vice President, Student Services
- 1 Academic Affairs Manager
- 1 Continuing Education Manager
- 1 Student Services Manager
- 8 Classified Representatives (appointed by CSEA 579)
- Academic Senate President
- Plus, 7additional faculty members (appointed by Academic Senate)
- ASG President
- Plus, 3 additional student (appointed by ASG)
- Ex-Officio (non-voting members)
    - Chairs of Reporting Committees
    - Director of Research
    - Public Information Officer
    - Executive Director, Office of College Advancement
    - Director, Student Information Support

As appropriate, a designee may serve in the capacity of a proxy (voting alternate) member. The council will operate on a consensus basis and reports to the President.

ARTICLE IV: COMMITTEES

All committees of College Council shall adhere to the procedural operations of the Constitution.

SECTION 1: GOAL-SETTING AND ASSESSMENT (PER ACCREDITATION STANDARDS)

At the start of each academic year, participatory governance committees are to review and update their committee charge, and set goals that support and align with the CEP. Participatory governance committees shall adhere to accreditation standards as they relate to the specific charge of the committee and maintenance of adequate records (meeting minutes). Assessments of these goals are reported to College Council each year.

SECTION 2: MEMBERSHIP

All committees shall consist of representatives from all four constituency groups.

For members who are appointed by a constituent group, terms of office for College Council will be determined by the nominating constituent body.

If a seat becomes vacant during the academic year, the committee shall notify the appropriate appointing constituent group to identify a replacement to serve out the remainder of the term.

It is strongly recommended that committee members be appointed and chairs be elected at the end of the spring semester to ensure continuity. Committees should review on a yearly basis, appropriateness of membership as it relates to the purpose of the committee.

SECTION 3: ROLES AND RESPONSIBILITIES

COMMITTEE CHAIR AND CO-CHAIR

When chairs of College Committees are elected, they become non-voting members of the committee. In the event of a tie, the Chair may vote to break the tie if they wish. Chairs are chosen to guide the agenda. They are expected to be well-versed in strategies to maintain order and ensure efficient dialogue.

The responsibilities of the Chair/Co-Chair are as follows:

- Regulate attendance at meetings and track membership.
- Understand the committee's charge, membership, and reporting relationships to other governance groups.
- Prepare the agenda and facilitate discussion of all items in a timely manner.
- Encourage feedback from members from all constituency groups
- If the governance group does not have support/resource staff, the Chair/Co-Chair is responsible for sending out and posting meeting materials and editing minutes.
- Inform and remind the committee of upcoming meetings and/or schedule of meetings.
- Provide new members with orientation and training.
- Provide student members specific orientation and training as it pertains to the purpose, processes, and procedures of the committee.
- Facilitate the review of goals and bylaws annually.
- Report regularly to College Council.

COMMITTEE MEMBER

The responsibilities of members are as follows:

- Arrange one's schedule to accommodate the committee's meeting schedule. If unable to attend, a proxy member may attend on a member's behalf as long as the chair/co-chair has been notified prior to the meeting.
- Attend all committee meetings.
- Be prepared for meetings: review materials in advance; be ready to discuss and/or provide feedback; take notes to report back to the constituency group.
- Advocate for the interests of their respective constituency groups.
- Adhere to meeting norms of collegiality, transparency, and civility as prescribed by **Board Policy 7002**

SECTION 4: EXPECTATIONS AND ENGAGEMENT

Developed by Dr. Jamie Washington **Found Here**

- Open and honest communication; anticipate the impact of your comments.
- Participate fully; expect discomfort if learning.
- Speak from personal experience.
- Listen respectfully; listen to learn.
- Seek to understand; expect disagreement and listen harder.
- Share air-time; move in, move out.
- Be fully present.
- Be open to new perspectives.
- Explore and take responsibility for impact; acknowledge intent.
- Expect people to learn and grow; don't freeze-frame others.
- Take risks; learn into discomfort, be brave, engage.
- Respect and maintain confidentiality
- Notice/describe what you see happening in the group, in you.
- Recognize your triggers; share if you feel triggered.
- Trust that dialogue will take us to deeper understanding and acceptance
- Engage and embrace this opportunity; we won't be finished.

SECTION 5: REPORTING

As a best practice from the Brown Act, councils and committees should publish agendas 72 hours prior to each meeting and distribute minutes in a timely manner. To ensure that information on councils be made public within two weeks, when necessary, minutes marked "DRAFT' will be distributed until the officially approved minutes can be made available. Copies of current agendas and minutes will be kept on file on the college web site.

Reporting Committees and senates will provide reports in written form for College Council meetings, when requested

SECTION 6: CREATION OR DEACTIVATION OF COMMITTEES

The process for creating or deactivating a committee that reports to College Council follows the Robert's Rules of Order and the philosophy of College Governance. Creating or adopting college committees must (1) receive a 2/3 affirmative vote of College Council, (2) be reviewed by all four constituent groups of the College and (3) be approved by at least three of the four constituent groups.

ARTICLE V: MEETINGS

SECTION 1: BROWN ACT

All participatory governance meetings are open to the public

SECTION 2: SCHEDULING

Regular meetings shall be scheduled at least once a month during the fall and spring academic terms. The chairs may call emergency meetings as needed to conduct business. An emergency is defined as the need to take action before the next regularly scheduled meeting. The chair(s) may also call extra meetings to continue deliberation on an action item as needed.

SECTION 3: QUORUM

A quorum must be present to approve action items on the meeting agenda. A quorum is defined as a majority of all voting members. In the absence of a quorum, the committee may proceed with regular order but may not move action items forward.

SECTION 4: AGENDA

The chair(s) shall determine the agenda for each meeting. The College President, Academic Senate President, Classified Representative, and Associated Student President, as well as any member, may submit agenda items. Agenda items shall be submitted in writing to the committee chair(s) four working days prior to the agenda being distributed. Items not on the agenda may not be discussed or voted on (action items).

As a best practice from the Brown Act, every agenda for regular meetings can provide an opportunity for members of the public to directly address the committee on any item of interest to the public, that is within the subject matter of the committee's purview. Each public comment must not exceed three minutes. No action or discussion shall be taken on any public comment item not appearing on the agenda.

SECTION 5: ACTION ITEMS

Any action items being recommended for approval shall be stated on the formal meeting agenda. Any member of the public may present or speak on behalf of any action item.

When considering an action item, the committee may vote to approve, disapprove, or refer the item to another committee or to the originator for revision.

SECTION 6: MINUTES

All meetings must be documented with official minutes, which include the following:

- Meeting Information (i.e., date, time, location, type of meeting)
- Attendance, quorum, name of each motion maker
- Exact wording and action of motions, amendments (e.g., adopted, defeated, postponed, referred, laid, etc.)
- Voting results for all action items.

Minutes shall be approved as part of the regular agenda at the subsequent committee meeting.

SECTION 7: PARLIAMENTARY PROCEDURE

Unless otherwise specified by this Constitution, all meetings shall adhere to Robert's Rules of Order. ***See Appendix B**

ARTICLE VI: BYLAWS

Bylaws shall adhere to the Constitution and consist of the following sections

- Purpose of the committee within the participatory governance structure.
- Charges are the specific responsibilities that the committee must fulfill.
- Membership must include equitable representation of all constituency groups.
- Procedures for Appointments, Vacancies, and Elections of Chairpersons
- Duties of Chairpersons (not mentioned in the Constitution)
- Ratification of amendments to bylaws

REVIEW AND REVISION OF COMMITTEE BYLAWS

Bylaws must be reviewed annually at the first meeting of the academic year to ensure that they align to institutional processes and procedures. ***See Appendix E**

ARTICLE VII: RATIFICATION AND AMENDMENT

Ratification of and amendments to the Constitution may be proposed by any member of College Council. In order to be adopted, proposed amendments must (1) receive a 2/3 affirmative vote of College Council, (2) be reviewed by all four constituent groups of the College and (3) be approved by at least three of the four constituent groups

INTRODUCTION

Collegial governance at Santa Ana College is a participatory decision-making process that includes representation from all constituents (students, classified professionals, faculty, and administrators) and recommends policies and/or procedures (exclusive of collective bargaining issues) to the President, who is the Chief Executive Officer of the College.

The collegial governance process is based upon the mutual belief and tradition that the development of College policies, procedures, and recommendations are bettered when made by collaboration and built upon campus-wide involvement of students, faculty, classified professionals, and administrators.

This belief is founded on the premise that, while each group has unique responsibilities and authority, many issues – because of their effect on the operation of the College as a whole – are not exclusive. Through the active engagement and participation of all constituency groups on campus, there is strong commitment to the successful implementation of policy decisions resulting from college-wide recommendations.

THE COLLEGE ACADEMIC SENATE

Constitution: **The College Academic Senate Constitution**

THE COLLEGE ASSOCIATED STUDENT GOVERNMENT

Constitution: **The College Associated Student Government Constitution**

CSEA

Placeholder for description.

APPENDIX A: BROWN ACT

Brown Act Primer

APPENDIX B: ROBERT'S RULES OF ORDER

Roberts Rules of Order - Simplified

GUIDING PRINCIPLES:

- Everyone has the right to participate in discussion if they wish, before anyone may speak a second time.
- Everyone has the right to know what is going on at all times. Only urgent matters may interrupt a speaker.
- Only one item (motion) can be discussed at a time.
- A motion is the topic under discussion (e.g., "I move that we add a coffee break to this meeting"). After being recognized by the chair of the committee, any member can introduce a motion when no other motion is on the table. A motion requires a second to be considered. If there is no second, the matter is not considered. Each motion must be disposed of (passed, defeated, tabled, referred to committee, or postponed indefinitely).

HOW TO DO THINGS:

- You want to bring up a new idea before the group. After recognition by the chair of the committee, present your motion. A second is required for the motion to go to the floor for discussion, or consideration.
- You want to change some of the wording in a motion under discussion. After recognition by the chair of the committee, move to amend by
  - adding words,
  - striking words or
  - striking and inserting words.
- You like the idea of a motion being discussed, but you need to reword it beyond simple word changes. "Move to substitute your motion for the original motion." If it is seconded, discussion will continue on both motions and eventually the body will vote on which motion they prefer.
- You want more study and/or investigation given to the idea being discussed. "Move to refer to a committee." Try to be specific as to the charge to the committee.
- You want more time personally to study the proposal being discussed. "Move to postpone to a definite time or date."
- You are tired of the current discussion. "Move to limit debate to a set period of time or to a set number of speakers." Requires a 2/3rds vote.
- You have heard enough discussion. "Move to close the debate." Also referred to as calling the question. This cuts off discussion and brings the committee to a vote on the pending question only. Requires a 2/3 rds. vote.

- You want to postpone a motion until some later time. "Move to table the motion." The motion may be taken from the table after one item of business has been conducted. If the motion is not taken from the table by the end of the next meeting, it is dead. To kill a motion at the time it is tabled requires a 2/3rds vote. A majority is required to table a motion without killing it.
- You believe the discussion has drifted away from the agenda and want to bring it back. "Call for orders of the day."
- You want to take a short break. "Move to recess for a set period of time."
- You want to end the meeting. "Move to adjourn."
- You are unsure the chair of the committee announced the results of a vote correctly. Without being recognized, call for a "division of the house." A roll call vote will then be taken.
- You are confused about a procedure being used and want clarification. Without recognition, call for "Point of Information" or "Point of Parliamentary Inquiry." The chair of the committee will ask you to state your question and will attempt to clarify the situation.
- You have changed your mind about something that was voted on earlier in the meeting for which you were on the winning side. "Move to reconsider." If the majority agrees, the motion comes back on the floor as though the vote had not occurred.
- You want to change an action voted on at an earlier meeting. "Move to rescind." If previous written notice is given, a simple majority is required. If no notice is given, a 2/3rds vote is required.

UNANIMOUS CONSENT:

If a matter is considered relatively minor or opposition is not expected, a call for unanimous consent may be requested. If the request is made by others, the president of the board will repeat the request and then pause for objections. If none are heard, the motion passes.

- You may INTERRUPT a speaker for these reasons only:
  - to get information about business – point of information to get information about rules– parliamentary inquiry
  - if you can't hear, safety reasons, comfort, etc. – question of privilege
  - if you see a breach of the rules – point of order
  - if you disagree with the chair of the committee's ruling – appeal
  - if you disagree with a call for Unanimous Consent – object

APPENDIX C: ADMINISTRATIVE PROCEDURES

RSCCD Board Policies and Administrative Regulations

- Board Policy 2410
- Administrative Regulation 2410

APPENDIX D: ACADEMIC SENATE COMMITTEES

CURRICULUM AND INSTRUCTION COUNCIL

PURPOSE

The Curriculum and Instruction Council fulfills the state-mandated role of certifying the academic integrity of all credit and non-credit classes and programs. It is founded on a joint agreement between the Academic Senate and the Board of Trustees to consult collegially on all academic and professional matters. The Council is also part of the district shared governance framework and provides a forum for students, staff, and faculty to participate in formulating curricular, instructional, and academic policy.

CHARGE

A sub-committee of the Academic Senate, the Curriculum and Instruction Council is charged with curriculum development and policy review. The main functions of the Council are (a) approval, review, and modification of all course outlines; (b) approval of all catalogue and policy changes affecting curriculum, instruction, degree requirements, standards of student participation, etc.; (c) approval and modifications of all college academic standards and policies to be approved by the Board of Trustees.

PROCEDURES

At Santa Ana College, the Curriculum Committee is chaired by either the Academic Senate President or a faculty member that has been appointed by the President of the Academic Senate as their designee. Support and leadership is also provided by the Chief Instructional Officer who is an ex-officio member of the committee, academic deans, and other resource members from articulation, matriculation, and catalog/schedule coordinator. The committee assists faculty with creating course and program proposals and revisions that comply with Title 5 requirements.

MEETING FREQUENCY

The committee meets on the 2nd and 4th Mondays during the fall and spring semesters to review curriculum proposals and recommend adoption of new courses and changes to existing courses to the Board of Trustees.

MEMBERSHIP

Membership 18 Individuals

VOTING MEMBERS
1 Representative: Academic Senate President (or designee as Chair)
1 Representative: At-Large Academic Senate Appointee

1 Representative: Chief Instructional Officer (or designee)
1 Representative: Academic Dean 1 Representative: Student (not counted toward quorum if absent)

14 Representatives:
One faculty from each Division Curriculum Committee • Business • Continuing Education • Counseling • Fine & Performing Arts • Health Sciences • Human Services • Humanities • Kinesiology • Library • Math • Science • Social Sciences • Student Services • Technology

NON-VOTING MEMBERS (not counted toward quorum if absent) 1 Representative:
Articulation Officer 1 Representative: Matriculation 1 Representative: Support Services Assistant

DISTANCE EDUCATION ADVISORY GROUP

PURPOSE

Our Distance Education Advisory Group is an Academic Senate work group. The purpose of our advisory group is to assist our Distance Education program in meeting the needs of our faculty teaching in Distance Education by developing procedures and training that support our mission in Distance Education. The DE Advisory Group is an active, working group, providing training for faculty in the form of flex week and mid-semester training. Distance Education Advisory Committee members are represented from all academic divisions and is chaired by the Distance Education Coordinator.

MEETINGS

The advisory group generally meets monthly during the primary academic semesters.

MEMBERSHIP

Faculty members are appointed by the Academic Senate and generally have experience with Distance Education.

FACULTY LEADERSHIP & ENGAGEMENT WORK GROUP

The purpose of the Faculty Leadership and Engagement work group is to solicit nominees for officer elections, as well as preparing and distributing election ballots. It will also solicit nominees for all faculty appointments within our participatory governance structures. Additionally, the taskforce will be responsible for improving processes related to faculty nominations, elections, and appointments in the spirit of creating a diverse and inclusive Academic Senate.

PROCEDURES

1. Conduct outreach related to faculty engagement in participatory governance. It can include developing and conducting polls, improving campus wide communication, events, soliciting engagement.
2. Identifying leadership potential in faculty who might not be already engaged in senate.
3. Supervise and administer all elections of officers and faculty members on committees with elected representatives.

MEMBERSHIP

Senate President
3-5 Junior Senators (on a rotating basis)
Other faculty as appointed by the Academic Senate

Meetings: Meet as needed. Typically, monthly in Fall and 1-2 times per month in Spring

INTERSECTIONALITY, RACE, AND SOCIAL JUSTICE ADVISORY GROUP

PURPOSE

The purpose of the Racially Inclusive Advisory Group is to provide leadership and recommendations on practices, policies and procedures that support Diversity, Equity, and Inclusion (DEI) and anti-racism initiatives. In collaboration with all community stake holders, this advisory group strives to proactively create, and support DEI and anti-racism change impacting faculty.

The following goals outline this commitment:

- Discover and learn to operate and lead in ways that promote a campus climate that aligns with our anti-oppression resolution. This includes examining not only the individual/collective behaviors but also faculty structures, bylaws, and culture.
- Increase faculty self-awareness in order to understand experiences of colleagues and address past instances of offensive behavior within leadership structures and how to proceed moving forward. Specifically, this includes the need to name and identify examples of sexist, racist, and other forms of offensive/oppressive behavior and put into place best practices to eliminate, prevent, eradicate them moving forward.
- Demonstrate the skills and knowledge to be able to facilitate inclusive/safe meetings including facilitating difficult conversations, identifying the nuances, managing emotion, observing verbal and non-verbal communication, with the goal to eradicate racism, sexism, and other forms of oppression from our meeting spaces and institution.

MEETINGS

The advisory group generally meets monthly during the primary academic semesters.

MEMBERSHIP

Faculty members are appointed by the Academic-Senate and ideally have experience and/or a personal commitment/investment in DEI and anti-racism work.

FACULTY PROFESSIONAL LEARNING COUNCIL

PURPOSE

The Faculty Professional Development (PD) Council is a participatory governance council that provides feedback, ideas, agenda items, and support to the Academic Senate in the planning, developing, funding, offering, and evaluating of professional development activities for all faculty members. The Council fulfills the role of ensuring alignment and implementation of a community college flexible calendar program for the professional development and instructional improvement of all faculty, pursuant to Title V, Section 55516 of the California Code of Regulations.

CHARGE

The Faculty Professional Development Council maintains, upholds and supports the Academic Senate and professional development for all faculty by:

- Generating spaces for colleagues to grow professionally by building community and removing departmental barriers and silos, including providing space and time for thoughtful discussion.
- Surveying faculty (credit and Continuing Education; full-time and adjunct) as to Professional Development needs to support their professional learning journey.
- Reviewing professional development funding requests, recommending approvals and budget allocations for approved training(s).
- Providing workshops, training and other opportunities to anticipate and meet the needs of faculty, students, and community at-large.
- Collaborating with all college departments to support the development and implementation of Guided Pathways while increasing equity-minded attitudes and practices.
- Creating opportunities that support faculty in their academic advancement.
- Supporting opportunities for employees in pursuit of faculty careers.
- Promoting an environment of learning, research, teamwork, communication and positive employee morale.
- Being familiar, up-to-date, and adhering to **SAC's Comprehensive Educational Plan** (2024-2028), especially as it pertains to Goal 4, Objective 4.3, "Provide comprehensive professional development programs that empower faculty and staff with continuous learning opportunities, fostering expertise, innovation, equity,

community, and a dynamic educational environment" (p. 69).
- Maintaining compliance with federal, state, local requirements and accrediting body, Professional Development policies and procedures.
- Adhering to California Community College Chancellor's Office guidelines for a flexible calendar.

MEMBERSHIP

- 2 Faculty Professional Development Coordinators (1 SAC, 1 SCE)
- Other current Faculty Coordinators (e.g., Assessment, Distance Education, Dual Enrollment, Equity, Honors, OER/ZTC, etc.)
- A Minimum of 8 Faculty Representatives, as defined by the Academic Senate bylaws for Senator representation

INSTITUTIONAL LEARNING OUTCOMES (ILO) SUBCOMMITTEE

PURPOSE

Established through Academic Senate resolution S2025.14, the Institutional Learning Outcomes (ILO) Subcommittee supports Santa Ana College's commitment to meaningful student learning by reviewing and recommending updates to the college's ILOs and promoting their integration into curriculum, instruction, assessment, and professional development. Building on the work of past faculty and the Outcomes Assessment Committee, the subcommittee develops collegewide assessment rubrics and collaborates with key campus groups to ensure that ILOs remain relevant, equity-minded, and embedded across programs and services. The subcommittee reports its work and recommendations to the Academic Senate.

CHARGE

- Review and recommend updates to Santa Ana College's ILOs, ensuring they reflect essential skills, critical thinking, equity, social responsibility, and global awareness.
- Honor the existing ILOs and the work of past faculty and the Outcomes Assessment Committee, building on their foundation to maintain a culture of meaningful assessment and improvement.
- Develop and maintain collegewide rubrics for each ILO, providing clear guidance on how departments and programs can assess and support student learning in alignment with these outcomes.
- Promote the intentional use of ILOs in curriculum design, teaching practices, and professional development, making them a visible and impactful part of the faculty and student experience.
- Collaborate with the Outcomes Assessment Committee (OAC), Intersectionality, Race, and Social Justice (IRSJ), Guided Pathways (GP), and Faculty Professional Development (PD) to ensure that ILOs are meaningfully integrated across programs and services.
- Regularly report to the Academic Senate on the status of ILO review, revisions, and assessment activities.

MEMBERSHIP

- Two (2) faculty representatives from the Outcomes Assessment Committee (OAC)
- Two (2) faculty representatives from the Intersectionality, Race and Social Justice Advisory group (IRSJ)
- Two (2) faculty representatives from the Guided Pathways Steering Committee (GP)
- One (1) faculty representative from the Faculty Professional Development Council
- Two faculty representatives from Curriculum and Instruction Council (CIC) -- one from noncredit and one from credit
- **Ex-Officio (Non-Voting) Members:**
    - Additional classified professionals or managers with relevant assessment or student learning roles, as needed

APPENDIX E: REPORTING COMMITTEES

PLANNING AND BUDGET COMMITTEE

PURPOSE

The Planning and Budget Committee is the participatory governance committee responsible for recommending budget priorities, procedures, and processes to College Council. The Planning and Budget Committee also functions as a community liaison for fiscal affairs with the college community.

CHARGE

The Planning & Budget Committee:

- Reviews the college budget and district resource allocation model and recommends overall budget priorities, procedures, and processes for the annual budget, including appropriations and priorities for facilities modifications;
- Recommends and monitors a long-range fiscal plan with consideration of priorities consistent with district and college planning;
- Reviews state and federal legislations for local budget impact;
- Reviews revenues, expenditures, and propose budget adjustments quarterly;
- Reviews and recommends a budget calendar and processes for resource allocation, including guidelines for developing tentative and adopted budgets;
- Communicates, through its members, with the college community on fiscal issues, the committee's work, and recommendations;
- Receives report from Academic Affairs regarding enrollment matters;
- Receives report from Student Services regarding Supplemental and Success metrics of the Student-Centered Funding Formula (SCFF);
- Receives reports and reviews recommendations from the Santa Ana College Technology Advisory Committee (SACTAC) related to fiscal resource requests;
- Receives reports and reviews recommendations from Associated Student Government (ASG)
- Ensure accreditation standards are met or exceeded in matters and processes related to planning and budget

PROCEDURES

- The Vice President of Administrative Services and Faculty Co-Chair meet in advance to develop agenda for each meeting
- Agenda and meeting material are sent out in advance to Committee members

MEETING FREQUENCY

The Planning & Budget Committee meets on a regular basis on the first Tuesday of each month during the academic year from 1:30 to 3:00 pm.

MEMBERSHIP

- Vice President, Administrative Services Co-Chair
- Academic Senate Co-Chair (two-year term appointed by Academic Senate)
- Vice President, Academic Affairs (VPAA) or designee
- Vice President, Continuing Education (VPCE) or designee
- Vice President, Student Services (VPSS) or designee
- Academic Senate President
- Academic Senate President-Elect or immediate past Academic Senate President

- Up to 6 faculty representatives (appointed by Academic Senate President, 3 in even years 3 in odd years)
- Up to 4 Classified representatives (appointed by CSEA 579)
- Student representative (appointed by ASG)
- A Dean or Manager from Academic Affairs (appointed by VPAA)
- A Dean or Manager from Student Services (appointed by VPSS)
- A Co-Chair of SACTAC as non-voting Advisory member (appointed by VPCE)

TECHNOLOGY ADVISORY COMMITTEE (SACTAC)

PURPOSE

The purpose of the Santa Ana College Technology Advisory Committee (SACTAC) is to serve as a hub for academic and administrative technology planning at the college.

CHARGE

- Develop, monitor and update a comprehensive technology plan for SAC overall including infrastructure review and related training.
- Explore, recommend, and prioritize the most appropriate and feasible technological solutions for the many college computing environments.
- Serve as a two-way conduit through which related technology input can be funneled and committee work and recommendations communicated college-wide.
- Create work groups and/or sub-committees as needed to explore, plan, and recommend policies and procedures as appropriate for such technologies as the web and technology training.

MEETING FREQUENCY

Meetings are held monthly on the 4th Wednesday from 3:00pm – 4:30pm.

MEMBERSHIP

- Co-Chair - Administration
- Co-Chair - Faculty
- SCE Administration
- SCE Faculty
- Academic Affairs - Division Dean
- Academic Affairs - Division Faculty
- Academic Affairs - Division Faculty
- Dean of Counseling or designee
- Associate Dean of DSPS or designee
- Dean of Enrollment Services or designee
- Associate Dean of Financial Aid or designee
- Student Representative from ASG

- Librarian
- Director of Student Information Support or designee
- Director of Distance Ed. or designee
- SAC Classified
- Director of Academic and End User Support or designee
- Director of Research or designee
- Director of Auxiliary Services or designee

SAC FACILITIES AND SAFETY COMMITTEE

PURPOSE

The Facilities and Safety Committee is responsible for identifying scheduled and other maintenance projects to ensure an aesthetic and safe environment for faculty, staff, students and community. It serves as an information and exchange body for facilities projects that are under construction or that are being planned. It makes appropriate recommendations on new facilities, facility modifications, and District sustainability initiatives through the college's participatory governance process. It also reviews and recommends safety issues pertaining to the well- being of the students, faculty, staff, partners and visitors including District policies, administrative regulations, emergency management plans, and emergency preparedness training schedules for currency and compliance. It collaborates with District Safety & Security on the development and maintenance of the Annual Security Report.

CHARGE

- Communicates on all related matters through its members to the college stakeholders, District partners, and others
- Review and address general issues related to custodial service, building maintenance, utility usage, and other facilities matters
- Review the scheduling of safety drills, the facilitation of staff training, and the provision for required safety/emergency equipment

PROCEDURES

The Vice President of Administrative Services and Academic Senate Co-Chair meet in advance to develop agenda for each meeting. Agenda and meeting materials are sent out in advance to Committee members.

MEETING FREQUENCY

The Facilities and Safety Committee meets on a regular basis on the Third Tuesday of each month during the academic year from 1:30 p.m. to 3:00 p.m.

MEMBERSHIP

- Vice President, Administrative Services Co-Chair
- Faculty Co-Chair (two-year term appointed by Academic Senate)
- Vice President, Academic Affairs or designee
- Vice President, Student Services or designee
- Vice President, Continuing Education or designee
- Associate Dean, Disabled Student Program and Services
- Director, Physical Plant and Facilities
- Director, Auxiliary Services
- 2 Additional Administrators
- 6 Academic Senate representatives (three appointed in even years and three appointed in odd years)
- CEFA Representative
- Up to 2 faculty representatives from the Campus Maintenance Sub-Committee
- Up to 4 Classified representatives (appointed by CSEA 579)
- Student representative (appointed by ASG)
- District Safety & Security representative
- Risk Management Representative
- Health and Wellness Representative
- DSPS Representative

GUIDED PATHWAYS AND STUDENT EQUITY COMMITTEE

PURPOSE

The purpose of GPS is grounded in the directives of the Comprehensive Educational Plan (CEP) and its explicit dedication to the goals of the Equity Plan and Guided Pathways principles. The CEP requires the college to align all planning efforts with four institutional goals, each supported by measurable objectives. The new council will serve as the mechanism that converts those goals and objectives into campuswide strategies, ensuring coherence between Guided Pathways, SEAP, and the broader CEP implementation cycle. Coordinate and operationalize strategies that advance student access, equity, retention, persistence, completion, and transfer by unifying GP and SEAP efforts.

CHARGE

- Develop and coordinate operational strategies aligned with the CEP.
- Use Program Review, equity analyses, outcomes assessment, and enrollment data to inform strategy development.
- Identify methods for data collection [both quantitative and qualitative] and establish regular checkpoints to monitor progress and evaluate the impact of strategic initiatives.
- Facilitate workgroups tasked with facilitating the funding allocation process for SEAP funds.
- Promote cross-functional collaboration across academic and student services units.
- Monitor progress of student-experience interventions.
- Prepare regular strategy and resource updates for IE&A.
- Align equity and pathways work to support equitable outcomes.
- Provide transparent communication across participatory governance.

CLASSIFIED & MANAGEMENT PROFESSIONAL DEVELOPMENT COMMITTEE

PURPOSE

The Classified and Management Professional Development Committee is responsible for planning, developing, offering, and evaluating professional development activities that empower Classified Professionals and managers. These activities will focus on enhancing professional skills, educational knowledge, and personal growth to support the goals of our educational community. Additionally, collaborative efforts will be made for college wide professional development with all stakeholders, as needed.

CHARGE

The Classified and Management Professional Development Committee:

- Inspires colleagues to grow professionally by fostering community, removing departmental barriers, and providing space and time for networking opportunities.
- Provides training, guidance and mentoring opportunities to meet the evolving needs of Classified Professionals and Managers.
- Collaborates with all college departments to support the development and implementation of Guided Pathways while promoting equity-minded practices.
- Supports employees in their career and academic advancement.
- Recognize outstanding service and dedication.
- Promotes an environment of learning, teamwork, communication, and positive employee morale.
- Maintains compliance with federal, state, local requirements and accrediting body standards regarding professional development policies and procedures as it pertains to Classified Professionals and Managers.
- Adheres to California Community College Chancellor's Office guidelines for flexible calendar programs under Title 5 that relate to Classified Professionals and Managers.

PROCEDURES

Executive Committee:
Composed of 3 of the Co-Chairs or alternate representatives to develop the agenda.

Chairing:
The committee is chaired by 2 Classified Professionals and 1 manager. School of Continuing Education (SCE) Classified Professional representative, Santa Ana College (SAC) Classified Professional representative, Management Representative

Meeting Facilitation:
Rotates among Management and Classified Professionals.

MEETING FREQUENCY

The Classified and Management Professional Development Committee will meet at least twice per semester or as needed.

MEMBERSHIP

- Voting Members 5 Classified Professionals (appointed by CSEA)
- 3 Managers (appointed by Administration) – 2 representatives from SAC and 1 from SCE
- Advisory Group (Non-Voting members) 2 Faculty (Appointed by Academic Senate) – 1 representative from SCE and SAC
- 2 Students (Appointed by ASG) – 1 representative from SCE and SAC

SUBCOMMITTEES

The Classified and Management Professional Development Committee is supported by the following Subcommittees:

- Management Professional Development
- Classified Professional Development

ENROLLMENT MANAGEMENT COMMITTEE

PURPOSE

The Enrollment Management Committee (EMC) serves as Santa Ana College's primary strategic body for ensuring alignment between institutional planning, schedule development, resource allocation, and Student-Centered Funding Formula (SCFF) performance metrics.

The EMC advances a coordinated, data-informed enrollment strategy that integrates outreach, admissions, financial aid, scheduling, instruction, student services, and pathway clarity in order to:

- Improve long-term enrollment stability and fiscal viability
- Increase student retention, progression, and completion in credit and noncredit enrollment

The EMC functions as a strategic recommending body that reports to College Council and provides recommendations to inform institutional planning and resource allocation decisions.

CHARGE

1. Enrollment Forecasting, FTES Targets, and Schedule Alignment
   - Review timelines and processes for projected schedules and FTES/FTEF targets.
   - Share annual targets set by President's Cabinet and review alignment between projected enrollment, actual performance, and resource allocation.
   - Monitor schedule productivity and recommend adjustments that support enrollment stability and student access.
   - Support development tools that guide projected scheduling, target setting, and performance monitoring.

2. Supplemental and Student Success Metrics Improvement
   - Monitor performance on SCFF supplemental metrics, including Promise Grant, Pell, and AB 540 student populations.
   - Monitor performance on SCFF success metrics, including degrees, certificates, transfer, transfer-level completion, career education momentum, and living wage outcomes.
   - Recommend data-informed strategies to improve retention, progression, and completion, including focused strategies for adult learners.

3. Data Review, Reporting, and Institutional Coordination
   - Recommend new or modified data reports to strengthen forecasting and decision-making.
   - Maintain an annual enrollment planning cycle that integrates key data reviews, reporting, and decision points. Ensure coordination across A&R, Financial Aid, Outreach, Marketing, Budget, Scheduling, Curriculum, and Instructional planning processes.

4. Resource Alignment, Workgroups, and Governance Transparency
   - Review and recommend alignment of institutional budget priorities with enrollment targets and student success strategies.
   - Ensure resource decisions support FTES stability and improvement of supplemental and success metrics.
   - Establish time-limited workgroups to address identified enrollment bottlenecks or strategic priorities and review their recommendations.
   - Document and communicate EMC processes to clarify the committee's role within institutional planning and shared governance structures.

PROCEDURES

- Action items require quorum (50% + 1) and are voted upon by committee members.
- Workgroups, when established, report progress and recommendations to the full committee.

MEETING FREQUENCY

The Enrollment Management Committee (EMC) meets on a monthly basis during the academic year or as needed to support enrollment planning cycles and College Council reporting timelines.

INSTITUTIONAL EFFECTIVENESS & ASSESSMENT COMMITTEE

PURPOSE

The Institutional Effectiveness & Assessment (IE&A) Committee is the participatory governance committee responsible for reviewing all college planning efforts and making recommendations to College Council regarding systematic and integrated planning. The Institutional Effectiveness & Assessment Committee reviews the plans, goals, and strategies of college governance committees, including subcommittees and workgroups, to ensure alignment with the college's Comprehensive Educational Plan.

CHARGE

The Institutional Effectiveness & Assessment Committee:

- Coordinates the creation and implementation of the Comprehensive Educational Plan, and monitors progress for meeting its goals.
- Provides oversight and coordination for accreditation reports and processes.
- Supports program review processes.
- Oversees annual self-assessment by committees, including subcommittees and workgroups, and is updates the Participatory Governance Handbook as needed.
- Updates and maintains annual and long-term planning calendars.

MEETING FREQUENCY

The Institutional Effectiveness and Assessment Committee meets on a monthly basis on the first Wednesday of each month during the academic year from 1:00 to 3:00 pm.

MEMBERSHIP

- Faculty Co-chair (appointed by Academic Senate)
- Administrative Co-chair (appointed by President, recommended to be Associate Dean of Institutional Effectiveness and Research, Research, Institutional Effectiveness, and Planning)
- One Dean from Academic Affairs, Student Services, and School of Continuing Education (appointed by Vice President of each area)
- Vice Presidents of Academic Affairs, Administrative Services, Student Services, and School of Continuing Education
- Director of Campus Budget and Accounting
- Research Analyst
- Three Classified Staff Members from Academic Affairs, Student Services, and School of Continuing Education (appointed by CSEA 579)
- Nine faculty representatives appointed by the Academic Senate—three each from Academic Affairs, Student Services, and the School of Continuing Education.
- Student Representative (appointed by Associated Student Government)

- Accreditation Liaison Officer
- Associate Dean, Research, Institutional Effectiveness, and Planning
- Program Review Subcommittee Chair
- Outcomes Assessment Subcommittee Chair

THE INSTITUTIONAL EFFECTIVENESS & ASSESSMENT COMMITTEE IS SUPPORTED BY THE FOLLOWING SUB-COMMITTEES

- Accreditation
- Outcomes Assessment
- Program Review

ACCREDITATION SUBCOMMITTEE

PURPOSE

Creating a culture of accreditation throughout the campus and support & coordinate the college's efforts in achieving and maintaining compliance with ACCJC standards

CHARGE

- Ensure accreditation is an on-going process by guiding preparation of the ISER, midterm, and follow-up reports
- Review and monitor collection of evidence and progress on Actionable improvement plans, accreditation recommendations, and institutional effectiveness indicators
- Inform, engage and involve the college community in accreditation
- Report to and Make recommendations to IE&A regarding accreditation activities
- Communication accreditation standards and processes to the campus community / ensuring campus-wide participation
- Creates annual planning calendar related to accreditation goals
- Monitors and reports progress on the implementation of accreditation recommendations and standards to IE&A committee

PROCEDURES

SAC accreditation subcommittee advises IE&A and campus community at large regarding accreditation and continuous quality improvement. The committee identifies and disseminates knowledge and information regarding faculty/staff/student roles in the accreditation process and effective practices in conducting a comprehensive college-wide assessment, self-evaluation and reports, attaining and maintaining accreditation status.

OUTCOMES ASSESSMENT SUBCOMMITTEE

PURPOSE

The purpose of the Student Learning Outcomes Assessment Committee is to provide leadership, support and guidance for faculty in academic and staff in student service in the following areas:

- Student Learning Outcomes (SLOs)
- Program Learning Outcomes (PLOs)
- Student Services Outcomes (SSOs)

CHARGE

- Development and vetting of Student Learning Outcomes statements
- Methods of assessment for the SLOs
- Vetting and approval of SLOs
- SLO assessment data analysis
- Instructional interventions based on Equity and Critical Pedagogy
- Program Review
- Resource Allocation Request
- Maintain transfer of data between:
  - Nuventive,
  - CurriQunet
  - Canvas
- SLO/PLO and ILO alignment
- Guided Pathways Scale of Adoption

MEMBERSHIP

All Santa Ana College academic and student services divisions are represented by faculty and staff

MEETING FREQUENCY

Student Learning Outcomes Assessment meets once a month

PROGRAM REVIEW SUBCOMMITTEE

PURPOSE

The Program Review Committee of Santa Ana College is a shared governance committee designed to promote excellent educational programs that address student and community needs. As program review is a continual and purposeful process of peer evaluation, the committee assists programs in focusing on a variety of perspectives, goals, and outcomes.

CHARGE

The Program Review Committee:

- Develops a meaningful system for collection and documentation of program reviews;
- Reviews that a program meets its stated mission and addresses the strategic plan of the college;
- Recognizes and celebrates program achievements and successes;
- Identifies program trends, concerns, and difficulties; and
- Addresses and fulfills institutional accreditation requirements.

PROCEDURES

- Co-chairs meet to develop meeting agenda.
- Staggered appointment of co-chairs
- Action items on meeting agenda are voted on by members of committee, provided that a quorum (50%+1 member) is established at the beginning of meeting.
- Co-Chairs of Program Review Committee report to Institutional Effectiveness and Assessment (IE&A) Committee. Members also report to other IE&A subcommittees: Outcomes and Accreditation.

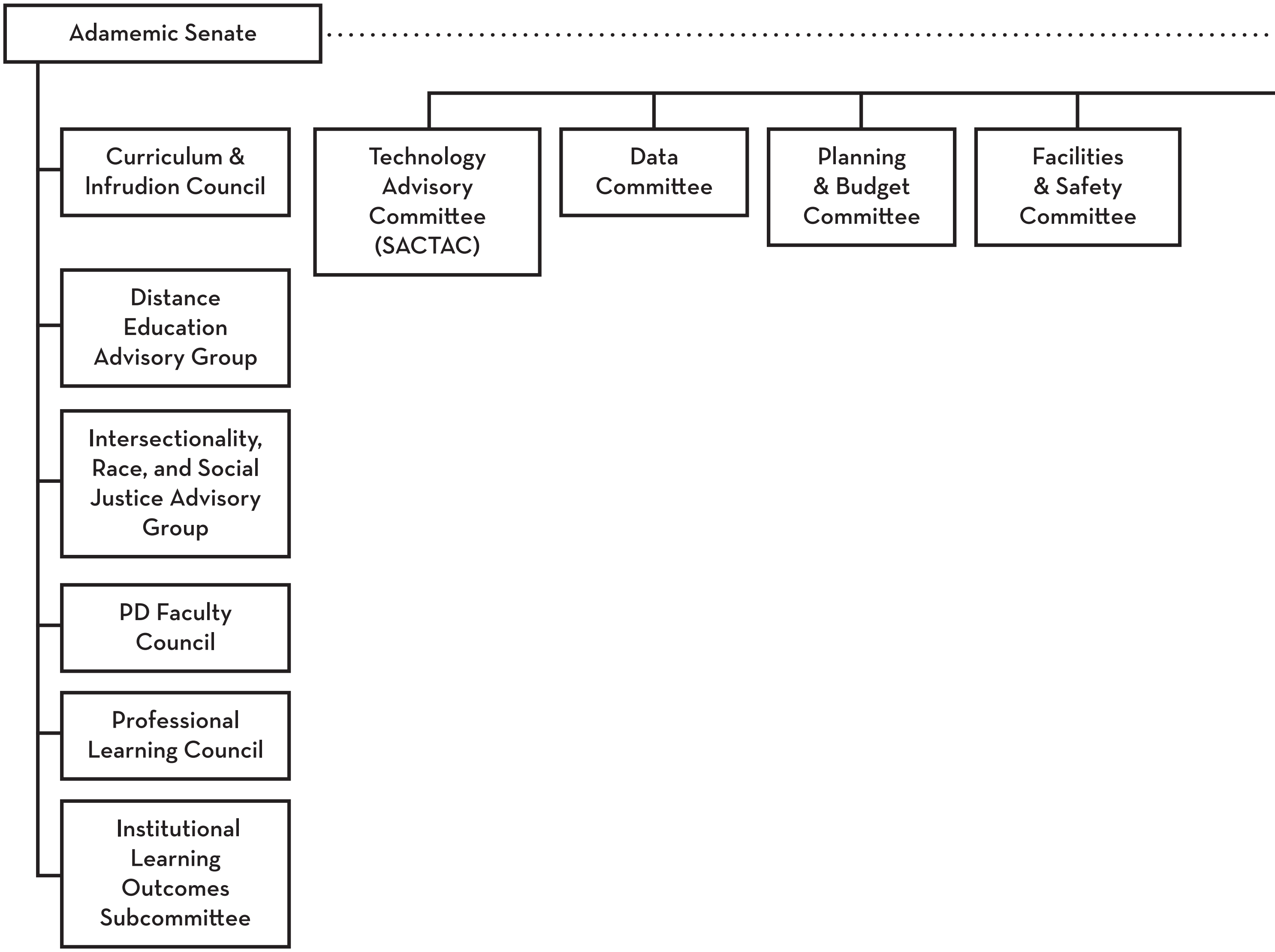
MEETING FREQUENCY

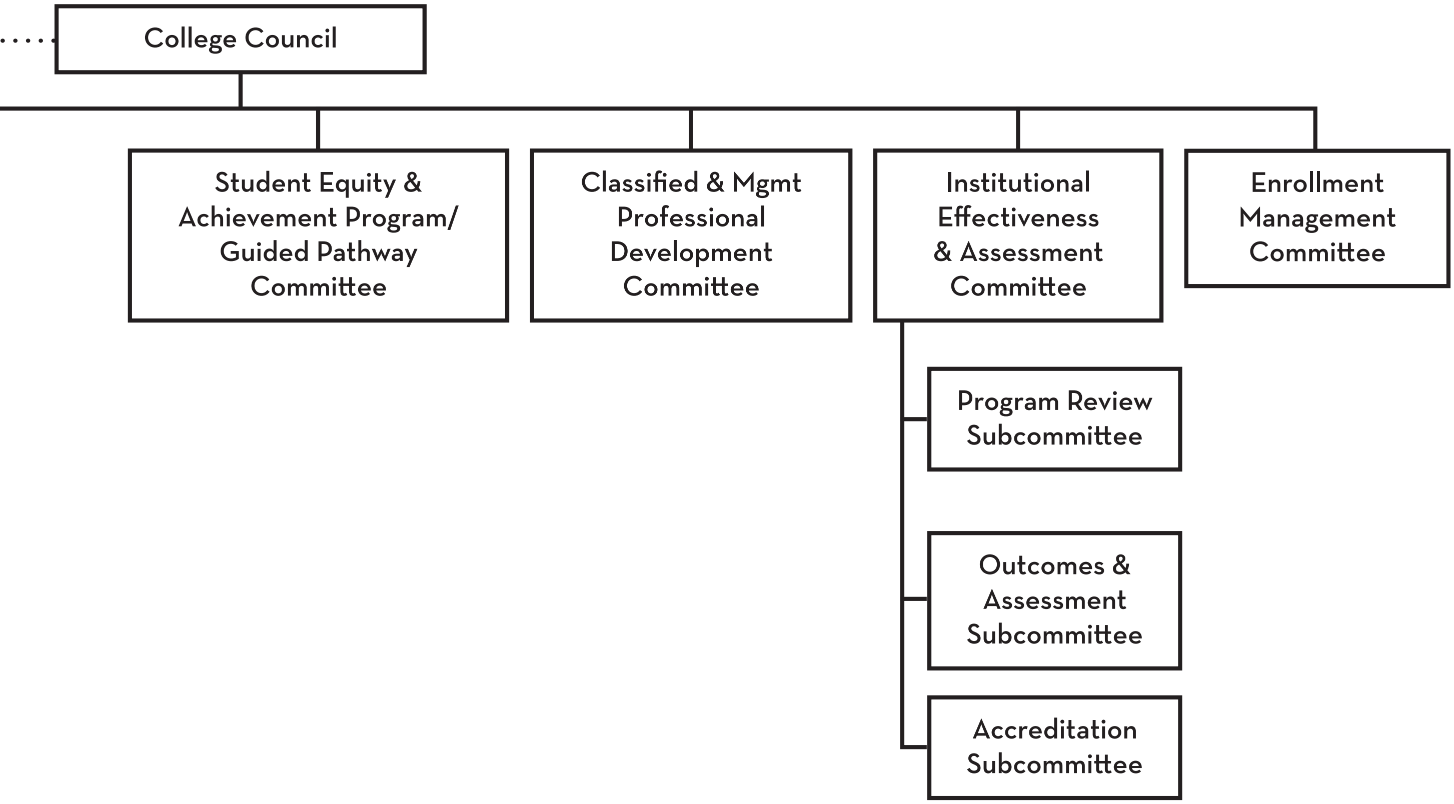
The Program Review Committee meets on a regular basis, typically the 2nd and 4th Monday of each month during the fall and spring semesters from 1:30 to 3:30 pm.

MEMBERSHIP

- Academic Senate Co-Chair (two-year term appointed by Academic Senate)
- Student Services Co-Chair (two-year term appointed by Vice President of Student Services)
- Academic Affairs representative
- Administrative Services representative
- Academic Support Services representative
- At least two Student Services representatives
- Up to two Academic Deans
- At least one faculty representative from each Career and Academic Pathway (Building Bridges; Helping Others; Future Educators; Money Matters; Design, Make & Move; Creating our World; STEM; and People, Ideas & Culture)
- At least one counselor and librarian
- Distance Education representative
- One Associated Student Government (ASG) representative

APPENDIX F: PARTICIPATORY GOVERNANCE ORGANIZATIONAL CHART




College Council
Student Equity & Achievement Program/ Guided Pathway Committee
Classified & Mgmt Professional Development Committee
Institutional Effectiveness & Assessment Committee
Enrollment Management Committee
Program Review Subcommittee
Outcomes & Assessment Subcommittee
Accreditation Subcommittee

MEETING MATRIX

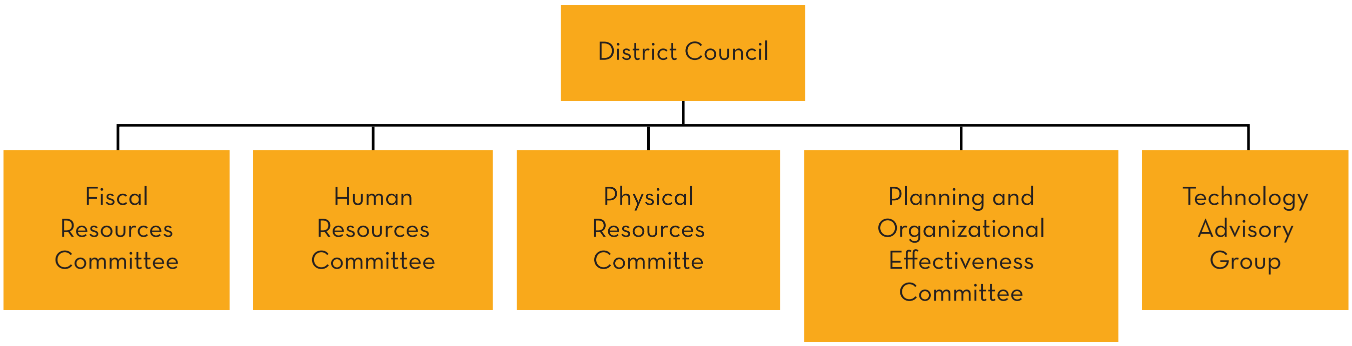
COMMITTEE	MEETING DATES & TIMES
College Council	Second and fourth Wednesday of the month from 9:00-11:00am.
Academic Senate	Second and fourth Tuesdays of the month from 1:30-3:30pm.
Distance Education Advisory Group	Meets monthly during the primary academic semesters
Intersectionality, Race, and Social Justice Advisory Group	Meets monthly during the primary academic semesters
Curriculum and Instruction Council	Every other Monday of the month at 2:00 pm
Facilities and Safety Committee	Third Tuesday of each month during the academic year from 1:30-3:00pm
Planning and Budget Committee	First Tuesday of each month during the academic year from 1:30 to 3:00 pm.
Technology Advisory Committee (SACTAC)	Fourth Wednesday of each month from 3:00pm – 4:30pm.
Student Equity and Achievement Program (SEAP)/Guided Pathways	Placeholder for description.
Classified and Management Professional Development Subcommittee	Meets once a month, on the third Thursday during the academic year.
Faculty Professional Learning Council	Twice a month on the second and fourth Wednesday during the academic year from 12:00pm to 1:00pm.
Institutional Effectiveness & Assessment	First Wednesday of each month during the academic year from 1:00 to 3:00 pm.
Program Review Subcommittee	Typically, the second and fourth Monday of each month during the fall and spring semesters from 1:30 to 3:30 pm.
Outcomes Assessment Subcommittee	Meets third Monday from 2:00 to 3:30 p.m. once a month during the academic year.
Accreditation Subcommittee	Varies, during active accreditation cycle, meets once monthly.
Enrollment Management Committee	Meets on a monthly basis during the academic year or as needed.

APPENDIX G – DISTRICT PLANNING GUIDE

RSCCD Planning Design Manual

APPENDIX H – DISTRICT SHARED GOVERNANCE STRUCTURE

RSCCD PARTICIPATORY GOVERNANCE



APPENDIX I – DISTRICT BP AND AR APPROVAL PROCESS