SANTA ANA COLLEGE

Participatory Governance Handbook

Inspire · Transform · Empower

2022-2023

The 2022-2023 Participatory Governance Handbook was approved by SAC College Council on May 26, 2021.

SANTA ANA COLLEGE
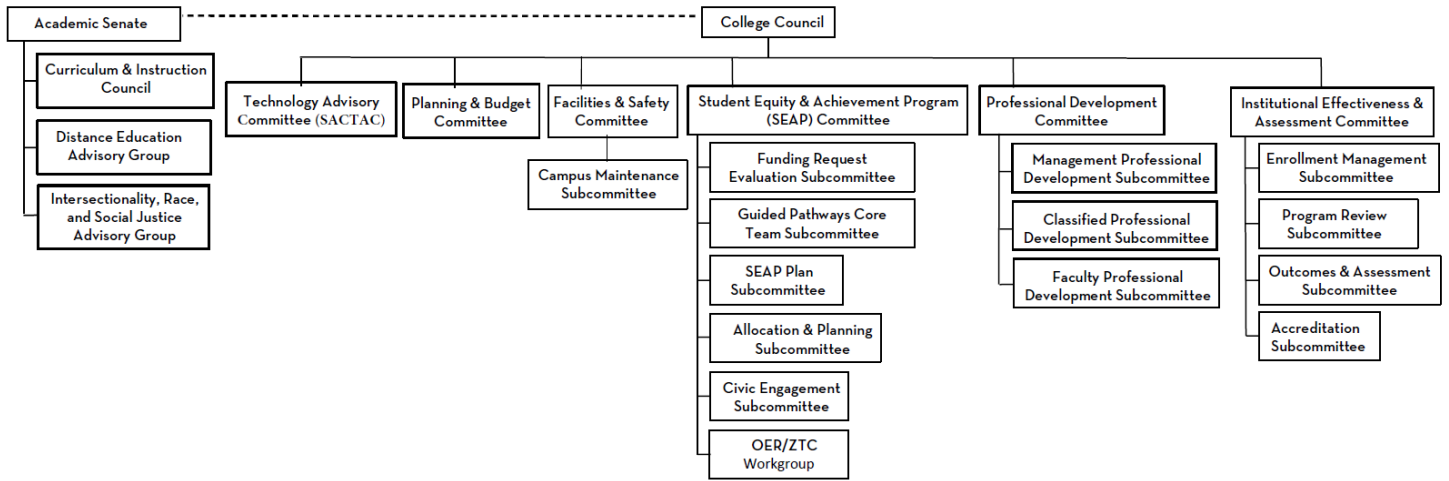## College Council
Participatory Governance Structure

- Academic Senate
  - Curriculum & Instruction Council
  - Distance Education Advisory Group
  - Intersectionality, Race, and Social Justice Advisory Group

- College Council
  - Technology Advisory Committee (SACTAC)
  - Planning & Budget Committee
  - Facilities & Safety Committee
    - Campus Maintenance Subcommittee
  - Student Equity & Achievement Program (SEAP) Committee
    - Funding Request Evaluation Subcommittee
    - Guided Pathways Core Team Subcommittee
    - SEAP Plan Subcommittee
    - Allocation & Planning Subcommittee
    - Civic Engagement Subcommittee
    - OER/ZTC Workgroup
  - Professional Development Committee
    - Management Professional Development Subcommittee
    - Classified Professional Development Subcommittee
    - Faculty Professional Development Subcommittee
  - Institutional Effectiveness & Assessment Committee
    - Enrollment Management Subcommittee
    - Program Review Subcommittee
    - Outcomes & Assessment Subcommittee
    - Accreditation Subcommittee

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PART I
Institutional Principles and Practices

Mission, Vision, Vision Goals and Cornerstones
In 2017, the Santa Ana College community engaged in a process that led to the development of new mission and vision statements that describe the direction of the college and created descriptive "Cornerstones" to revitalize the college's sense of identity.

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

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

Vision Goals
Santa Ana College established and the RSCCD Board of Trustees adopted these local Vision for Success Goals as required by law. The source for the baseline metrics is the California Community Colleges Student Success Metrics Launch board
[(Link to LaunchBoard)](#)

Goal 1: Completion

> **Goal 1A:** Increase All Students Who Earned an Associate Degree (excluding ADTs)
> **Goal 1B:** Increase All Students Who Earned a Chancellor's Office Approved Certificate
> **Goal 1C:** Increase All Students Who Attained the Vision Goal Completion Definition

Goal 2: Transfer

> **Goal 2A:** Increase All Students Who Earned an Associate Degree for Transfer
> **Goal 2B:** Increase All Students Who Transferred to a CSU or UC Institution

Goal 3: Unit Accumulation

> **Goal 3A:** Decrease Average Number of Units Accumulated by All Associate Degrees

Goal 4: Workforce

> **Goal 4A:** Increase Median Annual Earnings of All Students
> **Goal 4B:** Increase All Students Who Attained the Living Wage
> **Goal 4C:** Increase All Students with a Job Closely Related to Their Field of Study

Goal 5: Equity

The College examined student outcome data and determined groups that are attaining outcomes at a substantially lower rate than the benchmark rate. These Disproportionately Impacted (DI) student groups will be targeted for examination of inequitable practices and need for relatively greater need for support services. These are the groups identified by the college as DI student groups:

- American Indian/Alaska Native
- Black or African American
- Filipino
- Hispanic
- Native Hawaiian or Other Pacific Islander
- Two or More Races
- White
- Economically Disadvantaged
- Not Economically Disadvantaged
- Male
- Female
- LGBT
- First Generation
- Not First Generation
- Foster Youth
- Disabled
- Veteran
- Other under-represented student population

California Community College Chancellor's Office Vision of Success Goals
([Link to CCCCO Vision of Success Goals)](#)

Cornerstones
To achieve its mission, Santa Ana College staff, faculty and administrators practice the following cornerstones in developing and implementing programs and services, as well as creating instructional opportunities leading to quality and excellence:

1. **Proud of Our Urban Community** - Since our founding in 1915, we haven't been in Santa Ana; we are Santa Ana. Our college is woven into the fabric of our community, through the programs and services we provide to our neighbors, through the students we're preparing to lead our workforce and through the faculty and staff who proudly call it home. We love this vibrant city, from our rich history, to our diverse neighborhoods, and thriving urban center, and we're dedicated to helping it grow and thrive.

2. **Building a Strong Network -** We know that our college is only as strong as the diverse network of people and organizations that we build. That's why we focus on creating partnerships in service of our students and community. From our work with local arts organizations to our apprenticeship and internships programs with local businesses, we're building relationships that give our students rich new experiences and critical professional

development opportunities. These connections across our city and our country drive us, and our students, forward.

3. **Aiming High -** At Santa Ana College, we begin each day by asking ourselves how we can be better for our students. This kind of thinking is not just an act – it's a habit, and it's what's fueled our pioneering approach to community college education. It's ensured that we create programs that are academically rigorous and nationally recognized. It's what's pushed us to hire the best faculty so that we can give our students access to the highest level of academic coursework. And even though we've been around for more than 100 years, that doesn't mean we're done growing. As the world around us evolves, we're always looking ahead to what's coming next.

4. **Overcoming Barriers -** Whether you're fresh out of high school or returning to school after years in the workforce, we know that going to college is no small feat. We're proud of our students' dedication and the way they're able to balance work, family, life, and school. That's why we do everything we can to help students find and stay on the path that's right for them, whether that means creating scholarship and financial aid opportunities that make school affordable or providing a robust wrap around services and tools that help take the guesswork and struggle out of school. If you have the will, we'll help you find the way.

5. **Life-Changing Experiences -** We're dedicated to fostering academic excellence and creating the kind of educational environment that opens eyes and changes lives. Outside the classroom, we work hard to create a diverse student community that offers not just fun, but growth and leadership opportunities through our clubs, organizations, and athletics programs. We carefully select our programs and courses - and the faculty who teach in them – to make sure that, whatever your educational goals, we're providing you a clear path to success.

Institutional Learning Outcomes

1. **Communication Skills**
   Students will be able to communicate effectively

   a. Interpreting and Conveying Information
      Students will be able to express and explain their ideas and feelings.

   b. Reading and Writing

      Students will be able to effectively read college materials to identify, define, and employ concepts.

      Students will be able to communicate effectively in writing.

2. **Critical and Creative Thinking**
   Students will be able to identify and analyze information and develop, evaluate, and synthesize ideas while applying problem solving skills using creative thinking.

   a. Critical Thinking

      Students will be able to employ quantitative and scientific reasoning.

      Students will be able to solve problems; explain their conclusions; and evaluate, support, or critique the thinking of others.

   b. Creative Thinking

      Students will be able to formulate original ideas and concepts integrating those of others in the creative process.

   c. Quantitative and Scientific Reasoning

      Students will be able to use college-level mathematical concepts and methods to analyze and explain issues in quantitative terms.

      Students will be able to interpret, calculate, analyze, and represent quantitative data

      Students will be able to employ quantitative data to empirical data

   d. Information Competency

      Students will be able to conduct research at a level that is necessary to achieve personal, professional, and educational success. They will be able to use print material and use digital resources technology to identify research needs as well as to seek, access, evaluate, and apply information effectively and responsibly.

      Students will be able to think of and/or transfer knowledge and skills across disciplines and contexts.

3. **Diversity/Multicultural and Global Awareness**
   Students will be able to evaluate individual responsibility, personal integrity, and respect for racial, ethnic, sexual orientation, and other diverse groups of people and cultures of the world.

   a. Cultural

      Students will be able to respect, engage, and critically evaluate the beliefs and practices of diverse groups of people including those of different cultural and linguistic backgrounds and different abilities.

   b. Environmental

      Students will be able to evaluate ethical issues for making decisions about the environment.

4. **Social Responsibility**
   Students will be able to account for their personal responsibilities in and outside of the classroom

   a. Civic Responsibility

      Students will be able to evaluate personal responsibility for becoming informed, ethical, and active citizens of their community, their nation, and their world.

   b. Ethical Reasoning

      Students will be able to evaluate ethical issues that will enhance their capacity for making sound judgments and decisions.

   c. Social

      Students will be able to interact with individuals and within groups with integrity and awareness of others' opinions, feelings, and values.

5. **Personal and Professional Development**
   Students will be able to demonstrate personal growth through the development and enhancement of specialized skills aimed at professional life and achievement

   a. Aesthetic Appreciation

      Students will be able to evaluate artistic and creative expression.

   b. Creative Expression

      Students will be able to produce artistic and creative forms of expression.

   c. Personal Growth

      Students will be able to evaluate habits of intellectual exploration, personal responsibility, and practical and physical well-being.

   d. Interpersonal Skills

      Students will be able to evaluate their participation in teams, committees, task forces, and in other group efforts to facilitate decision making and to seek and achieve consensus.

   e. Careers

Students will be able to evaluate the knowledge and skills necessary to select and compare and contrast careers.

f. Technology Competency

Students will be able to use technology learning tools and technology applications to achieve discipline-specific course requirements and standards.

Santa Ana College Strategic Goals

In order to attain our goals, Santa Ana College recognizes that we will need to take thoughtful action based on quantitative and qualitative data. The following table links Chancellor's Office Vision Goals to Santa Ana Colleges Strategic Goals

California Community College Chancellor's Office Vision of Success Goals
(Link to CCCCO Vision of Success Goals)

Santa Ana College Strategic Goals (8)
CCCCO Vision Goal: Completion   • **Strategic Goal 1:** Santa Ana College will provide support services that remove barriers for timely completion of educational goals of students.   • **Strategic Goal 2:** Santa Ana College will provide Career & Academic Pathways (CAPs) access to all students together with academic and student support services that they need to complete their educational goals in a timely manner.
CCCCO Vision Goal: Transfer   • **Strategic Goal 3:** Santa Ana College will increase the number of students transferring annually to 4-year institutions.
CCCCO Vision Goal: Unit Accumulation   • **Strategic Goal 4:** Santa Ana College will provide services that support student integration, retention, and persistence and the completion of a targeted number of units that will result in the efficient achievement of a chosen educational goal by 50% of our students within 5 years Objectives: Integration, Retention, Persistence and Completion
CCCCO Vision Goal 4: Workforce   • **Strategic Goal 5:** Santa Ana College will prepare students for successful, livable-wage employment closely related to their field of study.   • **Strategic Goal 6:** Santa Ana College will develop a comprehensive career education marketing, outreach and recruitment plan.   • **Strategic Goal 7:** Santa Ana College will develop and offer innovative, high quality, workforce-ready, industry-driven career and technical programs.

> **CCCCO Vision Goal: Equity**
> - **Strategic Goal 8:** In order to reduce achievement gaps in all areas by 40% by 2022, Santa Ana College, within the context of its diverse community, will systematically equitize its practices leading to culturally responsive programs and services

Strategic Planning Documents

The College bases its strategic planning on the following institutional and departmental plans:

Education Master Plan
- (Link to Education Master Plan)

Facilities Master Plan (Currently being updated)
- (Link to Facilities Master Plan)

Technology Plan
- (Link to Integrated Technology Plan)
- (Link to Strategic Technology Plan)

Basic Skills/Student Equity/Student Success and Support Program Integrated Plan

- (Link to Basic Skills/Student Equity/Student Success and Support Program)

SEAP Plan

- (Link to SEAP Plan)

Program Review
- (Link to Program Review)

PART II
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, staff, 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

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)

Staff (Title 5, Section 51023.5)

Students (Title 5, Section 51023.7)

Per Board Policy 2410 Board Policies and Administrative Regulations
For the following items, the Board of Trustees will rely primarily upon the advice of the Academic Senate (10+1)
Area 1: Curriculum, including establishing prerequisites and placing courses within disciplines
Area 2: Degree and certificate requirements
Area 3: Grading policies
Area 5: Standard or policies regarding student preparation and success
Area 8: Policies for faculty professional development activities

For the following items, the Board will come to mutual agreement with the Academic Senate:
Area 4: Educational program development
Area 6: District and college governance structures, as related to faculty roles
Area 7: Faculty roles and involvement in accreditation processes, including self-study and annual reports
Area 9: Processes for program review
Area 10: Processes for institutional planning and budget development.

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

The participatory governance structure of Santa Ana College consists of reporting and working committees, representing students, classified staff, faculty, and administration. Recommendations are made to the College President to administer compliance with all Board Policies and Administrative Procedures. The President shall provide leadership to the campus community participatory governance process in a systematic annual review of the Board of Trustees policies, district Administrative Procedures, and college operating procedures.

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

Planning and Budget Committee

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.

Facilities & Safety Committee

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.

Student Equity and Achievement Program (SEAP) Committee

The purpose of the SEAP Committee is to positively impact the academic achievement and success of SAC credit and noncredit students by linking matriculation, student equity, and basic skills initiatives at the college. Consultation items are incorporated into the on-going work of the SEAP Committee. The joining of these important initiatives will improve the college's participatory governance system and bring involved leaders from all constituency groups together for student-centered planning, analysis, dialogue, and policy review.

Professional Development Committee

The Professional Development Committee is the participatory governance committee responsible for planning, developing, offering, and evaluating professional development activities for the entire college community (including faculty, classified staff, administrators, and students from Credit & Non-Credit).

Institutional Effectiveness & Assessment Committee

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. Recommendations from the Program Review Committee, Student Services, and Administrative Services are used by the Institutional Effectiveness & Assessment Committee to inform updates and changes to the Education Master Plan, as well.

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.

Academic Senate

The purpose of the Academic Senate is to promote the general welfare of the College, its faculty, and its students; to assure that the faculty has formal and effective procedures for participating in the formation of College policies on academic and professional matters in accord with the provisions of the California Administrative Code providing for the establishment of College Senates, especially Sections 53200 through 53206; to encourage a sense of responsibility among faculty for maintaining a superior level of instruction and professional commitment; to represent the faculty in making recommendations to the administration of the College and the Board of Trustees with respect to academic and professional matters; to affiliate with other educational or professional organizations and the community to improve the status of community college education in California, especially with respect to matters directly affecting faculty.

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

Associated Student Government

The Associated Student Government of Santa Ana College (ASG) is committed to empowering students by celebrating diversity; by supporting programs and activities that develop mutual understanding; by developing leadership qualities of honesty, advocacy, and integrity; by assisting the student in discovering success and happiness; and by endeavoring to build a future in which students are vitally involved in all academic and decision-making processes of the college.

ASG advocates on issues that affect students and ensures a student voice in the decision-making processes of the college. We ensure that a variety of clubs and organizations are available for students to join and are committed to ensuring that students have a fun and eventful learning environment on campus. By participating in ASG, students will gain higher self-awareness through leadership development and interactions with a diverse community of learners.

(Link to Associated Student Government Constitution and Bylaws)

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., Education Master Plan, Facilities Master Plan, Technology Master 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, faculty, and administrators are represented as distinct constituencies by their own governance bodies: Associated Student Government, CSEA 579, 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.

PART III
College Council

Preamble

Reference ACCJC standard IV: 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 staff, faculty, and administration.

Section 1: Selection

The representatives to College Council will be selected through their constituency group senates 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 Student Services Manager
- 2 Classified Representatives (appointed by CSEA 579)
- Academic Senate President
- Plus, two additional faculty members (appointed by Academic Senate)
- ASG President
- Plus, one 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 set attainable and measurable goals, which are then reviewed and assessed at the end of the academic year. 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

PART IV
Senate Constitutions

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: (Link to The College Academic Senate Constitution)

The College Associated Student Government

Constitution: (Link to The College Associated Student Government Constitution)

PART V
Appendices

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
(Link to RSCCD Board Policies and Administrative Regulations)
- Board Policy 2410
- Administrative Regulation 2410

Appendix D: Bylaws – 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.

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.

Appendix E: Bylaws – Reporting and Recommending 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 Academic 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

Campus Maintenance Subcommittee

Purpose
The Campus Maintenance Committee is to oversee the development and abidance of a five-year Maintenance and Operations plan with annual measurable outcomes that adheres to evidence-based best practices (e.g. United States Environmental Protection Agency guidelines) and supports the mission, vision and key student success initiatives of the institution.

Charge
The Campus Maintenance Committee:
- Interfaces with consultant(s) on the development of the five-year Maintenance and Operations Plan that includes appendixes comprised of handbooks with agreed upon standards for each trade under operations.
- Establishes annual goals/priorities given the limited resources available.
- Identifies measurable cleaning and maintenance outcomes in accordance with the goals/priorities at the beginning of each fiscal year and tracks monthly progress toward outcome achievement.
- Addresses issues that affect the achievement of outcomes and recommends solutions.

Procedures
- The Director of Physical Plant/Facilities or designee and Academic 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 Campus Maintenance Committee meets on a regular basis on the second Monday of each month during the academic year from 10:30a.m to 12:00 pm.

Membership
- Director, Physical Plant and Facilities Co-Chair
- Academic Senate Co-Chair (appointed by Academic Senate)
- Custodial Supervisor or designee
- Maintenance Supervisor or designee
- (2) Additional Administrators
- (3) Academic Senate representatives (appointed by Academic Senate)
- (4) Classified representatives (appointed by CSEA 579)
- Student representative (appointed by ASG)

Student Equity and Achievement Program (SEAP) Committee

Purpose

In 2018, three categorical student support programs were integrated fiscally into one program: The Student Equity and Achievement (SEA) Program.

It is the intent of the Legislature that funds for the Student Equity and Achievement Program support the California Community Colleges in advancing the system wide goal to boost achievement for all students with an emphasis on eliminating achievement gaps for students from traditionally underrepresented groups through the following:

(A) Implementing activities and practices pursuant to the California Community College Guided Pathways Grant Program.
(B) Ensuring students complete their educational goals and a defined course of study.
(C) Providing quality curriculum, instruction, and support services to students who enter college deficient in English and mathematics.

The purpose of the SEAP Committee is to positively impact the academic achievement and success of SAC credit and noncredit students by linking matriculation, student equity, and basic skills initiatives at the college. Consultation items are incorporated into the on-going work of the SEAP Committee. The joining of these important initiatives will improve the college's participatory governance system; bring involved leaders from all constituency groups together for student-centered planning, analysis, dialogue, and policy review.

Charge:
The Student Equity and Achievement Program:

- Evaluate, recommend, and approve student success initiatives;
- Discuss the integration of the programs and services into the new Guided Pathways framework.
- Analyze success, equity, and achievement data and set goals for improvement on an annual basis;
- Identify and promote interventions with the potential to address;
- Achievement/outcome gaps, assist students, and strengthen the institution;
- Create and interpret related policies and procedures, as well as monitor implementation efforts underway;
- Create incentives for broad involvement in implementation activities as appropriate.

Procedures:
The Committee shall be composed of representatives from the college administration, faculty, classified staff, and student body. The Committee will be led by representatives from each core initiative who will meet regularly to handle the operational business, plan agendas, and develop resource materials to further the work of the Committee.

Meeting Frequency
The SEAP committee meets on a monthly basis on the second Thursday of every month during the

academic year from 3:00-4:30 pm in S-215

Membership
Dean of Academic Affairs, Co-Chair, SEAP Coordinator/Academic Senate Representative, Co-Chair (Student Services), SEAP Coordinator (Noncredit)

Faculty (Up to 14) to be appointed by the Academic Senate in these recommended areas:
- English/Reading
- EMLS (1 credit) ESL (1 noncredit)
- Math
- Assessment
- Student Services at large
- (Quantitative Reasoning/Bus.130)
- Transfer
- Counseling (1 credit/1 noncredit)
- Professional Development
- Career Education (CE) (1 credit/1 noncredit)
- Academic Support Center

Administrators (Up to **9)** in these recommended areas:
- Dean of Counseling (advisement, follow-up)
- Dean of Student Affairs (outreach/orientation)
- Dean of Enrollment Services or Registrar
- Dean of Instruction and Student Services (noncredit)
- Vice President, Academic Affairs
- Vice President, Student Services
- Director of Research
- Student Services Administrator
- Academic Affairs Administrator

Classified Representatives (Up to 4) in these recommended areas:
- Scholarship
- Transfer Center
- Research
- DSPS

Student Representatives (Up to 2) appointed by ASG

Proposed sub-committees/task forces are:
- Evaluation (Funding Request Evaluation)
- SEAP Plan
- Allocation and Planning
- Guided Pathways
- OER/ZTC Workgroup

Professional Development Committee

Purpose

The Professional Development Committee is the participatory governance committee responsible for planning, developing, offering, and evaluating professional development activities for the entire college community (including faculty, classified staff, administrators, and students from Credit & Non-Credit).

Charge

The Professional Development Committee:
- Inspires colleagues to grow professionally by building community and removing departmental barriers and silos including providing space and time for thoughtful discussion.
- Provides training and opportunities to anticipate and meet the ever-changing needs of our students and community.
- Collaborates with all college departments to support the development and implementation of Guided Pathways while increasing equity minded attitudes and practices.
- Supports employees in their career and academic advancement.
- Promotes an environment of learning, research, teamwork, communication and positive employee morale.
- Maintains compliance with federal, state, local requirements and accrediting body, Professional Development policies and procedures
- Adheres to California Community College Chancellor's Office guidelines for flexible calendar program.

Procedures

- Executive Committee (1-2 representatives from each Work Group) meets to develop the agenda.
- The Committee is chaired by a representative from each of the three(3) Work Groups
- Meeting facilitation rotates amongst Management, Faculty and Classified Staff

Meeting Frequency

The Professional Development Committee meets on a regular basis on the fourth Wednesday of each month during the academic year from 1:30 to 3:00 pm.

Membership

- 4 Faculty (1 SAC, 1 SCE, 1 Adjunct & 1 Student Services) (appointed by the Academic Senate)
- 2 Classified Representatives (1 SAC & 1 SCE) (appointed by CSEA 579)
- 2 Administrators (1 SAC & 1 SCE)
- 2 Student Representatives (1 SAC & 1 SCE) (appointed by ASG)
- 2 Faculty Professional Development Coordinators (1 SAC & 1 SCE)
- Professional Development Coordinator
- Distance Education Coordinator

The Professional Development Committee is supported by the following Subcommittees:
- Management Professional Development Subcommittee (pending update)
- Faculty Professional Development
- Classified Professional Development

From BP 2410 Board Policies and Administrative Regulations
*For the following items the Board of Trustees will rely primarily upon the advice of the Academic Senate:
8) Policies for faculty professional development activities;

Management Professional Development Subcommittee

This Subcommittee Purpose and Charge statement are being updated- Revised content to be loaded upon completion.

Faculty Professional Development Subcommittee

The Faculty Professional Development Workgroup is a participatory governance subcommittee that provides feedback, ideas, agenda items, and support to the Professional Development Committee in the planning, developing, offering, and evaluating of professional development activities for the college community, and more specifically, for faculty members.

Charge

The Faculty Professional Development workgroup maintains, upholds and supports the following goals of the Professional Development Committee:

- Inspires colleagues to grow professionally by building community and removing departmental barriers and silos including providing space and time for thoughtful discussion.
- Provides training and opportunities to anticipate and meet the ever-changing needs of the college's students and community.
- Collaborates with all college departments to support the development and implementation of Guided Pathways while increasing equity minded attitudes and practices.
- Supports employees in their career and academic advancement.
- Promotes an environment of learning, research, teamwork, communication and positive employee morale.
- Maintains compliance with federal, state, local requirements and accrediting body, Professional Development policies and procedures.
- Adheres to California Community College Chancellor's Office guidelines for flexible calendar program.

Procedures

The Workgroup subcommittee is facilitated by the Faculty Professional Development Coordinator.

Meeting Frequency

The Faculty Professional Development Workgroup meets regularly twice a month on the second and fourth Wednesday during the academic year from 12:00pm to 1:00pm.

Membership

- 2 Faculty Professional Development Coordinators (1 SAC, 1 SCE)
- 1 Distance Education Faculty Coordinator
- 10 – 12 Departmental Faculty Representatives from SAC and SCE campuses

The Faculty Professional Development Workgroup supports the Professional Development Committee and works in conjunction with the:

- SAC Management Association
- Classified Professional Development Workgroup

Classified Professional Development Subcommittee

Purpose

The Classified Professional Development Workgroup is a participatory governance subcommittee that provides feedback, ideas, agenda items, and support from Classified to the Professional Development Committee.

Charge

- Inspires colleagues to grow professionally by building community and removing departmental barriers and silos including providing space and time for thoughtful discussion.
- Provides training and opportunities to anticipate and meet the ever-changing needs of our students and community.
- Collaborates with all college departments to support the development and implementation of Guided Pathways while increasing equity minded attitudes and practices.
- Supports employees in their career and academic advancement.
- Promotes an environment of learning, research, teamwork, communication and positive employee morale.
- Maintains compliance with federal, state, local requirements and accrediting body, Professional Development policies and procedures
- Adheres to California Community College Chancellor's Office guidelines for flexible calendar program.

Procedures

Workgroup meets to develop the agenda and provide ideas and feedback for the Professional Development Committee.

Meeting Frequency

The Classified Professional Development Workgroup meets once a month.

Membership

- SAC Classified Representatives
- SCE Classified Representatives
- Suggestion: Minimum of 3 Santa Ana College/School of Continuing Education Classified Representatives

The Classified Professional Development Workgroup supports the Professional Development Committee and works in conjunction with the:

- Santa Ana College Management Association
- Faculty Professional Development Workgroup

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. Recommendations from the Program Review Committee, Student Services, and Administrative Services are used by Institutional Effectiveness & Assessment Committee to inform updates and changes to the Education Master Plan, as well.

Charge

The Institutional Effectiveness & Assessment Committee:

- Manages institutional planning processes, including accreditation, student and program learning outcomes (SLOs and PLOs), and program review.
- Reports on institutional learning outcomes (ILOs) and communicates with internal and external constituents about the college's results.
- Provides oversight and coordination for accreditation reports and processes.
- Provides support for educational master planning, matriculation, and enrollment strategies.
- Manages and implements processes for annual review and update of the Participatory Governance Handbook. Engages all Reporting Committees, College Council, Academic Senate, CSEA 579, and Associated Student Government in the process of evaluating corresponding participatory governance procedures for recommendation to College Council during the spring semester.

Procedures

- Co-chairs meet to develop meeting agenda.
- 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.

- Subcommittees (Accreditation, Outcomes Assessment, and Program Review) report out on progress at each IE&A meeting.

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 2:00 to 3:00 pm.

Membership

- Dean of Academic Affairs (Co-chair)
- One Dean (appointed by President's Cabinet)
- Faculty Co-chair (appointed by Academic Senate)
- One Faculty Representative (appointed by the Academic Senate) from each of these recommended areas (Business, Continuing Education, Counseling, Fine & Performing Arts, Humanities, Human Services, Kinesiology, Library, Mathematics, Health Sciences, Sciences, Social Sciences, Student Services, and Technology)
- Program Review Committee Chair (ex-oficio)
- Outcomes Assessment Faculty Coordinator (ex-oficio)
- Director or Research (ex-oficio)
- Accreditation Faculty Coordinator (ex-oficio)
- Vice President of Student Services or designee
- Research Analyst
- Two Classified Staff Members (appointed by CSEA 579)
- Student (appointed by ASG)

The Institutional Effectiveness & Assessment Committee is supported by the following Sub-Committees
- Program Review
- Outcomes Assessment
- Accreditation
- Enrollment Management

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

Mission Statement:
Consistent with Santa Ana College's mission to inspire, transform, and empower a diverse community of learners, the Program Review Committee provides the college's programs and service areas a unique opportunity to: critically reflect upon their alignment with the college's mission statement, engage in dialogue with colleagues across the campus to showcase and discuss their program's or service area's strengths and/or opportunities for growth and development, and identify ways to improve programs and service areas as it relates to student learning outcomes and assistance.

Through the program review process, a program's or service area's strengths and opportunities for growth and development can be shared with the Institutional Effectiveness and Assessment Committee to identify connections with and to advise the alignment of resources between other programs and service areas in an effort to enrich the educational experience of every Santa Ana College student.

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)
- Institutional Learning Outcomes (ILOs)
- 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

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 committee 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.

Enrollment Management Subcommittee

Purpose

With a primary focus on sustaining long-term student success and in accordance with Santa Ana College's mission, vision and values, the Enrollment Management Committee (EMC) will develop a holistic and integrated approach to enrollment management that supports college-wide collaboration, engagement, creative-thinking and consensus building.

The EMC will work to align outreach and recruitment, admissions, financial aid, class scheduling, instruction, student support services, and efficient pathways to student success and completion that will help students within the Guided Pathway framework with respect to their academic pursuits as well ensure continued enrollment growth and fiscal viability. (*Adapted from Merritt College*)

Charge

- Review Enrollment Management Plan (EnMP) and progress toward its goals
    - Discuss Guided Pathways Scale of Adoption and Assessment, Strategic Vision, SCFF, and other metrics
    - Revise EnMP, as needed
    - Annually report-out to College Council and District Enrollment Management Committee on progress toward EnMP goals
    - Recommend strategies that contribute to attaining the EnMP goals
- Establish work groups on focused topics (e.g., room utilization, recruitment, block scheduling) that support EnMP goals.
- Establish and review the Enrollment Management Committee annual calendar of meeting topics to effectively impact enrollment management.
- Annually review and evaluate the intersection between A&R, Financial Aid, Outreach/ Recruitment, marketing, Budget, schedule development, curriculum development/ approval timelines.

- Review relevant enrollment, Student Centered Funding Formula (SCFF) attainment, and other data reports. Recommend new or modified reports.
- Coordinate with District Enrollment Management Committee
- Recommend annual targets based on SCFF elements:
    1. FTES,
    2. Student receiving the College Promise Grant,
    3. students receiving a Pell Grant,
    4. students covered by AB 540,
    5. students earning associate degrees and credit certificates,
    6. students transferring to four-year colleges and universities,
    7. students who complete transfer-level math and English within their first year,
    8. students who complete nine or more career education units, and
    9. student who have attained the regional living wage
- Review and recommend the college's budget related to EnMP Plan goals and annual targets

Procedures
- Co-chairs meet to develop meeting agenda.
- 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.
- Subcommittees (Marketing/Outreach, Target Setting, and Data Review) report out on progress at each EMC meeting.

Meeting Frequency
The Enrollment Management Committee meets on a monthly basis

Membership
- All VPs, or designee
- A&R
- Outreach
- Financial Aid
- Counseling
- Marketing/Public Affairs
- Guided Pathway
- Deans
- Department Chair
- Research
- Budget
- Curriculum/Scheduling
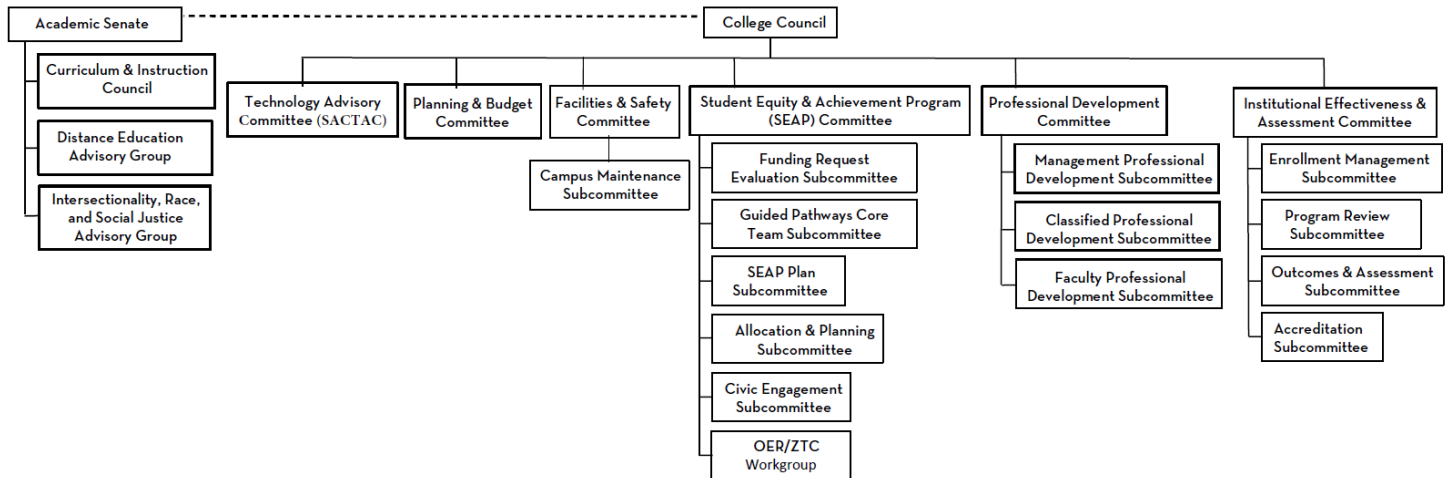- Gen. Ed.
- CTE
- Transfer
- NCR

- Student (2)

Sub-Committees
- Marketing/Outreach
- Target Setting
- Data Review
- Calendars/Timelines/Schedule (CTS)

Appendix F: Participatory Governance Organizational Chart

SANTA ANA COLLEGE
College Council
Participatory Governance Structure

Academic Senate

- Curriculum & Instruction Council
- Distance Education Advisory Group
- Intersectionality, Race, and Social Justice Advisory Group

College Council

- Technology Advisory Committee (SACTAC)
- Planning & Budget Committee
- Facilities & Safety Committee
  - Campus Maintenance Subcommittee
- Student Equity & Achievement Program (SEAP) Committee
  - Funding Request Evaluation Subcommittee
  - Guided Pathways Core Team Subcommittee
  - SEAP Plan Subcommittee
  - Allocation & Planning Subcommittee
  - Civic Engagement Subcommittee
  - OER/ZTC Workgroup
- Professional Development Committee
  - Management Professional Development Subcommittee
  - Classified Professional Development Subcommittee
  - Faculty Professional Development Subcommittee
- Institutional Effectiveness & Assessment Committee
  - Enrollment Management Subcommittee
  - 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 monthly 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	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 Wenesday of each month from 3:00pm – 4:30pm.
Safety and Security Subcommittee	First Thursday of each month at 1:30 p.m.
Campus Maintenance Subcommittee	Second Monday of each month during the academic year from 10:30a.m to 12:00 pm.
Student Equity and Achievement Program (SEAP)	Second Thursday of every month during the academic year from 3:00-4:30 pm

Funding Request Evaluation Subcommittee	Meets weekly during the month of funding request and Mid-Year report cycle. Usually 4 meetings in the month
SEAP Plan	Meets twice a month prior to the SEAP Plan update deadline.
Allocation and Planning	Meets twice a month during the SEAP Budget fiscal year planning cycle.
Guided Pathways	Meets third Wednesday of each month during the academic year from 1:30 to 3:00 pm.
Professional Development Committee	Fourth Wednesday of each month during the academic year from 1:30 to 3:00 pm.
Management Professional Development Subcommittee	Updated content coming soon
Faculty Professional Development Workgroup	Twice a month on the second and fourth Wednesday during the academic year from 12:00pm to 1:00pm.
Classified Professional Development Workgroup	Meets once a month
Institutional Effectiveness & Assessment	First Wednesday of each month during the academic year from 2:00 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 once a month
Accreditation	Meets once a month
Enrollment Management	Every Third Tuesday from 4:00-5:00 p.m.

PG Structure updated and IEA approved May 04, 2022

Participatory Governance