



Santa Ana College
Institutional Effectiveness and Assessment Committee
End-of-Year Report
June 1, 2012

Mission: The mission of Santa Ana College is to be a leader and partner in meeting the intellectual, cultural, technological, workforce and economic development needs of our diverse community. Santa Ana College prepares students for transfer, employment, careers and lifelong intellectual pursuit in a dynamic learning environment.

Vision Themes of Santa Ana College: I. Student Achievement; II. Use of Technology; III. Innovation; IV. Community; V. Workforce Development; VI. New American Community

To: College Council, Academic Senate, FARSCCD, CSEA, Planning and Budget Committee, Facilities Committee, SACTAC, Safety & Security Committee, Student Success Committee, District Budget and Planning Review Committee (BAPR)

From: Bonita Nahoum Jaros, Ph.D., Chair, Institutional Effectiveness and Assessment Committee

Dear Colleagues,

The Institutional Effectiveness and Assessment Committee (IE&A) has been formed as the planning oversight/coordination committee of Santa Ana College with the concept that all planning efforts of the college will be integrated and that planning and budget will be aligned (See Appendix A and Appendix B). IE&A also serves as the Accreditation Oversight Committee. As such, it is the gatekeeper of the Santa Ana College *Mission Statement*, the *Strategic Plan 2007-2015* and all annual updates and mid-plan reviews; Program Review (I. Academic Portfolio Assessment/Program Review—PA/PR; II. Student Services Program Review; III. Administrative Services Program Review; IV. President's Cabinet Portfolio); and the annual Department Planning Portfolios (DPP); and accreditation reports. The chair of the IE&A Committee ascertains that all updated documents are incorporated into the Santa Ana College *Educational Master Plan*, which contains all planning documents.

Membership of the IE&A Committee for 2011-2012

Cecilia Arriaza, Classified Staff Representative

Carol Comeau, Dean, Science, Mathematics and Health Sciences (member Teaching Learning Committee)

Paul Foster, Vice President Administrative Services (co-chair Facilities Committee; co-chair Planning and Budget Committee)

Raymond Hicks, Academic Senate President (member BAPR, BAPR Workgroup)

Bonita Jaros, Ph.D., Institutional Effectiveness and Assessment Coordinator; Accreditation Liaison Officer

James Kennedy, Vice President, School of Continuing Education (member BAPR and BAPR Workgroup)

Sara Lundquist, Ph.D. Vice President Student Services (co-chair Student Success Committee)

Nga Pham, Director of Institutional Research, RSCCD (member BAPR, BAPR Workgroup)

Denise Phillips, Classified Staff Representative

Linda Rose, Ed.D., Vice President Academic Affairs (co-chair IE&A; member BAPR, BAPR

Workgroup, District Technology Advisory Group)

John Zarske, Academic Senate President-Elect (co-chair Facilities Committee, BAPR Workgroup)

Alternate: Susan Garnett, Coordinator HS Subjects, School of Continuing Education (District Facility Planning Committee)

This year, the IE&A Committee, on behalf of President Erlinda J. Martinez, hosted the *Mid-Cycle Planning Retreat*, a college-wide retreat designed to review the Santa Ana College Mission Statement, assess the alignment of college and district planning documents, and to update the goals of each Vision Theme of the *Strategic Plan 2007-2015* (See InsideSAC.net/Institutional Effectiveness & Assessment Committee/College Plans/). As a result of this meeting, a commitment was reinforced to maintain the Vision Themes developed in the college-wide Planning Retreat of April 13, 2007, but to streamline the goals and activities within the strategic planning document (See Appendices C, D, E, F and G).

IE&A has reviewed the program review documents sent from the Teaching Learning Committee for Academic PA/PR; it has reviewed the Student Services, Administrative Services and President's Cabinet Portfolios/program reviews; it has created recommendations for the *Strategic Plan*; it has received input from all participatory governance groups (see Appendix H); and it has aggregated all updated planning documents, including the budget plans, *Facilities Master Plan*, the *Technology Plan*, college-wide Core Competencies (See Appendix I), and the *Department Planning Portfolios*, into the *Educational Master Plan Update S12*. As the accreditation oversight committee, IE&A has kept abreast of ACCJC report exigencies, e.g., the March 31, 2012 *Annual Report* and the March 31, 2012 *Fiscal Report*; the October 2012 *SLO Report*, and members of the committee have kept the college-wide community informed of the status of these reports. Fall 2012, the IE&A committee will make recommendations regarding processes for the *Accreditation Self Evaluation Report* of October 2014.

As the planning oversight/integration committee, IE&A is dedicated to informing all participatory governance groups of recommendations borne of the Academic *Department Planning Portfolios PA/PR* and the Student Services, Administrative Services and President's Cabinet Portfolios program reviews. Noteworthy is that all recommendations are aligned with the themes of the *Strategic Plan*. This information may help clarify or amplify information received from the President's Cabinet, College Council, the annual Department Planning Portfolios, BAPR, TAG, District Facility Planning Committee and other district-level participatory governance groups. It is understood that budget prioritization, for example, is very complex.

The following are the recommendations of the IE&A Committee as a result of the Academic PA/PR reports, Student Services Portfolio analysis (complete program review is conducted triennially), Administrative Services Program Review (conducted annually) and President's Cabinet Portfolio analysis (conducted annually). Program review documentation was extensive, and details may be found at InsideSAC.net by looking at the *Department Index* followed by the name of the department and *Program Review*. Statistical Reports utilized in academic program review documents may be found at <https://intranet.rscgd.edu/apps/pub.asp?Q=1151&T=Program>. Only those items that require referral are listed. For example, the student services portfolio and the administrative services portfolio are very detailed and complete; however, many items will be handled internally.

The IE&A Committee respectfully recommends that this information be used in the context of the planning and prioritization processes of your respective participatory governance groups in addition to the other information utilized. Each governance committee is requested to review the *Strategic Plan Update Spring 2012*, *Strategic Plan with Budget and Facilities Analysis Update S12*, as well as the *Planning & Budget Processes* chart (see Appendix B). Please put these in context of the

recommendations of the IE&A Committee, and grant time for dialogue at the first meeting of fall 2012. A member of IE&A serves on each participatory governance committee and may serve as a resource and facilitator for dialogue. A response to the chair of IE&A is then requested by the end of September.

Respectfully Submitted,

Bonita Nahoum Jaros, Ph.D.
Chair, Institutional Effectiveness and Assessment Committee
Santa Ana College

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SECTION I: PROGRAM REVIEW 2011

Section I.A.

Educational Master Plan I. Academic Portfolio Assessment/Program Review:

The TLC has continued annual review of the Academic PA/PR Reports of 15 departments and has conducted discussion of the 19QT as well as the Direct-SLO Assessment reports of each from an interdisciplinary perspective. One complete four-year cycle of Academic PA/PR review was completed spring 2011. The second cycle of quadrennial review commenced in the 2011- 2012 academic year.

The following Portfolio Assessment/Program Review Reports were reviewed: American Sign Language; Auto/Diesel/Welding; Communication Studies; English/ESL (credit program); English as a Second Language (School of Continuing Education); Fire Technology; Global Business/Entrepreneurship; Human Development; Intercollegiate Athletics; Mathematics; Nursing; Paralegal; Philosophy; Reading; Speech Language Pathology Assistant Program

Interdisciplinary Thematic Issues

As the TLC has continued the review the PA/PR Reports and participated in dialogue of the 19QT as well as the direct-SLO assessment reports, the committee has highlighted interdisciplinary thematic issues and strategies that are in alignment with the *Vision Themes* of the *Strategic Plan 2007-2015*. It is noteworthy that many of the themes are duplicative of the themes from prior years' analyses. This does not imply, however, that progress has not been made; rather, they are ongoing concerns. Fiscal considerations have also caused some worthy recommendations to be held to subsequent years.

Interdisciplinary thematic issues are:

1. Full-time **faculty hiring** for replacement of faculty (Faculty Priorities Committee); replacement of classified staff
2. **Professional development** activities for use of technology and the distance education mode, e.g., Blackboard (Vision Themes IIB, IIC); professional development activities related to Basic Skills development, particularly reading/writing skills and numeracy skills (Vision Themes IA, ID, IIIA, VID; BSI strands)
3. **Facilities** Enhancement (performing arts; labs; science and math building; and other campus facilities); College-wide **Study Centers** (Vision Themes ID, IIB, IIIA)
4. **Technology** enhancement (Vision Theme V)
5. More **interdisciplinary dialogue** about programs, e.g. within departments in SCE, credit and SCE, academic literacy and academic numeracy across the curriculum (Vision Themes IA, VID)
6. More interdisciplinary dialogue between **CTE programs and Counseling** (Vision Themes IA, VID)
7. More discussion related to the **Reading and Civic Responsibility Core Competencies** (Vision Themes IA, IC, VB, VIC; BSI strands)
8. Continue to seek **grants**, other funding sources and cooperative projects with high schools and four-year institutions as well as the community (Vision Themes IIC, VA)
9. Create materials for **program promotion**; develop/maintain **outreach to Alumni** (Vision Themes IE, IIB, IIIC, IVA, IVB, IVC, VC);
10. Linkages to/partnering with tutoring and **supplemental instruction** (Vision Themes IA, IC, ID; IIIA, VIC);
11. Comprehensive **Writing Center**;
12. Connecting skills to the **labor market** (Vision Themes IA, V)

13. Support and management of a **website** (both public and internal) so **program review and planning documents** may be accessed easily; make InsideSAC.net more user friendly (Vision Themes I-IV)
14. Need for an **Institutional Researcher and Research Office** on the Santa Ana Campus linked to the IE&A Office (Vision Theme I-VI; BSI)
15. Development of a *Teaching Learning Commons* (Vision Themes I, II, III, VI)

Note: Interdisciplinary thematic issues listed are not in priority order.

To view the **complete PA/PR Reports**, please go to **InsideSAC.net**; go to Department Index; select a department; go to Program Review.

Note: The Teaching Learning Committee has also conducted a complete review of the PA/PR Process, and will continue to do so annually. Recommendations were made to include more explicit instructions related to the integration of the annual Department Portfolio (DPP), the bi-annual Direct-SLO Assessment and the capstone quadrennial PA/PR review. (Please see Appendix J for *PA/PR 101: The Basics*.) In addition, the Vice-President of Academic Affairs and the chair of the IE&A Committee are working on a Handbook for Program Review, which will be disseminated fall 2012. Professional development activities will also be offered throughout the fall semester.

Recommendations for consideration are as follows:

Facilities

1. **General facilities enhancement:** More mediated classrooms, Library enhancement, building of an Arts Complex, Study Center, more classroom space, more appropriate classroom space for programs with special needs (e.g., music) (Theme ID, IIB, IIIA)
2. Increase technology equipment; (Theme IIA, IIB, IIC);
3. Teaching Learning Commons/ Comprehensive Writing Center (Theme IA, ID, IIIB, IIIC, VID)

Budget

1. Replacement of faculty and classified staff

SACTAC

1. Increase use of Blackboard (Theme IIA, IIB, IIC);
2. Need for hardware and software updating (Theme IIA, IIB, IIC);
3. Faculty development training for use of technology (Web Advisor; CurricUNET) and the online delivery mode (Theme IIB, IIC);
4. Aggregate media resources (Theme VID);
5. Make InsideSAC more user friendly (Theme V); 6. Assistance for updating all college web pages (Theme V).

IE&A—Integrate SACTAC Goals with C&I, TLC, Facilities Master Plan, Planning and Budget:

1. Complete assessment of discipline specific technology competencies and integrate into curriculum; assess on exit.
2. Complete wireless installation throughout campus.
3. Fund upgrade of equipment as budget permits.
4. Follow up on Web Advisor enhancements.
5. Assess inclusion of technology areas into the Facilities Master Plan.
6. Develop requirements for student portal. (Involve Web Committee)

7. Obtain departmental technology goals in order to integrate them into SACTAC planning, as per accreditation internal recommendation.

Student Success

1. Continued need for infusion of reading-writing throughout the curriculum (Theme IA, IC);
2. Continued need for faculty development in BSI domains (Theme IA, IC); professional development activities related to Basic Skills development, particularly reading skills (Theme IA, ID, IIIA, VID; BSI strands)
3. Continue to seek grants, other funding sources and cooperative projects with high schools and four-year institutions as well as the community (Theme IIC, VA);
4. More integration with DSPS; 5. More work with setting expectations for students **Core Competencies**, especially Life Skills (Theme IA, IC, VB, VIC), Reading and Writing, Critical Thinking, Problem Solving (Theme IA, IC, VB, VIC; BSI strands);

Academic Senate; TLC; BSI (Professional Development); Curriculum Committees

1. **Professional development** activities for discipline-specific activities as well as basic skills issues related to success and persistence rates, including professional seminars and workshops (Theme I.A, I.D, II.B, II.C, III.A, VI.D);
2. Need for infusion of reading-writing and problem solving throughout the curriculum (Theme IA, IC); 3. More **interdisciplinary interface** for adjunct faculty (Theme IIIA, VID);
4. Continued **PA/PR Direct SLO Assessment training** for departments, utilizing TLC division liaisons (Theme IA, IC, IIIA, IVC, VB, VIA, VIC);
5. More integration with **Nealley Library** (Theme IA, IC, IE, IIA, IVC, IVD, VB, VIC, VID);
6. More work with setting expectations for students **Core Competencies**, especially Life Skills (Theme IA, IC, VB, VIC), Reading and Writing, Critical Thinking, Problem Solving (Theme IA, IC, VB, VIC; BSI strands);
7. Connecting skills to the **labor market** (Theme IA, V);
8. More **interdisciplinary dialogue** about programs (Theme IA, IE, VID); more cross-disciplinary dialogue with colleagues (a Teaching/Learning Center; enhancement of the CLI) (Theme IA, ID, IE, IIB, IIIA, VID); More interdisciplinary dialogue about programs, e.g. within departments in SCE, credit and SCE, academic literacy across the curriculum (Theme IA, VID); more cross-disciplinary dialogue with SCC colleagues about common course offerings (Theme VID);
9. **Professional development activities to improve access, completion and success** for use of technology and the online delivery mode (Theme IIB, IIC);
10. Development of **assessment techniques** (Theme IA, ID, IIB, IIC, IIIA, VID).

Note: Several of the issues for other participatory governance groups have budget implications. It is understood that expenditures must be considered under the new Budget Allocation Model.

Section I.B

Educational Master Plan Program Review II: Student Services Student Services Portfolio Spring 2011

Background and Context:

The Student Services Division is a rich blend of student access and support programs coupled with academic programs appropriate to the department in which they are housed. The summary and chart below reflects the Program Effectiveness Review work undertaken in relation to programs and services centered on current and future students throughout the greater Santa Ana area. To ensure the closest

possible connection between the data gleaned through the Program Effectiveness Review process and departmental planning, analysis, and goals, the Program Effectiveness Reports are incorporated into the Department Planning Portfolio for all Student Services programs. Although these portfolios are completed annually, the Program Effectiveness Review is updated once every three years. This portion of the portfolio is annotated to reflect the last date a Program Effectiveness Review was completed for each area and the date when the next Program Effectiveness Review will be undertaken. Classroom-based academic programs located in student services do not follow this model but are included in the Academic Program Review Model which is reported separately for SAC.

Brief Summary:

The majority of Student Services Programs completed their first full Program Effectiveness Review at the conclusion of the 2007-2008 academic year. Program leaders undertook the review in collaboration with faculty and staff and utilized environmental scanning to evaluate their programs in relation to other similar regional efforts and with our unique student population in mind. Most departments felt that the Program Review process itself was a learning experience the first time around and upon completion on the inaugural review learned a lot about how to refine the review as well as improve the alignment between the review and the Department Planning Portfolios in the future—especially in relation to Student Learning Outcomes, Program Outcomes, and overall impact assessment. Program Effectiveness Reviews undertaken this year and in 2009-2010 will benefit from the early lessons learned, as will the second round of Program Effectiveness Reviews for the programs that debuted the model in 2007-2008.

In 2010-2011 the following departments conducted comprehensive program review: Counseling, Career/Job placement resource center, DSPS/Health Center/Speech-Language Pathology, EOPS/CARE & CalWORKs, Tutorial Center, Financial Aid/Veterans Affairs & Resources, Scholarships, Office of School & Community Partnerships, Outreach, Student Support Services/TRIO, Student Life, and Community Services.

Student Services Departments 1. Seek continued sources of funding (Theme IC); 2. Research and analyze strategies to consolidate experiential learning sources at SAC (Theme IC, IVA, VID); 3. Implement and assess SLOs (Theme IA, IB, ID); 4. Work with academic departments to employ collaborative techniques of delivery and assessment (Theme IA, IB, IC, ID, IVA).

Counseling:

The following plans are already underway, or will be undertaken in the next planning cycle:

- **Hiring a full time counselor** will not only add additional service hours for students, but will provide new leadership and innovation within the division.
- Strategic restructuring of job functions will also be examined for both classified and counselor positions to focus limited resources on the areas of greatest need.
- Additional areas will be reviewed for the feasibility of **providing group rather than individual services** to reach a maximum number of students. (This can include exploring online options, working with ITS to make needed Datatel changes such as reducing the need to enter waivers, and supporting the creation of a Degree Audit program that will allow counselors and students to formulate and alter educational pathways).
- Two years ago, counselors were not receptive to my suggestion of developing a formal internship program to help with staff shortages. Recently, some counselors brought this idea forward again, and it will most likely move forward in the near future. While such programs require additional counselor time initially, they usually enable greater resources for students.

- Exploring opportunities and funding for the **redesign of the Career Center into a CTE/Career Center** analogous to the Transfer Center could improve services for CTE students and provide support for CTE disciplines and their faculty.
- **External sources of funding** will continue to be developed, including state and federal grants, which can help address both funding and staff shortages while offering innovative support services.
- Maintaining and improving the quality of services offered will be explored in a variety of ways, including: (1) a current review has been undertaken to **standardize the forms** and approach used by all counselors in the development of an educational plan, and to provide feedback when errors are detected; (2) **increased training opportunities** will be provided for both full time and adjunct counselors to ensure that information is up to date. A website will be created to better inform counselors of changing information, especially to reach adjunct counselors who cannot always attend regular training.

Career/Job Resource Center:

- Research and analyze strategies in which to **consolidate experiential learning** sources at Santa Ana College.
- CTE funded part-time staff is doing employer outreach to develop job opportunities for students.
- Will develop additional **contacts with large companies** to arrange on-campus interviewing.
- Attempt to **increase rate of pay for students**, Career Center staff will negotiate with employers for higher wages when employers call to place job postings.
- Obtain institutionalized funding for all Career/Job Resource Center Staff.
- The Dean of Counseling and Vice President of Student Services are exploring institutional funding options.
- Continue **communication and collaboration** with peer programs.
- Continue **Employment Preparation Workshops** for graduates.

DSPS

1. Budget cuts have forced faculty and staff in DSP&S to re-evaluate and re-design the program. In the past, faculty tended to be specialists in one disability area, but now we have more individuals working with students based on disability related needs, instead of diagnosis. Currently we have our entire full time faculty teaching at least one class outside of DSP&S to help with our budget situation; however this decreases their contact hours with our students. One area of particular concern is our **Psychologically Disabled students**. Right now we have a full time faculty member that is assigned 50% to DSP&S, which equates to 15 hours of student contact. This is simply not enough time for our students. We are proposing a restructuring of this position to hire adjunct faculty (2 x 19 hours) to increase the availability of staff (at a reduced cost to the program).
2. Efforts continue to try and **reduce the costs associated with interpreting** and real time captioning. Students are advised and counseled regarding the need for them to contact the office if they are not going to be attending a class. The lost funding from students dropping classes or no-showing is a concern and education of the student has helped decrease the incidence.
3. The Adaptive Physical Education (APE) classes have been significantly reduced in the past, but there is a proposal to **hire a new FIT instructor**. The position will be housed in both DSP&S and Kinesiology, which may present some initial challenges.

The need for APE is driven by both our older adults and our ATP (Adult Transition Programs) through SAUSD. Our returning veterans may also present some unique needs that will need to be incorporated into the long term plan of the program.

EOPS/CARE/CalWORKs:

With all major challenges taken into consideration, the EOPS/CARE team has the following goals for the next three years:

- **Increase the number of counseling hours available**, by finding resources to hire one additional full-time counselor;
- Continue to grow the program number of students served in order to better meet the needs of the campus and community;
- **Strengthen partnerships across campus** to ensure that student success is at the forefront. With the limited funding available, SAC CalWORKs will aim to:
- Stabilize the leadership role with a faculty coordinator who will assist with the programmatic leadership as well as guiding the team in enhancing and strengthening current and future partnerships for the program;
- Work closely with **Job Placement** to ensure student success, but will look for additional resources, when available, to solidify this support for the students within the program;
- Forge forward with **county partnerships** to ensure that student success is at the forefront, and their life challenges are considered and education is facilitated.

Tutorial Learning Center:

With all major challenges taken into consideration, the TLC has the following goals for the next three years:

- Seeks **additional funding sources** to increase the number of permanent part-time, short term and/or student assistant tutors;
- **Expand the number of subject areas tutored** to better meet the needs of our students;
- Offer **more groups for in-demand courses**, paralleling the support provided by SI's
- Continue to enhance the tutor training model to become more comprehensive and certified
- Continue **to work collaboratively** with discipline and academic support center faculty to strengthen services to students overall.

In growing to better meet the needs of our students, there are affiliated concerns that will need to be revisited, such as **space allocation for the TLC**. By expanding the services (i.e.: number of tutors and level of services provided), larger space than is currently allocated will be necessary, as well as additional administrative support. Overall the focus for the TLC, in the next several years, is on acquiring supplemental funding for additional tutors; and growing the center with these resources with innovative academic support strategies and strengthened partnerships across campus in order to enhance our students' success and retention.

Financial Aid:

- A new Assistant Superintendent of Secondary Education, new Director of Secondary Division, two new high school principals, one new middle school principal, and three high school principals who just completed their two years of service has brought new enthusiasm and a new opportunity to establish improved protocols for working together and for accountability in regards to our shared GEAR UP project.
- Time and resources must be utilized to provide strategic planning opportunities with the new leadership at each school. This will be accomplished through professional retreats

planned in collaboration with the district Superintendent and renewed monthly meetings specifically with GEAR UP administrators and teachers.

- Our Office of School and Community Partnerships will continue to pursue opportunities for **working with the School of Continuing Education** in order to serve students still in high school and will continue to work with community organizations to build capacity in the communities we serve.

Student Outreach Program:

- Replace additional full-time and part-time **recruiters that are Vietnamese-and Spanish speaking**, bilingual/bicultural.
- **Replace full-time coordinator and full-time secretary.**
- Seek to hire feeder high school alumni to work with outreach staff to help in making student connection at the schools served.
- Analyze what is working and what may be changed to maximize limited resources.
- **Reconcile district research and Outreach data** and analysis to provide accurate numbers, comparisons and reviews. In addition, examine the academic progress of students enrolling through the Early Decision Program.
- Add pathway(s) to the successful Career Academy Scholars Program (CASP) model while providing a full-time counselor (increase of the part-time counselor).
- **Upgrade marketing material** and increase promotional materials.
- Pursue creative outlets for traditional and new electronic marketing avenues for our college (My Space, Facebook, etc.)
- Continue to grow efforts (scholarships, special programs) to meet the financial needs of the AB540 student population.

TRIO:

The SSS program is currently in the first year of the grant cycle and has an additional four years of funding; however, this is not always definite especially with the budget crisis at the federal level. We must continue to reinvent ourselves to be more efficient. Following are the necessary steps the program will take to continue being a model program at SAC and throughout the TRIO community.

- The Faculty coordinator will continue to work with the classified coordinator to ensure all **new staff understands purpose of program**. It is important staff participate in the development of program goals and objectives.
- If the hiring practices continue to restrict the program from hiring tutors as classified staff, Student Assistants hired as tutors must be fully trained, and additional expectations established.
- Review existing services and develop additional services to help students through difficult situations that impact learning and ultimately progress towards graduation/transfer.
- **Refer students to other programs** and departments for services SSS is not funded to provide.

Office of Student Life:

OSL will maintain the best level of service possible to SAC students.

Despite the many shifts of personnel and additional duties, the single item not performed in the last couple of years was the Homecoming King and Queen Court. OSL will remain steadfast in working with campus departmental partners to share and leverage resources to maximize the ability to provide quality programs and service. Budgets spending in conformity to the overall strategy of SAC's mission. Similar strategies will be discussed and anticipated to be employed in the new 2011/2012 academic year. Working in closely with the Student Business Office, a continued strategy to carry-over any surplus into next year has been agreed upon. This plan will allow OSL to have a degree of fiscal discretion to better execute programs and activities in the new year.

Summary of Recommendations

Student activities will continue to **plan and implement collaboratively** with students, professional staff, and faculty. This program reflects the institution's ideals and serves to achieve its goals. It is recommended that special attention be given to enhance the appropriate recruitment and retention of students, to strengthen campus and community relations, and to reinforce accurate images of the institution.

Community Services:

- Older Adults
- Online Courses
- Prevention/Intervention
- College for Kids
- Exhausted Repeatability Options
- **Continue use of marquee for free marketing and explore other sources of free or low cost advertising.**
- Consider ways to make the **brochure**, which is one of the largest operating expenses in our budget, self sustaining if possible, through use of advertising for local businesses. Perhaps having the brochure sponsored or underwritten would aid and reduce printing costs.
- Continue **reaching out to the diverse community** to determine potential new niches.

Scholarships:

A summit is underway with our college **partners** and interested stakeholders, to explore ways to address the growing student population, which has limited access to traditional funding sources. The goals of the summit are to address service in a timely and efficient manner and the need of a script and or fact sheet for our network partners. The summit will also address the developing of a plan to increase the network of colleagues in hopes to build a stronger support system for Scholarships.

Community Outreach (Theme IVA, IVB)

1. Combine efforts; 2. Increase network for continued support of scholarship program

Budget (Theme IA, IB, IC, IIB, IIB, VID)

1. Work to maximize resources as categorical funding is decreased by state mandate; 2. Work collaboratively to integrate student services and academic programs where possible (Theme I)

Facilities (Theme IA, IC, IE, IIA, IIIA, IIIB, VID)

1. Continue to work on Facilities Master Plan related to learning center incorporation

TLC (Theme IA, IC, ID, IIIA, IVA, VID)

1. Communicate with faculty (especially English and math) regarding student progress as a result of tutoring; 2. Expand collaborative efforts with student services programs; 3. Integrate research and BSI FIG projects with student services; 4. Integrate with the Library

IE&A 1. Follow up Core Competency integration between Student Services departments and Academic Affairs in relation to Student Achievement (Vision Theme I) and New American Community (Vision Theme VI); 2. Insure integration between facilities plans and budget allocation related to integrating Learning Centers

SACTAC 1. Help establish department web pages

Section I.C

Educational Master Plan Program Review III: Administrative Services Departmental Portfolio Plan and Annual Program Review—Spring 2011

Introduction:

The Portfolio Assessment/Program Review process is the method whereby Santa Ana College renews itself and affirms the college's integrity. The process entails systematic cyclical review with the goal of continuous improvement in all the departments under Academic Affairs, Student Services, Administrative Services, and the President's Cabinet.

(All Themes are interwoven in the services and support given to instruction and student services. See InsideSAC.net for complete Administrative Services portfolio)

Departmental Portfolio Plan

An Administrative Services Department Planning Portfolio (ASDPP) is completed every spring. This plan includes goals and projected personnel and budgetary needs for the upcoming fiscal year. Three-year and five-year goals will be incorporated into future plans.

The purpose of the ASDPP is to assess each department within the division in order to identify needs and opportunities for improvement. The ultimate goal is to become organized, effective, and efficient. A thorough annual review keeps our goals before us, identifies strengths and weaknesses, and helps determine functions that might be combined or eliminated. This ASDPP is a vital, living document in an on-going process of assessing the current status in each department and anticipating future needs.

Needs identified in this departmental portfolio plan have been evaluated and consolidated by the Vice-President of Administrative Services. As with past plans, this current plan will be presented to the Institutional Effectiveness and Assessment (IE&A) Committee for review. The IE&A Committee incorporates departmental plans into the Strategic Budget Plan and the Strategic Facilities Master plan. Information is shared with appropriate shared governance committees, College Council, and President's Cabinet. Please see Appendix A to review a flow chart illustrating the process.

Mission Statement for Santa Ana College:

The mission of Santa Ana College is to be a leader and partner in meeting the intellectual, cultural, technological, workforce and economic development needs of our diverse community. Santa Ana College prepares students for transfer, employment, careers and lifelong intellectual pursuit in a dynamic learning environment.

Mission Statement for the Administrative Services Division at Santa Ana College: *The Mission of Santa Ana College Administrative Services Division is to provide resources and professional services in support of student success and the operations of the college in a cooperative, convenient, and expeditious manner.*

Division Summary:

Administrative Services consists of six departments: (1) Administrative Services (campus budgets, Foundation accounting, keys, transportation, & Rideshare), (2) Custodial, (3) Grounds, (4) Maintenance, (5) Utilities, and (6) Transportation. Maintenance and Operations (aka M&O) generally refers to Maintenance, Grounds, and the Transportation departments.

Division Priorities:

1. Maintain a safe, healthy environment for students and staff at SAC, CEC, and CJA
2. Maintaining functionality of existing facilities and equipment
3. Maintain an attractive appearance
4. Complete employee submitted work requests
5. Enhance accessibility
6. Reduce our carbon footprint (ecological sustainability)

General Guidelines:

Division management strives to maintain a climate of trust and mutual support where employees are adhering to the Board's Civility Policy (BP 4137) and the Board's Code of Ethics (BP 7020). Employees are expected to be courteous and polite to others, to avoid campus gossip, and any other activity that might undermine, distract, or hinder the work of the division, the college and/or the district. Employees are expected to complete tasks with a positive attitude. Communication among employees is expected to be open and honest and tasks are expected to be completed through mutual support and cooperation. The administrative services division maintains professional relations with other offices on campus and throughout the district. Management reviews these expectations with employees annually. (Management expectations were discussed with all division employees on September 17, 2010. A meeting with administrative staff and lead workers was held on January 19, 2011. At that same meeting, Ron Jones [interim Plant Manager] also presented the Ten Principles of Teamwork.) The division is striving to document more procedures and to have more employees cross-trained to perform essential duties. This has been a challenge, given the reduction in our workforce during the last three years.

Planning:

This annual ASDPP document identifies the goals and objectives of each department within the division. Goals are the general statements, objectives state specific things to be accomplished. Action plans are developed stating how objectives will be accomplished. The current vision statement and goals of the RSCCD Board of Trustees is reviewed as a preliminary step in the departmental planning process. Board goals adopted February 7, 2011 that specifically apply to this division include:

3. "Update and implement facilities master plans, maximize college and community use of facilities, and incorporate 'green' efforts into facilities development and other efforts when cost effective."
4. "Promote flexible, cost-effective educational programs and services including the use of cutting-edge technology and educational program delivery via technology."
6. "Maintain a positive, productive, working environment for employees, recognizing and

embracing diversity and enhancing staff development opportunities that address innovation and technology."

SAC *Vision Themes* are also reviewed at the beginning of each cycle. For instance, the current themes identified in the 2007 Educational Master Plan include (pages 15-16):

- II. Use of Technology: B. Provide a technology-rich environment for faculty, staff and students
- IV. Community: A. Promote an "achievement attitude" among...supporting networks; C. Increase interest in lifelong learning
- V. Workforce Development: B. Integrate basic skills and workplace competencies
- VI. New American Community: A. Increase awareness and foster proactive civic responsibility; B. Increase "Green" efforts throughout the college; D. Create an environment that encourages cross-disciplinary collaboration, activities and dialogues among faculty, staff, and students.

For planning purposes, this division uses the bottom-up approach, believing that employees working on the front lines in each department are best able to determine what is needed to best perform their jobs. Regular meetings attempt to identify actual needs within each department. Annual plans are submitted by each department. These plans include specific goals for the department. This includes a prioritized list of needs and estimated costs to meet each goal. Short-term budget needs include annual preventative maintenance and staffing. Long-term budget needs include equipment replacement. Details are included in this plan.

The planning process begins with a financial review of current contracts and current staff along with a review of current budgets and prior expenditures. Please see Appendix B to review a four-year snap shot of SAC's Administrative Services division. Notice that actual spending for 2009-10 is \$2.3 million below actual spending for 2007-08.

Historically the District rolls budgets from one year to the next. Departments create budget change forms to move funds with divisions to cover operating costs throughout the year. Moving to the SB 361 model will allow divisions to built and monitor their budgets and to budget more effectively for anticipated needs. Five year budget plans will eventually be prepared for all departments within the division.

Impact of Current State Budget Crisis:

Actual expenditures in 2009/10 were only 73% of what they were in 2007/08. The breakdown by department appears below:

2007/08 2009/10 Dollar Percent

Department	Actual Savings			
Administrative Services	\$ 777,251	\$ 516,663	\$ 260,588	33.53%
Custodial	\$2,180,663	\$ 2,027,700	\$152,963	7.01%
Grounds	\$828,348	\$508,973	\$319,375	38.56%
Maintenance	\$2,166,063	\$1,121,188	\$1,044,875	48.24%
Utilities	\$ 2,343,408	\$1,849,913	\$493,495	21.06%
Transportation	\$190,358	\$161,810	\$ 28,548	15.00%
Total	\$8,486,091	\$6,186,247	\$2,299,844	27.00%

Administrative Services Division Office Staffing Needs:

Management Transition Plan with estimated annual costs (including benefits):

1 - FTE Director of Institutional Services = \$132,982 (Restored; funding will exist)

1 - FTE Campus Budget Analyst = \$101,757 (New position)
1 – FTE Senior Accountant (from CEC) = \$84,584 (Transfer CEC position to SAC)
Future Staffing Needs with estimated annual costs (including benefits):
1 - FTE Administrative Clerk = \$68,252 (Restored)
Please see Appendix F for the "Proposed" organization chart for Administrative Services Division.

Administrative Services Equipment Needs for 2010-11:

- Purchase a key inventory software program

Custodial Staffing Needs:

Management Transition Plan estimated annual costs (including benefits):
1 - Graveyard Custodial Supervisor = \$89,431 (budget exists). Permanently filling this position is included in the Management Transition Plan
Immediate Staffing Needs with estimated annual costs (including benefits):
1 - Short-term substitute = \$33,560
Future Staffing Needs with estimated annual costs (including benefits):
0.079 FTE - PT Custodian - restore to 12 months from 10 months = \$2,635
The custodial department needs to repair and replace equipment on a regular basis. This expense helped ease the crunch for the first couple of years, but equipment cannot be permanently eliminated from the budget. Current equipment needs were purchased with one-time Mandated Cost money in spring 2011.

Custodial Equipment Needs for 2010-11:

- Vacuum for HVAC screens
- The Custodial Department made a concerted effort to “go green” changing all the paper products used in our restrooms to “green certified products” and three of our major cleaning chemicals are now green certified. We are also in the process of installing two hand dryers in order to evaluate their effectiveness and durability.

Facilities needs:

The goal of having a centralized location on the campus for storing custodial equipment and supplies was identified in 2007-2008 by the Custodial Department. Swing and night custodians are currently housed in a portion of the old Z building. Day custodians currently work out of the new M&O complex. The graveyard crew needs a place to meet, to access computers, and to store paper goods, equipment and supplies. The plans for the new Z building did not consider the distance the graveyard custodians, who do not use electric carts, would have to walk for breaks and supplies. For the SAC Facilities Master Plan, custodians need a location with approximately 2,000 sq. ft. in close proximity to the center of campus. The preferred location would have adequate plumbing to accommodate the drainage from our industrial washer used for cleaning rags.

Maintenance Staffing Needs:

Management Transition Plan with estimated annual costs (including benefits):
1 - Plant Manager = \$106,266 (Restored)
1 – Lead Maintenance Worker (for Mike Mugica is Budgeted) = \$85,803
1 – Skilled Maintenance Worker (for Zeke Palomares is Budgeted) = \$71,687
Immediate Staffing Needs with estimated annual costs (including benefits):

1 - Maintenance/ Utility Worker (currently filled with a Custodian) = \$63,458
1 - Skilled Maintenance Worker (currently filled with a Sr Custodian/Utility Worker) = \$71,687
Current equipment needs were purchased with one-time Mandated Cost money in spring 2011.

Maintenance Equipment Needs for 2010-11:

- Replace the copier in M&O
- Preventative Maintenance Software
- Heavy-duty MIG welder
- Flatbed electric cart
- Trailer to transport sewer machines and pipe threaders
- Replace Geni Lift

Grounds Staffing Needs:

Immediate staffing need with estimated annual costs (including benefits):

1 FTES Gardener/Utility Worker for the new CDC = \$59, 561

Grounds Equipment Needs for 2010-11:

- Riding lawn mower
- Tractor/Backhoe
- Turf vacuum
- Fertilizer spreader
- Parking lot sweeper

Transportation Equipment Needs:

Estimated equipment cost for 2010-11:

- Ford 150 8-Passenger Van
- Flatbed Taylor Dunn Cart

Annual Program Review

Elements of the annual Administrative Services Division Program Review include summary of the Administrative Services and Safety and Security college-wide surveys, identification of issues, and staffing recommendations.

Guiding Principles/Tools for Administrative Services Program Review:

A self-evaluation is performed annually by the various departments within the Administrative Services Division to review projects completed, to establish current-year goals, and to review department standards.

On-Line Survey

An annual survey is conducted to monitor customer satisfaction with Administrative Services and Safety and Security department functions. This online assessment is our greatest tool for measuring departmental success. The Safety and Security survey was separated from Administrative Services two years ago. Questions for both areas were modified to identify specific problem areas. For the Administrative Services survey, responses were requested for all questions with fair and poor responses.

The last survey was launched in March 2011. All faculty members, administrators and classified employees at Santa Ana College and the Centennial Education Center were invited to participate.

Results of the Administrative Services & M&O Survey

The Administrative Services Assessment was launched on March 3, 2011 and closed on March 16th. There were only 100 respondents this year compared to 189 respondents in 2010. Respondents to this year's survey answered all eleven questions. The overall response was better than last year with 52% responding that the service was either 'Excellent' (19%) or 'Good' (34%) compared with 48% saying services provided were either 'Excellent' (18%) or 'Good'

(30%) last year.

‘Rideshare visibility’ and ‘Rideshare incentives’ received the highest number of ‘Excellent’ responses (50% and 34%) this year. Last year ‘Rideshare visibility’ and the ‘Campus key process’ received the two highest ‘Excellent’ responses (48% and 30%).

‘Appearance and condition of campus grounds’ and ‘Appearance and condition of campus buildings’ received the highest ‘Good’ responses (56% and 50%) this year. ‘Appearance and condition of campus grounds’ and ‘Cleanliness of classrooms and offices’ received the highest ‘Good’ responses last year (57% and 36%).

The greatest number of ‘Fair’ responses came from ‘Cleanliness of restrooms’ (16%). Last year 18% responded ‘Fair’ to the same question. ‘Cleanliness of classrooms and offices’ also received a high number of ‘Fair’ responses this year (12%). Last year 22% responded ‘Fair’ to the same question.

The greatest number of ‘Poor’ responses this year came from ‘Cleanliness of restrooms’ (16%). Last year 18% responded ‘Poor’ to the same question. ‘Cleanliness of classrooms and offices’ also received a high number of ‘Poor’ responses this year (12%). Last year 18% responded ‘Fair’ to the same question.

We only had seventeen (17) additional comments this year compared to 85 additional comments provided by respondents last year. Last year 41% of respondents complained about custodial services. This year only 25% of the additional comments were custodial complaints. Seventy-five percent (75%) of custodial complaints this year were restroom related, up from only 37% last year. The other custodial comment suggested that we train our custodians to clean according to our standards. The respondent asked why we need custodians if they only know how to empty trash.

Other comments ‘clean stairways and handrails monthly,’ ‘HVAC systems don’t work correctly,’ ‘stagger breaks to improve customer service,’ and ‘keep the quad area clean.’ Actually, 31% of this year’s additional comments were compliments, up from 26% last year.

Conclusions

The same questions were used this year and last year, providing good comparative data. Management needs to continue striving to improve custodial services and will take other comments under consideration.

Interview Results:

Interviews with Administrative Services managers and staff are conducted each spring to discuss the strengths and weaknesses of the departments, to review the functions performed by staff, and to establish goals for the coming year. The results of the 2011 interviews appear below:

What Administrative Services Does Well:

- _ Acknowledging and responding to custodial issues
- _ Custodial equipment repair
- _ Grounds Dept works well together as a team
- _ Admin Services budget support for campus
- _ Employee safety record in M&O

Staff Concerns:

- _ Measuring how custodial department defines “Clean” and how to achieve it and maintain it through training and monitoring
- _ Safety concern: workload in Grounds continues increasing with insufficient staffing
- _ Division needs another manager
- _ Full-time Admin Clerk instead of one part-time and one short-term Admin Clerk
- _ Additional accounting help is needed to implement SB 361 funding model
- _ Staff needs to maintain a positive attitude and work better together

Greatest Achievements This Year:

- _ Improved custodial attendance
- _ Gardener areas have been re-assigned
- _ Custodial department is better organized to provide good service
- _ Change in the Interim Plant Manager
- _ Hired a short-term Custodial Supervisor
- _ Stayed afloat
- _ Making vital infrastructure improvements

Goals for Next Year:

- _ Reduce custodial chemical and supply costs
- _ Establish custodial cleaning frequencies
- _ Custodial training
- _ Custodial process standardization
- _ Custodial staffing plan to cover runs when regular custodians call out or take vacation
- _ Establish a preventative maintenance program for equipment
- _ Evaluate estimated times needed to complete custodial tasks
- _ Establish a vehicle replacement plan
- _ Hire a full-time Gardener/Utility Worker for new CDC, I Bldg, and athletic exteriors
- _ Strengthen the division by restoring the Director position
- _ Keep custodial staff motivated by regularly reminding them they are doing a good job
- _ Bring the night shift together with the day shift to unify the division
- _ Develop a replacement plan for vans used for student transportation
- _ Develop a computer replacement plan for the division
- _ Establish preventative maintenance schedules for all systems
- _ Inventory and tag tools and equipment in all departments

What We Can Do to Conserve Resources

- _ Consolidate areas to create a custodian assigned strictly to carpets to ensure all carpets are cleaned every six months to protect and extend useful life of campus carpets
- _ Utilize more drought-resistant plants
- _ Make sure all water lines and sprinklers are working properly
- _ Program the EMS system to turn lights off when areas are not in use
- _ Develop a watering plan
- _ Automate key processes to eliminate paper copies
- _ Develop and maintain preventative maintenance plans

Equipment Needs

- _ Replace student transportation van
- _ Transfer oldest student transportation van to mailroom (MR) and retire MR van
- _ Replace one riding lawn mower
- _ Replace tractor/backhoe
- _ Turf vacuum for larger areas
- _ Fertilizer spreader
- _ Parking lot sweeper (after another FT Gardener is hired)
- _ Standup vacuums
- _ Water extractors
- _ Carpet cleaning machines
- _ Vacuum for HVAC ducts
- _ Computerize keys
- _ Preventative maintenance software
- _ Replace the copier in M&O
- _ Heavy-duty MIG welder
- _ Flatbed electric cart
- _ Trailer to transport sewer machines and pipe threaders
- _ Replace the Geni Lift

What We Can Do to Work More Effectively as a Division

- _ Better communication to users
- _ Better communication between day and night shifts
- _ Better coordination with outside vendors and construction contractors
- _ Continue developing preventative maintenance schedules
- _ Better communication with other departments

Immediate Division Staffing Needs

Management

- _ Director of Institutional Services
- _ Plant Manager
- _ Custodial Supervisor
- _ Staff Campus Budget Analyst
- _ Gardener/Utility Worker
- _ Senior Accountant
- _ Substitute custodians
- _ Maintenance Utility Worker

Interview Results:

Interviews with Administrative Services managers and staff are conducted each spring to discuss the strengths and weaknesses of the departments, to review the functions performed by staff, and to establish goals for the coming year. The results of the 2011 interviews may be found in the complete report.

Executive Summary:

The Administrative Services division is moving forward in spite of budget obstacles. This summary captures the needs and goals for 2011-2012.

Prioritized Administrative Services staffing needs: (Est. annual costs including benefits):

Management Transition Plan - Next 6 months

1.000 Director of Institutional Services (\$132,982 [funds exist]) \$ -0-

1.000 Plant Manager (\$106,266 [budget exists]) -0-

1.000 Graveyard Custodial Supervisor (\$89,425 [budget exists]) -0-

Total Management Transition Plan \$ -0-

Immediate Staffing Needs

1.000 Campus Budget Analyst \$101,757

1.000 Gardener/Utility Worker (CDC and sites) 59,561

1.000 - Skilled Maintenance Worker (\$67,962 [funds exist – Heller]) -0-

1.000 - Maintenance/ Utility Worker (\$61,870 [funds exist – Salvador]) -0-

1.000 Short-term Substitute Custodian (restored) 33,560

Total Immediate Staffing Needs \$194,696

Future Staffing Needs

1.000 Administrative Clerk (restored position) \$ 68,252

1.000 Senior Accountant (Move from CEC for special projects) -0-

Total Future Staffing Needs \$ 68,252

Total staffing restoration and re-organization plan \$262,948

Please see Appendix K for additional staffing details.

Prioritized Administrative Services facilities requests:

Centralized campus location for storing custodial equipment and supplies; 2000 sq. ft.

Division Goals for 2011-2012:

The following goals have been identified for 2011-2012:

- Reorganize to provide proper management structure
- Develop preventative maintenance schedules for all departments
- Determine effective and efficient use of staff to reduce use of contractors
- Evaluate paper flow, purchase orders (including blankets), authorized buyers, and vendors
- Develop equipment replacement schedules
- Complete and maintain Fire Safety Maintenance log
- Inventory equipment
- Better communication between departments
- Maintain high standards in all departments
- Conserve resources through preventative maintenance and energy conservation

Administrative Services equipment needs:**Custodial**

- Vacuum for HVAC screens

Grounds

- Riding lawn mower
- Tractor/Backhoe
- Turf vacuum
- Fertilizer spreader
- Parking lot sweeper

Maintenance

- Replace the copier in M&O
- Preventative Maintenance Software
- Heavy-duty MIG welder
- Flatbed electric cart
- Trailer to transport sewer machines and pipe threaders
- Replace Geni Lift

Transportation

- Ford 150 8-Passenger Van
- Flatbed Taylor Dunn Cart

Section I.D

Educational Master **Plan Program Review IV: President's Cabinet Portfolio**

Assessment: This section is included in the complete portfolio to encourage continuous reflection on the practices of the College Cabinet and to improve its ability to meet established goals and serve the college community. Substantial work has been achieved in these areas; **continued** work is projected for 2011-2012.

Summary of Recommendations and Goals for Santa Ana College Cabinet

This section is included in the portfolio to encourage continuous reflection on the practices of the college Cabinet and to improve its ability to meet established goals and serve the college community.

GOAL	STRATEGIES	MEASURES
1. To improve college-wide communication across all constituency groups.	<ul style="list-style-type: none">• Continue hybrid College Council meetings that will allow members to participate from any location.• Sustain bi-annual strategic planning retreat for the SAC Cabinet, Academic Senate, and Classified members of the SAC College Council.• Continue periodic informal dialogues with the college president and invite all classified staff to attend.• Improve communication tools associated with all shared governance committees.	<ul style="list-style-type: none">• College Council meetings are now alternated between in-person and on-line meetings year round.• The first annual Cabinet-Senate retreat was held in January 2008 and deemed a success by all participants. The retreat was subsequently expanded to include classified colleagues, with two such retreats held annually.• Regular committee reports are now shared at College Council meetings. The re-caps enable all stakeholder groups to easily update their constituency on college business, operations and policy efforts to increase understanding about work in progress and expand input.
		<ul style="list-style-type: none">• The SAC President has continued to send periodic updates on key issues out to the entire SAC community and has complemented that with an emphasis on communication out to all members of department and division teams—especially classified---as part of her

		quarterly management team meetings.
2. To review and restructure as appropriate the college's participatory governance model.	<ul style="list-style-type: none"> This was the central item of business at the joint Cabinet-Senate retreat in January, and is reviewed annually as a matter of course at all executive retreats with college leaders. 	<ul style="list-style-type: none"> A revised SAC Participatory Governance Structure document was jointly constructed & approved by College Council in March 2008, and was updated again in the current year. A Safety Committee was established. A process for committees to assess their effectiveness was established.
3. To meet or exceed FTES production targets across credit and non-credit instruction.	On-going analysis of efficiency is undertaken across both the credit and non-credit instructional programs, with special attention to curriculum funding trends and associated regulations at the state level.	In spite of substantial reductions in excess of 15% overall in actual class sections, with support from leaders throughout the college—especially faculty who expanded class size, the college continued to meet
GOAL	STRATEGIES	MEASURES
4.	An efficiency analysis was undertaken across credit instruction to improve schedule engineering & FTES production.	FTES targets to maximize available funding for SAC in the 2010-2011 year.
5.		<ul style="list-style-type: none"> Further Workload Measure reductions are expected in the 2011-2012 academic year and we are continuously analyzing ways to review and prioritize offerings in line with our mission-central priorities while pursuing alternative funding that will enable us to maximize the opportunity for our students to progress in their studies.
6. To improve the functional alignment between the planning and budgeting processes, including the development of supplemental resources for priority areas of the college.	An integrated budget and planning timeline has been created for all college departments that aligns with the development of both planning portfolios as well as the RSCCD budget calendar.	<p>Special attention will be given to the Planning and Budget Committee's work in 2011 as we have the opportunity to realign efforts in coordination with the emerging RSCCD Strategic Plan and further refine those linked efforts when SAC has its mid-plan <i>Strategic Planning 2007-2015</i> retreat in the fall of 2011.</p> <p>We envision a continuous process with intersections between college efforts and district-wide efforts throughout the academic year.</p>
7. To make substantial progress on improving the academic facilities of the college.	SAC is deeply involved in the development of a comprehensive Facilities Master Plan that unified current construction projects with those still under development while establishing short term, midterm, and long term overall goals. All aspects of college facilities from technology infrastructure, signage, landscaping, and energy conservation are being united in this new master plan.	Documentation related to stakeholder consultation, campus exploration, Cabinet, College Council, the SAC Foundation and the Facilities Committee is well established to create a facilities roadmap for the college and its major off-campus sites. The Board of Trustees is scheduled to approve the updated Facilities Master Plan prior to the beginning of the 2011-12 academic year.
8. To support and expand collaborative work underway with	<ul style="list-style-type: none"> Dedicate leadership staff to collaborative efforts with feeder school districts, regional universities 	<ul style="list-style-type: none"> Leaders throughout the college directly support the regional educational collaborative, the Santa Ana Partnership.

partner agencies throughout the	and community agencies.	
9. greater Santa Ana area to improve academic achievement, college access, and workforce/transfer success.	<ul style="list-style-type: none"> • Develop joint training projects in conjunction with employers and other organizations. • Pursue partnership funding through local, state, federal, and private sources. 	<ul style="list-style-type: none"> • A new extremely significant pathway to CSUF admissions initiative is being launched in the spring of 2011 that will guarantee admission to CSUF for SAUSD students who complete all admissions requirements at SAC. This will be a permanent new pathway to college-going for the Santa Ana community. • Significant additional resources were pursued and won for this work. Please see the resource development attachment
GOAL	STRATEGIES	MEASURES
		for Santa Ana College. SAC's \$100,000 endowment with the Hispanic Education Endowment Fund will be awarding its first scholarship this year, a process that will build annually as the fund matures.
10. To expand the fundraising capacity of the SAC Foundation through strategic planning, Board development, & donor cultivation.	<ul style="list-style-type: none"> • Sustain and expand the President's Circle donor group • Consolidate board committees and increase volunteer involvement. • Expand the involvement of departments across campus in specialized philanthropy centered on college divisions and the unique opportunities they provide 	<ul style="list-style-type: none"> • The SACF Board's strategic planning retreat is held annually in January. In addition the SAC Foundation has expanded its portfolio of grants related to college student success priorities, which will continue to build. • A modest management fee is being established to help stabilize funding for basic operations, calibrated to the many types of non-scholarship accounts that the SACF oversees. • Donor case management has been expanded in activities across all foundation subcommittees including scholarship, program funding, capital, and alumni. A planned giving initiative is being piloted to maximize estate gifts to the college. • Launch a SAC Centennial Planning Committee to begin preparing for the signature elements of our year-long celebration of the college's 100th anniversary in 2015.
11. Build upon current community & school relations to expand benefits for residents of neighborhoods adjacent to the college.	<ul style="list-style-type: none"> • Partnerships with CBO's have been expanded, even though some adjustments to the amount of support provided to these organizations was necessitated by budget reductions. Reductions in classes held at community centers have been handled strategically and with the hope of restoring a portion of offerings in the 	<ul style="list-style-type: none"> • College publications and strategic planning has been re-centered to align with the Board of Trustee's goals. In addition to the partnership advancement highlighted above, new collaborations with The California Wellness Foundation, Union Bank, and UCI Medical Center were launched in 2010-2011, and will be continued.

All of these goals contribute to the *Vision Themes* and elements of the *Strategic Plan 2007-2015*. As the President's Cabinet provides not only vision but support for the vision within the participatory governance mechanisms of the college, these goals permeate all entities of the college. They are also in alignment with the *Board of Trustees Goals 2011* (See Appendices C and D).

Implications for Participatory Governance are as follows:

College Council/ Academic Senate/ Classified Staff: CSEA Leadership/ 1. Continue to improve college-wide communication across constituency groups

Budget/Facilities 1. Analyze FTES production across credit and non-credit instruction; 2. Unify sources of funding to complete Facilities Plan; 3. Improve partnership funding

IE&A 1. Continue to monitor functional alignment between planning and budgeting within the college and between the college and District; 2. Work to align college strategic planning efforts with district Strategic Plan; 3. Increase "Green" efforts as a campus; 4. Integrate Facilities Plan into *Educational Master Plan Update S11* document

Division/Departments 1. Support and expand collaborative work with partner agencies throughout greater SA area to develop joint training projects; 2. Pursue funding through local, state, federal and private sources

SAC Foundation 1. Expand fundraising capacity; 2. Expand *President's Circle*; 3. Develop fundraising mechanism for centennial activities

Student Services 1. Continue current community and school relations to create expanded "good neighbor" benefits for residents adjacent to college

SECTION II: PLANNING DOCUMENTS—APPENDICES A-G



APPENDIX A Santa Ana College Planning Documents

Part I: Seminal Planning Documents—These documents are contained within the *Educational Master Plan* and are fully described therein.

Plan Title	Coordinating Group(s)
<i>Educational Master Plan</i>	Institutional Effectiveness and Assessment Committee (IE&A)
Strategic Plan	Institutional Effectiveness and Assessment Committee
SAC Facilities Master Plan	Facilities Committee
Budget calendar and plans	Planning & Budget Committee
Technology Plan	SAC Technology Advisory Committee (SACTAC)
Core Competencies/ General Education SLOs	Curriculum and Instruction Council (C&I)/ Teaching Learning Committee (TLC)
Program Review: Part I. Academic (Portfolio Assessment/Program Review) Program Review: Part II. Student Services Program Review: Part III. Administrative Services Program Review: Part IV. President's Cabinet	TLC/ IE&A Student Services Division—VP Student Services oversight/ IE&A VP Administrative Services oversight/ IE&A SAC President oversight/IE&A

Part II: Other Planning Documents—In addition to the seminal planning documents contained in the SAC *Educational Master Plan*, the following plans have been developed by faculty and staff at SAC as part of both ongoing strategic planning efforts and required compliance work in association with Title V and state/federal agencies.

Plan Title	Brief Description	Lead(s)
Matriculation Plan	This plan details the college's work across all components of its matriculation initiative.	VP of Student Services
Student Equity Plan	This plan identifies a series of measures for college access and success and identifies any differences among and between student groups. Analysis of the differences and action plans as appropriate are also included.	VP of Student Services
Plan Title	Brief Description	Lead(s)
Categorical Program Plan	This plan includes college-wide responses to a variety of student success elements in the context of categorical program supports. It serves as a foundation for on-site program	VP's of Student Services at SAC and SCC

	review in conjunction with the California Community College System Office.	
Plan Title	Brief Description	Lead(s)
EOPS Program Plan	This plan is required by Title V and details staffing, activity, and spending plans for EOPS for the coming year.	Associate Dean of EOPS
DSPS Program Plan	This plan is required by Title V and details staffing, activity, and spending plans for DSPS for the coming year.	Associate Dean of DSPS
Perkins IV Program Plan	This plan is required by Perkins IV and details activities to address the core indicators of technical skill achievement, skill certificate or degree completion, student persistence or transfer, student employment, nontraditional participation and nontraditional completions.	VP of Academic Affairs
OCR Compliance Plan	This plan responds to OCR-identified compliance issues and details specific actions that will be undertaken to achieve compliance.	SAC Cabinet
Basic Skills Strategic Plan	Beginning in 2007-2008 this college-wide strategic plan contains a self-assessment of basic skills needs at the college, an inventory of strategies currently underway, and previews future issues requiring attention and effort in support of the success of students enrolled in basic skills.	SAC BSI Leadership Team



APPENDIX C
Mid-Cycle Planning Retreat Agenda
Task I and Task II Charts
Table Teams

Strategic Plan Mid-Cycle Planning Retreat

Sponsored by

President Erlinda J. Martinez, Ed.D.

and

The Institutional Effectiveness & Assessment Committee

AGENDA

March 2, 2012; 8:00am-1:30pm; U-201A

Slide Show loop of photos

8:00-8:30 Reception and Coffee

8:30-8:45 Welcome from President Martinez

8:45-9:15 Orientation: Program Facilitators

A. Accreditation/ Program Review and the Future of Institutional Effectiveness

B. Changes at the College since 2007

9:15-9:30 Instructions for Our Work for Today

9:30-10:00 TASK I: Work in Teams on Planning Alignment Documents

10:00-10:30 Report Out (five minutes per team)

10:30-11:30 TASK II: Work in Teams by Vision Theme

11:30-12:00 Break and Buffet Lunch

12:00-1:00 Report Out and Discussion



1:00-1:15 Wrap Up: Program Facilitators

A. What did we do today?


B. Follow-Up Activities

1:15-1:30 Final Word from President Martinez

TASK I: Planning Alignment

			How do these documents align? Please be specific	Preliminary comments for improvement/action
Team I	District Vision	SAC Mission		
Team II	District Goals	SAC Vision Themes		
Team III	District Strategic Plan	SAC Strategic Plan		
Team IV	District Goals	SAC Core Competencies		
Team V	SAC Mission	SAC Vision Themes		
Team VI	SAC Vision Themes	SAC Core Competencies		

TASK II: Strategic Plan Evaluation

		What is the status of the Goals/ Strategies of this Vision Theme? Should they be eliminated, reframed, or continued?	Preliminary Comments for future goals (do not need to be related to existing goals)	Status of Theme on ACCJC Rubric
Team I	Vision Theme I			
Team II	Vision Theme II			
Team III	Vision Theme III			
Team IV	Vision Theme IV			
Team V	Vision Theme V			
Team VI	Vision Theme VI			

Guiding Questions for the Strategic Plan Review (after you re-familiarize yourself with the Vision Theme your team is working with today)

- Are there any goals that have been completed and no longer need to be included in the plan?
- Are there any goals that your group thinks are a lower priority and should be removed from the plan?
- Are there any goals in the plan that are important to continue working on?
- Are there any goals that are missing from your Vision Theme that need to be added?

Mid-Cycle Planning Retreat Table Assignments

Team I: Vision Theme I—Student Achievement Facilitator: Sara Lundquist and Cecilia Arriaza Fernando Antúñez Micki Bryant Gerald Ghelfi Shelly Jaffray Dorothy Nacita Rafael Vargas Julia Vercelli	Team II: Vision Theme II—Technology Facilitator: John Zarske Esmeralda Abejar Monica Collins Allen Dooley Luisa Laulile Eduardo Lopez Sean Small
Team III: Vision Theme III—Innovation Facilitator: Jeff McMillan and Nga Pham Tom Andrews Clara Avila Glenn Doolittle Christine Kosko Sylvia Turner	Team IV: Vision Theme IV—Community Facilitator: Jim Kennedy and Denise Phillips Alejandra Alvarez Judy Arroyo Marycruz Gallardo Yolanda Garcia Brian Sos Lilia Tanakeyowma
Team V: Vision Theme V—Workforce Development Facilitator: Ray Hicks Minh Chau Bart Hoffman Sylvia Gordon Madeline Grant Janet Grunbaum Monica Porter	Team VI: Vision Theme VI—New American Community Facilitator: Carol Comeau and Sue Garnett Jodi Coffman Zachary Fish David Gonzalez Ron Jones Erlinda Martinez Sarah Salas

At-large: Linda Rose and Bonnie Jaros



APPENDIX D

SAC Strategic Plan 2012-2015

DRAFT: Sent to College Council for Approval

Theme I: Student Achievement

A. Transfer/Program Completion B. Excellence in Teaching/Learning C. Literacy across Disciplines

D. Credit/Non-Credit Articulation E. Eliminate Economic Barriers for Students

GOALS	STRATEGIES/ACTIONS	PROGRESS ON GOALS (include measures—direct and indirect/qualitative & quantitative as appropriate; persons/groups responsible)
A. Transfer/Program Completion: Increase transfer, progress/course completion, and attainment of certificates.	A.1 Increase completion of certificates, degrees and transfer. A.2 Design the most efficient pathways to completion that are possible for students (engaging the elements of course design, assessment, condensed classes, educational planning, scheduling, and support services necessary for success). A.3 Provide opportunities for student engagement and leadership that enhance their personal and professional development, sense of belonging to SAC, and persistence.	Possible measures for S13 update: student achievement data from non-credit to credit; from credit to four-year institutions
B. Excellence in Teaching/Learning: Promote and sustain excellence in teaching and learning.	B.1 Identify innovators and expert practitioners in teaching and learning across disciplines and develop a set of initiatives to adopt promising practices college-wide.	Possible measures for S13 update: faculty development; student achievement data
C. Literacy across Disciplines: Increase student academic literacy and learning across disciplines.	C.1 Coordinate efforts between instruction and student services to maximize literacy across disciplines. C.2 Provide a comprehensive learning assistance center to support discipline literacy across the curriculum for all students. C.3 Strengthen partnerships with K-12 to offer literacy-enhancement programs.	
D. Credit/Non-Credit Articulation: Enhance cooperative efforts between credit and non-credit to encourage success	D.1 Redesign pathways for students in non-credit programs.	Possible measures for S13 update: analyze the academic assessment process for accuracy of placement; check alignment of support services across the

in workforce preparation, transfer and basic skills.		credit-non-credit bridge; add GE SLOs to non-credit courses; provide students in the SCE with the same level of facilities as the credit program.
E. Eliminate Economic Barriers for Students: Eliminate barriers to enhance access and achievement of all learning goals for students.	E.1 Expand economic supports that help students to enroll and progress to completion. E.2 Review and improve academic and support services to maximize student access and success. E.3 Expand low-cost textbook options for students.	

Link to college-wide participatory governance and other groups: Student Success Committee; Basic Skills Taskforce; Curriculum and Instruction Council; Teaching Learning Committee; Academic Senate; all academic departments; ASG

Link to other documents: All program review documents (Academic Affairs: Department planning portfolio, direct-SLO For C, PA/PR reports; Student Services program review; Administrative Services Unit Goals Report), BSI Report, participatory governance Year-End reports



Theme II: Use of Technology

A. Students B. College Environment C. Classrooms

GOALS	STRATEGIES/ACTIONS	PROGRESS ON GOALS (include measures—direct and indirect/qualitative & quantitative as appropriate; persons/groups responsible)
A. Students: SAC students will graduate with skills necessary to access technology in their education and professional lives.	A.1 Determine skill sets required by discipline; revise to reflect current trends and needs. A.2 Determine skills necessary to access technology by department/discipline. A.3 Maintain currency in hardware and software within the curriculum to reflect the workplace.	Possible measures for S13 update: Core Competency 3: Information Management review by department; curriculum revision and development
B. College Environment: SAC will provide a technology-rich environment for faculty, staff and students.	B.1 Determine campus locations where students can access technology to improve their skills sets. B.2 Enhance existing facilities to promote technology proficiency. B.3 Maintain currency in hardware and software. B.4 Provide equal access to current hardware, software and databases to offices, student labs, the library and	Possible measures for S13 update: analyze: registration; wireless access on campuses; portal status; check web pages; staff development program; check software; updates of Datatel/Colleague; status of state-of-the-art specialty technology for students with disabilities; technology in the Nealley Library

	<p>all classrooms.</p> <p>B.5 Formalize the technology staff development program.</p> <p>B.6 Enhance and ensure timely, efficient and complete technology support in all offices.</p> <p>B.7 Provide communication software that allows for collaboration such as blogs and wikis.</p> <p>B.8 Include technology in facilities planning by coordinating college and district efforts.</p> <p>B.9 Provide access to information to students, staff and faculty with disabilities</p> <p>B.10 Develop alternative strategies for funding technology including endowments.</p> <p>B.11 Maintain Technology Plan to be in concert with District Technology Plan</p>	and at SCE; student printing solution
<p>C. Classrooms: SAC will provide innovative instructional technologies that will enable faculty to enhance and facilitate student learning.</p>	<p>C.1 Mediate remaining classrooms</p> <p>C.2 Update, replace and standardize technology in existing classrooms and offices every four years.</p> <p>C.3 Enhance and ensure timely, efficient and complete support in all classrooms and offices.</p> <p>C.4 Fully develop an instruction design team and training program to support faculty which includes facilities, personnel and a responsive organization.</p> <p>C.5 Continue to maintain and increase quality of distance education (defined by a set of rubrics and included in program review) and the quantity of hybrid and online courses.</p>	

Link to college-wide participatory governance and other groups: Planning and Budget Committee; Facilities Committee; SACTAC; TAG; Academic Senate, all departments

Link to other documents: Technology Plan, all program review reports, Facilities Master Plan, Budget plans



Theme III: Innovation

A. Academic/Student Services/Operational Support Efforts; B. Embrace Scholarship and Inquiry; C. Access/Outreach

GOALS	STRATEGIES/ACTIONS	PROGRESS ON GOALS (include measures—direct and indirect/qualitative & quantitative as appropriate; persons/groups responsible)
<p>A. Course, Program, Degree-Level; Student Services; Administrative Services: Cultivate a culture of innovation to enhance student success throughout the entire college environment, including course, program, certificate/degree-level; student services and operational support.</p>	<p>A.1 Academic:</p> <ul style="list-style-type: none"> • Investigate redesign of course content delivery to enhance student pathways to completion, e.g., distance mode, accelerated models. • Bridge achievement gaps of students by creating a variety of interdisciplinary learning communities, e.g., credit/non-credit • Develop a Teaching Learning Commons • Maintain professional development activities to support student achievement for all constituency groups <p>A.2 Student Services:</p> <ul style="list-style-type: none"> • Create college-wide, interdisciplinary learning centers • Expand and innovate in the provision of Academic Educational Plans for all students <p>A.3 Operational Support:</p> <ul style="list-style-type: none"> • Investigate managed enrollment options • Seek ongoing input from classified staff regarding potential means of innovation in their respective work areas • Investigate options for obtaining and maximizing fiscal resources 	
<p>B. Embrace Scholarship and Inquiry: Promote high standards of scholarship/intellectual</p>	<p>B.1 Create an environment in which students are encouraged to excel B.2 Through dialogues within program review, establish strategies</p>	

inquiry and provide the tools for ongoing learning.	<p>to increase student success and achievement rates</p> <p>B.3 Maintain a research-based approach to teaching and learning</p> <p>B.4 Utilize the institutional core competencies as a base for planning efforts in all areas, i.e., academic affairs, student services, administrative services</p> <p>B.5 Provide students with opportunities to develop both hard and soft skills in an academic environment which they may bring into the workforce and their personal endeavors</p>	
C. Access/Outreach: Enhance opportunities for student access to non-traditional delivery modes	<p>C.1 Offer traditional and non-traditional classes 24/7</p> <p>C.2 Reach traditional and non-traditional students</p> <p>C.3 Offer access to innovative student support services for non-traditional modes of delivery</p> <p>C.4 Enhance the Distance education [program to be consistent with the standards of instructional quality and effectiveness of the traditional model</p> <p>C.5 Assess SLOs to glean accurate student success data, and create appropriate interventions</p> <p>C.6 Narrow the achievement gap between distance education and traditional classroom instruction</p> <p>C.7 Maintain a faculty development program for teaching in distance education mode</p>	

Link to college-wide participatory governance and other groups: Academic Senate, Curriculum and Instruction Council, Teaching Learning Committee; Student Success Committee; BSI; SACTAC

Link to other documents: Program review reports; BSI Report, Technology Plan, Course Outlines of Record; SLO-Assessment Form C



Theme IV: Community

A. Access/Motivation; B. Community/Family Involvement; C. Lifelong learning; D. Healthful Living/Environment

GOALS	STRATEGIES/ACTIONS	PROGRESS ON GOALS (include measures—direct and indirect/qualitative & quantitative as appropriate; persons/groups responsible)
A. Access/Motivation: Promote an “achievement attitude” among our prospective student population and supporting networks	A.1 Determine prospective students, including SCE, K-12, international students and community members A.2 Instill belief in students’ ability to success in college	
B. Community/Family Involvement: Extend awareness of the college as a part of the community	B.1 Evaluate the value the community places on the college B.2 Develop programs and services to meet community needs	
C. Lifelong Learning: Increase interest in learning across the college and community	C.1 Pursue all avenues in which the college can provide opportunities for lifelong learning in all delivery modes, e.g., credit, non-credit, community services, distance education	
D. Healthful Living/Environment: Increase awareness and practice of healthful living across the college and community, including personal and environmental choices	D.1 Create partnerships with the community to promote healthful living within the community D.2 Seek other models other than the traditional credit model at the college D.3 Incorporate healthful living into curricular activities and institutional practices D.4 Develop environmentally-friendly practices to apply at the college and in the community environment	

Link to college-wide participatory governance and other groups: Academic Senate, Facilities Committee, Teaching Learning Committee; Planning and Budget Committee; Environmental Workgroup; SACTAC; Administrative Services

Link to other documents: Program review documents; Facilities Master Plan, Budget plans

NOTE: The Institutional Effectiveness and Assessment Committee is the oversight committee of all college planning documents and the Strategic Plan, which is the college-wide planning document based on the goals of the six institutional Vision Themes. The strategies linked to the goals are meant to encompass all aspects of the college. Details of how each segment of the college addresses these goals is

contained within the area's program review documentation. IE&A conducts analysis of all program review documents received from the Teaching Learning Committee (Academic PA/PR); Student Services and Administrative Services. An IE&A End-of-Year report is then written. This report is sent to all governance chairs, as it contains vital information to be used in the planning efforts of those groups (e.g., Technology Plan, Facilities Master Plan, Budget plans). IE&A recommendations to make changes to the mission statement or to revise the Strategic Plan are referred to College Council for approval and then incorporated into the Educational Master Plan.



Theme V: Workforce Development

A. Partnerships & Relationships; B. Skills Across the Curriculum; C. Skilled Employees; D. Practical Work Experience; E. Career and Educational Pathway Planning

GOALS	STRATEGIES/ACTIONS	PROGRESS ON GOALS (include measures—direct and indirect/qualitative & quantitative as appropriate; persons/groups responsible)
A. Partnerships & Relationships: Develop industry partnerships & alumni relationships	A.1 Coordinate Advisory Committee meetings with business partners and secondary schools (e.g. Vital Link, CTE Partnerships) A.2 Maintain relations with industry partners to attract monetary and other donations (e.g. current technology) for CTE programs. A.3 Create an Alumni Network A.4 Increase visibility of CTE programs to employers, universities and the community at large.	
B. Skills Across the Curriculum: Integrate basic and technical skills with employability and workplace competencies, to address workforce needs.	B.1 Work with math and English (reading & writing) to develop contextualized instruction/curriculum for CTE students. B.2 Infuse soft/employability skills and training into CTE classes. B.3 Support faculty professional development to maintain current industry knowledge and best practices across the CTE curriculum.	
C. Skilled Employees: Support regional workforce	C.1 Launch new CTE programs to meet regional employer needs.	

development by becoming the primary local source of skilled employees	<p>C.2 Maintain and enhance CTE programs to meet industry requirements and accreditation/licensing body standards.</p> <p>C.3 Promote CTE programs to regional employers to increase student employment opportunities.</p>	
D. Practical Work Experience: Provide practical work experience SAC students	<p>D.1 Enhance internships and work-based learning through utilization of the Career Center and Service Learning Center.</p> <p>D.2 Prepare students for Practical Work Experience placement by utilizing Work Experience Coordinator(s).</p>	
E. Career and Educational Pathway Planning: Develop and teach educational pathways leading to degree and certificate completion.	<p>E.1 Expand strategic alignment with local high schools, universities and other colleges, and CTE Partnerships.</p> <p>E.2 Enhance counseling involvement in CTE student Career & Education planning.</p> <p>E.3 Utilize technology to provide CTE students with Education Planning.</p>	

Link to college-wide participatory governance and other groups: Academic Senate, Teaching Learning Committee; Planning and Budget Committee; SACTAC; CTE regional committees
Link to other documents: Program review documents; Budget plans



Theme VI: Emerging American Community

A. Local and Global Responsibility; B. Cross-cultural Education; C. Cross-disciplinary Education; D. Increase “Green” Efforts; E. Accountability and Transparency

GOALS	STRATEGIES/ACTIONS	PROGRESS ON GOALS (include measures—direct and indirect/qualitative & quantitative as appropriate; persons/groups responsible)
A. Local and Global responsibility: Promote individual and collective awareness at the local and	<p>A.1 Increase awareness and foster proactive civic responsibility</p> <p>A.2</p>	

global level		
B. Cross-cultural Education: Educate the faculty, staff, students and community regarding <i>Emerging American Culture</i> , the cultural polyglot that has transformed us and our community, promoting greater awareness and global enrichment	B.1 B.2	
C. Cross-disciplinary collaboration: Create an environment among faculty, staff and students that encourages cross-disciplinary collaboration, activities and dialogues.	C.1	
D. Increase “Green” efforts	D.1 D.2 D.3 D.4	
E. Transparency and Accountability: Define roles, responsibilities and processes within the college community and make them easily accessible	E.1	

Link to college-wide participatory governance and other groups: Academic Senate, Facilities Committee, Teaching Learning Committee; Planning and Budget Committee; Environmental Workgroup; SACTAC; Administrative Services

Link to other documents: Program review documents; Facilities Master Plan, Budget plans

APPENDIX E

Santa Ana College Mission Statement and Vision Themes

The mission of Santa Ana College is to be a leader and partner in meeting the intellectual, cultural, technological, workforce and economic development needs of our diverse community. Santa Ana College prepares students for transfer, employment, careers and lifelong intellectual pursuit in a dynamic learning environment.

Proposed Mission Statement Revision

As a result of a recommendation received *Mid-Cycle Planning Retreat* of March 2, 2012 and feedback received from all the participatory governance committees, the IE&A Committee has recommended the following mission statement revision to College Council for review:

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

School of Continuing Education

The School of Continuing Education has also developed a Mission Statement as a result of the work conducted at the *Mid-Cycle Planning Retreat* as follows:

Mission Statement School of Continuing Education

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

Vision Themes

I. Student Achievement; II. Use of Technology; III. Innovation; IV. Community; V. Workforce Development; VI. New American Community

Proposed Vision Theme VI Revision: Emerging American Community

APPENDIX F

RSCCD Board of Trustees Vision and Goals 2012

RSCCD Strategic Plan 2011-2013

Vision Statement

The colleges and centers of the Rancho Santiago Community College District (RSCCD) are learning communities. The RSCCD Board of Trustees is committed to ensuring access, equity, and success for students by providing comprehensive educational opportunities throughout our communities. The RSCCD will be a global leader in many fields, delivering cost-effective, innovative and sustainable programs and services that are responsive to the diverse needs and interests of all students. The RSCCD will be exceptionally sensitive and responsive to the economic and educational needs of our students and communities. The environment of the RSCCD will be collegial and supportive for students, staff, and the communities we serve.

The RSCCD will promote and extensively participate in partnerships with other educational providers, including business, industry, and community groups, to further the goal of enhancing our communities' cultural, educational, and economic well-being.

The RSCCD will be a leader in the state in student learning. Students who complete programs will be prepared for success in business, industry, careers, and all future educational endeavors. We will prepare students to embrace and engage the diversity of our global community and to assume leadership roles in their work and public lives.

Goals

1. Promote a learning community environment that is innovative, student-centered, and celebrates student achievement.
2. Prepare students for success in their academic, career, and personal life endeavors by providing access to education and services that foster student retention and program completion.
3. Update and implement facilities master plans, maximize college and community use of facilities, and incorporate "green" efforts into facilities development and other efforts when cost-effective.
4. Promote flexible, cost-effective educational programs and services including the use of cutting-edge technology and educational program delivery via technology.
5. Pursue alternative public and private funding sources to increase the district's fiscal sustainability and to implement the district's vision and goals, and encourage the foundations and district to create plans for capital and program campaigns, alumni association development, and other resource development activities.
6. Maintain a positive, productive working environment for employees, recognizing and embracing diversity and enhancing staff development opportunities that address innovation and technology.
7. Expand partnerships with business, labor, community groups, universities, schools, and other public and private agencies in order to enhance the district's resource development; ensure student access and success; ensure robust economic development programs; and be responsive to workforce development needs and high-demand career fields.
8. Assess and address the educational needs of the communities we serve, and enhance awareness of the district and its colleges through outreach and advocacy to community constituencies, including local, state, and national leaders.

Approved by the Board of Trustees on February 6, 201

RANCHO SANTIAGO COMMUNITY COLLEGE DISTRICT

SANTA ANA COLLEGE • SANTIAGO CANYON COLLEGE

Since the time that the District transitioned from a single college to multi-college district in 1997, its planning process has centered around the Board of Trustees' annual planning meeting, which focused on the development of the District's Vision Statement and Goals. That planning meeting was typically held during the summer each year, but in order to provide greater coordination with the District's budget development process, that meeting is now held in February of each year. Shortly after his appointment in August 2010, the Chancellor initiated discussions with the Board of Trustees and constituent groups regarding the need for a district strategic plan. Two consultants, Darroch "Rocky" Young, retired Chancellor of the Los Angeles Community College District, and Eva Conrad, retired President of Moorpark College, were selected to assist the District in this planning effort.

The Planning Design

Because each of us shares in the responsibility of planning and evaluation, these activities are conducted continuously throughout the District. The colleges (Santa Ana College and Santiago Canyon College) have their own internal processes for planning and evaluation, which are coordinated and simultaneously integrated into the district-wide planning and resource allocation processes.

The consultants conducted two days of interviews at the colleges and district office during the Spring 2011 semester in order to identify significant issues impacting the District's planning process. Based upon the information gleaned from those interviews, the consultants established an agenda for an initial planning meeting which was focused on:

- developing a streamlined planning process for the district, and
- developing strategic objectives centered around the District's goals

On April 8, 2011, thirty-seven representatives from both colleges and the district office met with the consultants to initiate the strategic planning process. Following a presentation by the consultants on effective planning models, the participants broke into four small groups and developed recommendations for a new district planning model. Those four drafts were subsequently assimilated into a single draft that was reviewed and approved by the participants at the next planning meeting. Utilizing a matrix based upon the District's eight goals, the participants once again broke into four smaller groups and drafted strategic objectives for each goal. The consultants reviewed these drafts, eliminated duplicates, and developed draft objectives for the group's consideration at the next planning meeting.

The participants reconvened on May 6, 2011 and approved the draft planning cycle that was developed during the first planning session. Breaking into four smaller groups, each group was assigned two of the eight District goals. Each group was provided the draft planning matrix produced by the consultants after the first planning session and a potential list of metrics for each district goal that was developed by an ad hoc planning team. Each group was asked to identify its top two or three objectives for each goal, assign responsibility for

the completion of each objective, and a timeline for its completion.

Responsibility for editing the strategic objectives was assigned to a writing committee, which prepared a draft of the strategic plan and circulated it to all participants. A second draft was prepared that included the participants' suggested revisions and corrections. The second draft was presented to the District's Budget and Allocation Planning Review Committee, which approved it and submitted it to the Chancellor.

The Process

Rancho Santiago Community College District is a learning community. The college district and its colleges are committed to ensuring access and equity, and to planning comprehensive educational opportunities throughout our communities. We will be global leaders in many fields, delivering cost-effective, innovative programs and services that are responsive to the diverse needs and interests of all students. We will be exceptionally sensitive and responsive to the economic and educational needs of our students and communities.

The environment will be collegial and supportive for students, staff, and the communities we serve. We will promote and extensively participate in partnerships with other educational providers, business, industry, and community groups. We will enhance our communities' cultural, educational, and economic well-being.

We will be a leader in the state in student learning outcomes. Students who complete programs will be prepared for success in business, industry, careers, and all future educational endeavors. We will prepare students to embrace and engage the diversity of our global community and to assume leadership roles in their work and public lives.




The Vision

2011 - 2013

The following individuals participated in one or both planning meetings as well as the review of the strategic plan draft:

The Participants

The following individuals participated in one or both planning meetings as well as the review of the strategic plan draft:

Santa Ana College 	Santiago Canyon College 	District Office 
Steve Eastmond Paul Foster Norm Fujimoto Janet Grunbaum Marti Guerra Ray Hicks Bonnie Jaros Sara Lundquist Erlinda Martinez Monica Porter	Morrie Barembaum Michael DeCarbo Caroline Durdella Corinna Evett John Hernandez Steve Kawa Aracely Mora Esther Odegard Jose Vargas Juan Vázquez	Tammy Cottrell John Didion Becky Fraser Peter Hardash Sylvia LeTourneau Linda Melendez Enrique Perez Nga Pham Marti Reiter Raúl Rodríguez

Ed Ripley Christina Romero Evelyn Sanchez Sean Small John Zarske	Joyce Wagner Robert Waldren John Weispfenning Lana Wong	Laurie Weidner
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APPENDIX G

Santa Ana College Vision Themes with Updated Goals Spring 2012 Aligned to RSCCD Board of Trustees Goals 2012

I. Student Achievement [1, 2]

- A. Transfer/Program Completion: Increase transfer, progress/course completion, and attainment of certificates
- B. Excellence in Teaching/Learning: Promote and sustain excellence in teaching and learning
- C. Literacy across Disciplines: Increase student academic literacy and learning
- D. Credit/Non-credit Articulation: Enhance cooperative efforts between credit and non-credit to encourage success in workforce preparation, transfer and basic skills
- E. Eliminate Economic Barriers for Students: Eliminate economic barriers to enhance access and achievement of all learning goals for students

II. Use of Technology [4, 6]

- A. Students: SAC students will graduate with skills necessary to access technology in their education and professional lives
- B. College Environment: SAC will provide a technology-rich environment for faculty, staff and students
- C. Classroom: SAC will provide innovative classroom technologies that will enable faculty to enhance and facilitate student learning

III. Innovation [1, 2, 4, 7, 8]

- A. Academic/ Student Services/Operational Support Efforts: Cultivate a culture of innovation to enhance student success throughout the entire college environment, including course, program, certificate/degree-level; student services and operational support
- B. Embrace Scholarship and Inquiry: Promote high standards of scholarship/intellectual inquiry and provide tools for ongoing learning
- C. Access/Outreach: Enhance opportunities for student access to non-traditional delivery modes

IV. Community [1, 2, 5, 7, 8]

- A. Access/Motivation: Promote an “achievement attitude” among our prospective student population and supporting networks
- B. Community/Family Involvement: Extend an awareness of the college as part of the community
- C. Lifelong Learning: Increase interest in lifelong learning/healthful living across the college
- D. Healthful Living/Environment: Increase awareness and practice of healthful living across the college and community, including personal and environmental choices

V. Workforce Development [5, 7, 8]

- A. Partnerships: Expand and identify partners and collaborate with industry and communities to identify workforce needs
- B. Skills across the Curriculum: Integrate basic and technical skills, as well as workplace competencies, to address workforce education needs
- C. Skilled Employees for High Demand Occupations: Support regional development by becoming the primary local source of skilled employees for high demand occupations
- D. Practical Work experience: Provide practical work experience for career and technical education students
- E. Career and Educational Pathway Planning: Career and educational pathways leading to degree and certificate completion

VI. Emerging American Community [1, 3, 5, 7, 8]

- A. Local and Global responsibility: Promote individual and collective awareness at the local and global level
- B. Cross-cultural Education: Educate the faculty, staff, students and community regarding Emerging American Culture, the cultural polyglot that has transformed us and our community, promoting greater awareness and global enrichment
- C. Cross-disciplinary collaboration: Create an environment among faculty, staff and students that encourages cross-disciplinary collaboration, activities and dialogues.
- D. Increase “Green” efforts throughout the college
- E. Transparency and Accountability: Define roles, responsibilities and processes within the community and make them easily accessible

bnj / 05-20-12/based on Strategic Plan Update S12 with Vision Themes and Revised Goals: approved IE&A 05-14-12

Strategic Plan Update Spring 2012 sent to College Council for approval June 1, 2012

RSCCD and Santa Ana College Strategic Plan Vision Themes

District Goal	District Objective	SAC Vision Theme/ Committees	Vision Theme Objectives
1. Promote a learning community environment that is innovative, student-centered, and celebrates student achievement.	8.1 Identify learning innovation & projected number of students impacted. 8.2 Continue to monitor student satisfaction and student centeredness (both credit & non-credit) 1.3 Identify events and ceremonies where students can be recognized.	1. Vision Theme I, III, IV, VI/ C&I, TLC, IE&A, President's Cabinet, Student Success Committee, BSI, College Council	A. Increase academic literacy and learning across disciplines B. Eliminate economic barriers to student achievement C. Increase program completion/transfer/employment rates for all students D. Promote and sustain excellence in teaching/learning E. Increase credit/non-credit articulation F. Increase development of innovative teaching techniques G. Help students embrace scholarship, inquiry and a

<p>2. Provide access and retention for completion of programs, including transfer, vocational and high school diploma programs; and prepare students for success in their academic, career and personal life endeavors</p>	<p>2.1 Prioritize class offering to match change of CCC's (i.e., transfer, CTE, BS) 2.2 Manage our current enrollment challenges with limited funds received from state for FTES 2.3 Examine programs we will focus on and what/who we plan on serving (e.g., distance education) 2.4 Increase number of transfers, degrees and certificates earned 2.5 Examine course success rates by population served</p>	<p>2. Vision Theme I, III, IV/C&I, TLC, Student Success, BSI, President's Cabinet, College Council</p>	<p>love of learning H. Access/Outreach: Enhance opportunities for student access to non-traditional delivery modes I. Promote a higher "achievement attitude" among our prospective student population and supporting networks J. Extend an awareness of the college as part of the community K. Increase interest in lifelong learning/healthful living across the college L. Increase awareness and practice of healthful living across the college and community M. Increase awareness and foster proactive civic responsibility N. Increase "Green" efforts throughout the college O. Educate the faculty, staff, students and community of the <i>New American Culture</i>; develop an integrated community of learners throughout the institution. P. Create an environment among faculty, staff and students that encourages cross-disciplinary collaboration, activities and dialogues</p> <p>A. Increase academic literacy and learning across disciplines B. Eliminate economic barriers to student achievement C. Increase program completion/transfer/employment rates for all students D. Promote and sustain excellence in teaching/learning E. Increase credit/non-credit articulation F. Increase development of innovative teaching techniques G. Help students embrace scholarship, inquiry and a love of learning H. Access/Outreach: Enhance opportunities for student access to non-traditional delivery modes</p>
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<p>3. Update and implement facilities master plans, maximize college and community use of facilities, and incorporate “green efforts” into facilities development and other efforts where cost effective.</p> <p>4. Promote flexible, cost-effective educational programs and services including the use of cutting-edge technology and educational program delivery via technology.</p>	<p>3.1 Support the completion and Board approval of the Colleges’ Facilities Master Plans 3.2 Assess unmet facilities needs in order to maximize the utilization 3.3 Create district-wide “green team” taskforce to look at unified district effort to go “green”</p> <p>4.1 Convene a district-wide group to review the distance education program at both colleges to identify efficiencies through collaboration and shared resources. 4.2 Form a sub-committee of Technology Advisory Group charged with brainstorming strategies to maximize the use of existing technology (i.e., implementing the degree audit program). 4.3 Identify minimum standards of service to support distance education courses for both faculty and students 4.4 Identify allocation of technology technicians to the colleges.</p>	<p>3. Vision Theme VI and Facilities Committee</p> <p>4. Vision Theme II, III/ SACTAC</p>	<p>I. Promote a higher “achievement attitude” among our prospective student population and supporting networks J. Extend an awareness of the college as part of the community K. Increase interest in lifelong learning/healthful living across the college</p> <p>A. Increase “Green” efforts throughout the college B. Educate the faculty, staff, students and community of the <i>Emerging American Culture</i>; develop an integrated community of learners throughout the institution. C. Create an environment among faculty, staff and students that encourages cross-disciplinary collaboration, activities and dialogues</p> <p>A. Graduate students with highly competitive skills for continuing education and professional life B. Provide a technology-rich environment for faculty, staff and students C. Provide innovative classroom technologies that will enable faculty to enhance and facilitate student learning D. Increase development of innovative teaching techniques E. Help students embrace scholarship, inquiry and a love of learning F. Access/Outreach: Enhance opportunities for student access to non-traditional delivery</p>
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<p>5. Pursue alternative public and private funding sources to increase the district's fiscal sustainability and to implement the district's vision and goals, and encourage foundations and district to create plans for capital and program campaigns and alumni association development.</p> <p>6. Maintain a positive, productive working environment for employees recognizing and embracing diversity, and enhancing staff development opportunities that address innovation and technology.</p> <p>7. Expand partnerships with business, labor, community groups, universities, schools, and other public and private agencies in order to enhance the district's resource development, ensure student access and success, ensure robust economic development programs, and be responsive to workforce development needs and high demand career fields.</p> <p>8. Assess the educational needs of the communities we serve, and enhance awareness of the colleges and community involvement through outreach and advocacy among community constituencies and leaders.</p>	<p>5.1 Explore and make public grant opportunities</p> <p>5.2 Explore the creation of an emeritus program</p> <p>6.1 Monitor employee satisfaction</p> <p>6.5 The district shall provide for staff development</p> <p>7.1 Create an RSCD/SAC/SCC inventory of current partnerships and evaluate the depth and quality of the relationship</p> <p>7.2 Determine which partnerships need to be maintained, further developed, or added</p> <p>8.1 Convene a district group charged with developing and aggressive student recruitment campaign that builds from a fresh update on the educational needs of our community of: high school students (including continuing education students working adults non-working adults</p>	<p>5. Vision Theme V/ SAC Foundation/ all academic departments/all student services departments/ BSI</p> <p>6. Vision Theme VI/ President's Cabinet, all administrators Staff development: BSI, TLC</p> <p>7. Vision Theme V/ CTE Programs</p> <p>8. Vision Theme IV, V</p>	<p>A. Expand and identify partners and collaborate with industry and communities to identify workforce needs</p> <p>A. Educate the faculty, staff, students and community of the <i>New American Culture</i>; develop an integrated community of learners throughout the institution.</p> <p>B. Create an environment among faculty, staff and students that encourages cross-disciplinary collaboration, activities and dialogues</p> <p>A. Expand and identify partners and collaborate with industry and communities to identify workforce needs</p> <p>B. Integrate basic skills and workplace competencies</p> <p>C. Support regional development by becoming the primary local source of skilled employees for high demand occupations</p> <p>A. Promote a higher "achievement attitude" among our prospective student population and supporting networks</p> <p>B. Extend an awareness of the college as part of the community</p> <p>C. Increase interest in lifelong learning/healthful living across the college</p> <p>D. Increase awareness and practice of healthful living</p>
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	high demand industries demographic imperatives		across the college and community E. Expand and identify partners and collaborate with industry and communities to identify workforce needs F. Integrate basic skills and workplace competencies G. Support regional development by becoming the primary local source of skilled employees for high demand occupations
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SECTION III: END-OF-YEAR REPORTS PARTICIPATORY GOVERNANCE



APPENDIX H

Academic Senate / Participatory Governance Committees 2012 Updates Year-End Assessment Form (Some to be approved fall 2012)

III.E.1 ACADEMIC SENATE GOALS 2010-2011

1. Proactively participate in supporting all aspects of the SAC mission and *Strategic Plan 2007-2015*. **Ongoing**
 - a. Senate representation on Planning & Budget committee.
 - b. Senate representation on College Council.
 - c. Senate executive committee meets with administration and classified on an annual basis.
 - d. Senate executive committee members were active participants in the district strategic planning meeting.
 - e. Senate President meets with college President and Vice President of Academic Affairs twice per month.
2. Maintain the effectiveness and integrity of programs through increased collaboration. **Ongoing**
 - a. Promoted faculty participation in faculty development activities that included program “What works at SAC?” and Faculty workshop series.
3. Increase faculty attendance and participation in the Academic Senate as part of the participatory governance process (e.g., Increase faculty and department involvement in the planning and budget process). **Ongoing**
 - a. Senate President providing ongoing education to senate members on faculty roles and responsibilities regarding 10+1 and the meaning of the faculty role in participatory governance.
 - b. Use of 10+1 scenarios to increase faculty awareness.
 - c. Discussion at senate meetings on importance of senate attendance to be able to share information with respective divisions/departments.
4. Participate in development of the Faculty Institute- **ACHIEVED**

- a. Workgroup was established which included faculty and administration representation. Through collaborative efforts, the *Faculty Institute* will be implemented the fall 2011. As a participant in the Faculty Institute, new faculty will attend 1-2 workshops per month that address a wide range of topics from the tenure process through retirement.
- 5. Encourage operational efforts of the Environmental Workgroup.
 - a. New co-chair appointed to workgroup and workgroup now meeting on regular basis.
- 6. Further develop collegial consultation/communication with administration and transparency of participatory governance.
 - a. Implementation of faculty co-chairs on Administrative screening committee's
 - b. Currently working on operationalizing faculty co-chairs on division curriculum committees for 2011-2012.
 - c. Currently working on operationalizing faculty co-chairs on department chair committees for 2011-2012.
- 7. The Senate will take a more active role in the Basic Skills Initiative: **Ongoing**
 - a. Members of the senate executive committee participated in the restructuring of the leadership structure of the Basic Skills committee.
 - b. Senate President and President-Elect were active members of Strand A. Senate President and President-Elect participated in the evaluation of funding proposals.
- 8. Collaborate in the development of a more effective and transparent Budget Allocation Model-**Ongoing**
 - a. Representation on BAPR and BAPR workgroup.
 - b. Currently BAPR and BAPR workgroup are working on the implementation of the SB 361 budget allocation model.



SANTA ANA COLLEGE
Participatory Governance Committees
Year-End Assessment Form

III.E.2. ENVIRONMENTAL TASK FORCE
REPORTING TO: THE FACILITIES COMMITTEE
CHAIR - SUSAN SHEROD

DATE: May 19, 2011

MEMBERSHIP

Susan Sherod	Loy Nashua	Vincent Nunez	Jackie Madriz (ASG rep.),
Zachary Fish	Teresa Simbro	Melissa Tran	Julio Rangel (Student),
Paul Foster	Roy Shahbazian	Humberto Gallegos	Sean Vo (Engineering Student)

Goals	Completely met	Partially met (Please explain)	Not met/ should be carried over (Please explain)	Not met/ should not be carried over (Please explain)
1. Define the Mission of the task force	X			The mission statement will be reviewed each spring as SAC moves toward a zero waste & sustainable campus
2. Increase Student Involvement		X		A request for student representation will be made to Student Services each fall
3. Research other Campuses efforts including SCC, plus use the NWF Campus program information		X		Discovering new methods of reducing our carbon footprint is an on-going process
4. Recommendations for Grounds-keeping and Exterior/Interior Water Use		X		Reporting potential problems is an on-going task
5. Recommendation of safety of non-chilled drinking fountain water	X		A report was reviewed by the task force on Nov 8, 2010	
6. General review and comments on Strategic Plan and HMC Architect Phasing Plan		X		Recommendations for future projects is an on-going task
7. Consider and recommend energy saving solutions		X		Recommendations for energy savings is an on-going task

8. Recommendation review of Master Plan for adequacy of bike racks	X			A report was reviewed by the task force on March 8, 2011
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Recommended goals for next year:

1. Strengthen the connection with the campus facilities committee to ensure the recommendations of the Environmental Task Force are forwarded to the campus community and incorporated into the SAC Facilities Master Plan.
2. Continue developing the SAC carbon footprint reduction program, incorporating ideas from other campuses and organizations like the National Wildlife Federation's Campus Ecology Program.
3. Increase student involvement
4. Continuing monitoring campus water usage and making recommendations to the grounds department
5. Continue to review and provide comments on the SAC Strategic Plan and SAC Facilities Master Plan
6. Continue recommending energy saving solutions

What outcomes and/or body of work have been generated by this committee?

1. Recommendations of the Environmental Subcommittee 2010-2011

Overall policies: Strive for zero energy-use buildings and to become a zero-waste campus, which will greatly reduce SAC's carbon footprint

Specific Proposed Items:

- a. Install more bike racks
 - b. Install more recycle bins and of various types
 - c. Implement composting on campus
 - d. Orientations of new buildings should have long axis east-west overall
 - e. Routine checks for overwatering and for leaks in all plumbing to save water cost
 - f. Establish maintenance schedules for equipment, plumbing to extend useful fixture life
 - g. Handle HVAC differently on weekends and non-use days
 - h. Ban chilled water stations in buildings
 - i. Install natural ventilation towers on roofs to draw up and exhaust hot air, with low openings that draw in exterior supply air from cooler exterior areas. Use existing ductwork and this will save money and reduce the carbon footprint
 - j. Utilize natural daylight to reduce dependence on artificial lighting
 - k. Replace LED Tube lights with fluorescent tube lights
 - l. Landscape with native and drought-resistant plants
 - m. Host an electronics recycling event to increase sustainability awareness
 - n. Provide more sustainability education opportunities for students and the community
 - o. Involve students with the City of Santa Ana's composting workshop
2. Specific recommendations for design of new buildings and orientation of the buildings to compass:
 - a. Placement of room-types, internal doors & walls, & equipment optimal natural lighting and cooling by orienting buildings to face the equator (or a few degrees to the east to capture the morning sun)
 - b. Extend the building dimension along the east/west axis to make natural ventilation easier to accomplish.
 - c. Provide adequately sized windows to face the midday sun in the winter, and be shaded in the summer and minimize windows on other sides, especially western windows.
 - d. Erect correctly sized, latitude-specific roof overhangs, or shading elements (CA native shrubbery, CA native trees, trellises, fences, shutters, etc.)

- e. Using the appropriate amount and type of insulation including radiant barriers and bulk insulation to minimize seasonal excessive heat gain or loss
 - f. Utilize thermal mass to store excess solar energy during winter days (and re-radiated at night)
 - g. Calculate precise amount of equator-facing glass and thermal mass, considering latitude, altitude, climatic conditions, and heating/cooling degree day requirements.
3. Factors that can degrade thermal performance that should be avoided:
- a. Deviation from ideal orientation and north/south/east/west aspect ratio
 - b. Excessive glass areas ('over-glazing') resulting in overheating (also resulting in glare and fading of soft furnishings) and heat loss when ambient air temperatures fall
 - c. Installing glazing where solar gain during the day and thermal losses during the night cannot be controlled easily e.g. west-facing, angled glazing, skylights
 - d. Thermal losses through non-insulated or unprotected glazing
 - e. Lack of adequate shading during seasonal periods of high solar gain (especially on the west walls)
 - f. Incorrect application of thermal mass to modulate daily temperature variations
 - g. Open staircases leading to unequal distribution of warm air between upper and lower floors as warm air rises
 - h. High building surface area to volume and too many corners
 - i. Inadequate weatherization leading to high air infiltration
 - j. Lack of, or incorrectly installed, radiant barriers during the hot season. (Consider also cool roof and green roof)
 - k. Insulation materials that are not matched to the main mode of heat transfer (e.g. undesirable convective/conductive/radiant heat transfer)
4. More students were involvement in the task force this year
5. Created a Sustainable Facilities Management Plan
6. Reviewed the following:
- a. Bike Parking Options
 - b. Night Sky Cooling
 - c. Chilled Drinking Fountains
 - d. The National Wildlife Federation's Campus Ecology Program for reducing a campus carbon footprint
7. Reviewed the draft central plant cooling system document and compared it to night sky cooling systems. Potential advantages of using night sky cooling include:
- a. Construction cost savings could be in the millions of dollars, as night sky cooling is estimated to be about 1/8th the cost of a central cooling plant.
 - b. Reduced heat loads with night sky cooling will leave a smaller carbon footprint than a central plant.
8. Reviewed portions of the draft SAC Facilities Master Plan with the following recommendations:
- a. Strategies that could contribute to more effective Night Sky Cooling are: thermal massing, additional insulation, shading with native CA plants/trees for reducing external heat gain, and for the main problem of internal heat gain,
 - b. Server based computer workstations (fewer computers in rooms), more efficient lighting such as LED tubes that put out less heat and draw less power

- c. Title 24 compliant building controls, such as light motion sensors, and thermostats that offer variable settings.
 - d. "Standardization" of buildings may not be a wise choice for building entries, glazing and colors, etc. The orientation of the building determines how a building catches prevailing breezes as well as solar incidence. Consider that entries often include large glazed areas, and solar is a definite concern. Standardizing the implementation of natural ventilation and night sky cooling would be a much wiser, money saving and practical kind of standardization.
9. Reviewed the SAC Arboretum Project with the following recommendations:
- a. Ferns and tropical plants require much water
 - b. The campus should slowly replace grass areas in order to reduce or eliminate irrigation water use.
 - c. Drought tolerant, no maintenance or very low maintenance plants can be started from seed and phased in while grass is phased out. Magic carpet thyme is an example.
 - d. There is a lack of specific shading at some buildings. This should be studied in the Master Plan.
 - e. California Native Western White Clematis, or even some non-natives, but drought tolerant fragrant vines (jessimine, honeysuckle, etc.) would be beneficial.
 - f. California native plants use less water. Most California natives need almost no water after being established for a full years' growth cycle.
 - g. Natives should be planted in late fall or early winter to take advantage of seasonal rain



SANTA ANA COLLEGE

Participatory Governance Committee

End-of-Year Report 2010-11

III.E.3. COMMITTEE – PLANNING AND BUDGET CO-CHAIRS – PAUL FOSTER and JEFF MCMILLAN

DATE: May 20, 2011

Paul Foster	Judy Arroyo	Ross Carter	Ray Hicks	Monica Porter
Jeff McMillan	Steve Bautista	Norm Fujimoto	Michael Kelcher	Ed Ripley
Tom Andrews	Matt Beyersdorf	Andy Gonis	Sara Lundquist	

Goals	Completely met	Partially met (Please explain)	Not met/ should be carried over (Please explain)	Not met/ should not be carried over (Please explain)
2010/2011 Goals				
1.Divisions and Departments should explore options, prepare recommendations, and/or develop mechanisms for potential budget reductions in the event that Santa Ana College is further impacted by the state budget crisis.		X	This recommendation was communicated and will be tested should additional reductions be required.	
2.Integrate College and District Planning and Budget groups.		X	The College developed a process for transferring campus planning into district budgeting during the spring of 2011. Combined SAC budget requests will be submitted to BAPRC in time for consideration for the 2011-12 adopted budget.	
3. Roll over current goals with minor modifications as needed.		X	Evaluating campus priorities in these uncertain state budget times is an on-going process. Campus Planning & Budget committee members and College Council members were asked to provide input in preparation for the 2011-12 adopted budget, which is believed to contain additional reductions.	
4. Provide recommendations to the district Budget Allocation and Planning Review Work Group for their annual review and analysis of the Budget Allocation Model.		X	Much budget model evaluation work has taken place on-going process during 2010-11. Not all questions have been answered; however, at the May 4, 2011 BAPRC meeting, members agreed to	

			use the existing model for the	
Goals	Completely met	Partially met (Please explain)	Not met/ should be carried over (Please explain)	Not met/ should not be carried over (Please explain)
			Tentative Budget, but the WG will continue developing a plan to move into the SB361 model as soon as possible.	
5.Evaluate Program Cost and efficiency.		Limited staff has contributed to this goal not being met. A joint effort between the enrollment manager and the college accountant is needed. A programmer is currently evaluating how the process can be automated.	X	

Recommended goals for next year:

- Divisions and Departments should explore options, prepare recommendations, and/or develop mechanisms for potential budget reductions in the event that Santa Ana College is further impacted by the state budget crisis.
- Integrate College and District Planning and Budget groups.
- Campus budget priorities must reflect the core campus mission Goals with minor modifications as needed.
- Provide recommendations to the district Budget Allocation and Planning Review Work Group for their annual review and analysis of the Budget Allocation Model.
- Evaluate Program Cost and efficiency.
- Prepare to successfully transition to the new SB 361 revenue allocation model. This includes adequate staff to effectively manage the budget.
- Explore ideas for making the committee more proactive rather than reactive

What outcomes and/or body of work have been generated by this committee?

- Members of the SAC Planning & Budget committee have been instrumental in the evaluation of the current Budget Allocation Model at the district Allocation and Planning Review Work Group.
- Affirmed college spending priorities.
- Representatives from various college constituency groups attend the Campus Budget Committee and disseminate budget and planning information throughout campus.
- Committee members received regular budget updates
- Some members feel the district is paying more attention to college needs



SANTA ANA COLLEGE
Participatory Governance Committee
End of Year Report 2011-12

III.E.4. COMMITTEE – FACILITIES

DATE: May 15, 2012

CO-CHAIRS – PAUL FOSTER and JOHN ZARSKÉ

MEMBERSHIP

Paul Foster	Bart Hoffman	Sara Lundquist	Nilo Lipiz	Valinda Tivenan
Ray Hicks	Elliot Jones	Elyse Chaplin	Sarah Salas	Sylvia Turner
Monica Collins	Ron Jones	Luis Pedroza	Sean Small	Karen Warner
Linda Rose	Rhonda Langston	Darryl Odum	Susan Sherod	James Wooley
Jim Kennedy				John Zarske

Report needs to be put in here. I have done cut and paste multiple times to no avail. I have tried cell by cell and everything else except the right thing. It is beyond me at this point.



SANTA ANA COLLEGE **Participatory Governance Committee** **End-of-Year Report 2010-11**

III.E.5. COMMITTEE – SAFETY AND SECURITY **CO-CHAIRS – PAUL FOSTER and MONICA COLLINS**

DATE: May 19, 2011

MEMBERSHIP

Paul Foster	John Finch	Ron Jones	Rich Pena	Health rep. (vacant)
Monica Collins	Claudia Flint	Sara Lundquist	Ed Ripley	Al Chin (Ex –Officio)
Avie Bridges	Ricardo Foreman	Don Maus	Sean Small	Don Mahany(Ex –Officio)
Mary Ellen Bobp	Sue Garnett	Veronica MacKinney	James Wooley	Ken Soltis(Ex –Officio)
Jose Contreras	Phil Hughes	Lizbeth Navarro	John Zarske	

Goals	Completely met	Partially met (Please explain)	Not met/ should be carried over (Please explain)	Not met/ should not be carried over (Please explain)
1. Monitor campus practices to ensure Health and Safety efforts are maintained, evaluated, and improved where possible.		A summary of Campus Preventative Maintenance has been created and included in the Admin Services April 2011 DPP Executive Summary. Additional resources are needed.	Ensuring all health and safety systems are fully operational is an on-going goal.	
2. Identify first responders and trainers to receive training and ensure that programs offered are NIMS/SEMS compliant.		This goal is in progress and on-going. Keeping a current list of building captains and floor wardens for days and nights is a challenge.	This is an on-going goal to be carried over from year to year due to staffing and schedule changes.	
3. Establish on-line/web-based trainings with universal access to the campus community		This goal is in progress and on-going. Online resources have been augmented, but are not complete. Staff can access the basic NIMS courses from the RSCCD Employee Intranet under Safety & Environ Health.	Developing new on-line resources is an on-going goal	
4. Identity, plan and implement new and ongoing emergency preparedness training for faculty and staff during flex week		This goal is in progress and on-going.	Safety should be an on-going Flex week workshop	

activities.			option.	
Goals	Completely met	Partially met (Please explain)	Not met/ should be carried over (Please explain)	Not met/ should not be carried over (Please explain)
5. Establish a safety reporting mechanism and educate users.		Existing Work Order system is not well known by users.	Improving the current system and providing additional training is an on-going goal.	
6. Review, revise and disseminate the Emergency Response Plan.		This goal is in progress and on-going. The newest version of Emergency Response Plan is posted on the District website.	Updating and improving this document is an on-going goal.	

Recommended goals for next year:

1. Monitor campus practices to ensure Health and Safety efforts are maintained, evaluated, and improved where possible.
2. Identify first responders and trainers to receive training and ensure that programs offered are NIMS/SEMS compliant.
3. Establish on-line/web-based trainings with universal access to the campus community.
4. Create a master calendar for inspection and service dates for all fire, life, and safety systems.
5. Identity, plan and implement new and ongoing emergency preparedness training for faculty and staff during flex week activities.
6. Analyze options for improving the reporting mechanism for safety-related items.
7. Review, revise and disseminate the Emergency Response Plan.
8. Assist the district in assessing effectiveness of the video surveillance project.

What outcomes and/or body of work have been generated by this committee?

1. The committee has monitored the operational effectiveness of the new fire alarm system on campus as well as the water flow and suppressions systems. Improvements have been made in areas reported to out of range for users to hear emergency notifications. A maintenance contract is in place at all three sites to ensure the system remains fully operational.
2. A "Student Emergency Notifications" document was created for distribution to faculty. The purpose of the document was to give instructors a tool that can be read at the beginning of the semester to notify users of basic campus emergency procedures.
3. October 21, 2010: Great California Shake Out provided the opportunity to test the emergency alert system. Deficiencies in the system were noted and corrected.
4. February 22, 2011: Emergency Evacuation Drill (one in AM and one in PM), deficiencies in the system were noted and corrected. For the first time a First Aid Station was incorporated into the drill.
5. Emergency Quick Reference guide, Emergency Procedure, and Evacuation Maps were updated, distributed and posted on the intranet.
6. Additional drop off stalls were created to ensure child and parent safety at the new Child Development Center
7. CPR training and 'Emergency 101' workshops were offered during fall and spring flex weeks.

8. The committee reduced its meeting schedule to twice a semester and its membership continues to be refined in an attempt to achieve consistent attendance and full participation of all sites.
9. Centennial Education Center's Safety committee achieved the following:
 - a. Wayne Bennett presented Emergency Preparedness and First Aid to campus staff.
 - b. Administrators and classified staff had the Active Shooter on Campus training.
 - c. Whenever possible emergency supplies are purchased: seven search and rescue kits and 100 gallons of emergency water in 2010-2011.
 - d. Six classrooms had safety trainings co-presented by faculty and safety officers.

III.E.6 Student Success Committee Update:

- To serve as a hub for dialogue across institutional sectors related to practices and policies that could increase student success at SAC.
- To serve as the participatory governance committee supporting other SAC task forces and committees/task forces such as BSI, transfer, scholarship, and matriculation.
- To provide an environment where exploratory discussions about data, student success, and boundary-spanning strategies to improve equality of outcomes at SAC can occur.
- To sponsor and support resource leveraging and institutional transformation in support of the Student Success Committee.



SANTA ANA COLLEGE Participatory Governance Committee Year-End Assessment Form

**Committee: Student Success Committee
2011**

Date: May

Chairs: Sara Lundquist & Mary Huebsch

Mary Huebsch	Cher Carrera	Kesha Honda	Jane Mathis	Catherine Shaffer
Sara Lundquist	Molly Colunga	Todd Huck	Jeff McMillan	Lilia Tanakeyowma
Stephanie Adams	Andrews Daniel	Bonita Jaros	Gwen Morgan Beazell	Martha Vargas
Marta Barker	Karen Dennis	Mark Liang	Sandy Morris	Arlene Warco
Beverly Birnbaum	Catherine Emley	Lynn Marecek	Luis Pedroza	Sharon Whelan
Micki Byrant	Norm Fujimoto	Daniel Marquez	Nga Pham	John Zarske

Goals	Completely met	Partially met (Please explain)	Not met/should be carried over (Please explain)	Not met/ should not be carried over (Please explain)
1.To serve as the governance repository for the work of BSI, Matriculation, Transfer, and Scholarship committees.	XX: Reports and updates are included from committee chairs as part of every meeting.			
2. To be an institutional think tank where ideas that will enhance/maximize student success are vetted across SAC constituencies for implementation consideration.	XX: Purposeful dialogues held at every meeting create a plan to prioritize and problem-solve as an academic and student-centered community.			
3. To serve as the operational arm for the Innovation Grants and the Sustaining Excellence Grants in collaboration with the SAC Foundation.	XX: Competitions were completed and funds were awarded.			
4. To review college-wide student success data and to recommend ways to frame critical student success conversations college-wide.	XX: SAC's Winter Convocation was launched from the committee as well as a robust, continuing partnership with USC's Center for Urban Education.			

Recommended goals for next year:

To continue the goals for 2010-2011.

What outcomes and/or body of work have been generated by this committee?

- A comprehensive BSI Plan, including state reports, budget documents, a proposal submission and review template, and revised related college planning and resource allocation tools
- Planning documents and updated policies in relation to SAC's comprehensive matriculation program, Scholarship Office, and Transfer Task Force
- Research reports from the RSCCD Research Office and the Center for Urban Education at USC
- Documentation of the review and advancement of proposals from throughout the college community for SAC Foundation funding through the Innovation Grants Program and the Sustaining Excellence Grants Program

III.E.7 Committee: SACTAC



SANTA ANA COLLEGE Participatory Governance Committee Year-End Assessment Form

Committee: SAC Technology Advisory Committee (SACTAC)

Chairs: Becky Miller (Admin), Roy Shahbazian, (Fac), Brian Schroeder (Fac)

Members: Pilar Traslavina, Joe Pacino, Vincent Nunez, Cherylee Kushida, Noel Dahlen, Max Serrano, Don Dutton, Nell Young, Lance Lockwood, Susan Gaer, Javier Galvan, Gary Bennett, Javier Glavin, Emmanuel Rodriguez (student rep – Fall), Neil Nguyen (student rep – Spring)

Date: June, 2011

Goals	Completely met	Partially met (Please explain)	Not met/should be carried over (Please explain)	Not met/should not be carried over (Please explain)
1. Determine computer skills needed		Completed in 2008 but needs to be revisited for computer skills degree requirement.		
2. Determine technology skills of students	Completed 2009			
3. Determine technology skills sets of students by department/discipline	Completed 2010			
4. Imbed technology skills into appropriate department curriculum		In SLOs of PA/PR but needs to be reviewed for computer skills degree requirement.		
5. Determine learning areas where students can learn appropriate technology skills		Multiple labs across campus but review concept of availability of across campus concept		
6. Enhance existing facilities to promote technology proficiency		Some facilities enhanced but due to budget constraints more needed		
7. Assess student technology skills				
upon identified program completion		In SLOs of PA/PR but needs to be reviewed for computer skills degree requirement.		
8. Provide student email on registration				Private student email is collected and listed on rosters.
10. Provide registration	Completed 2009			

365/24/7				
Goals	Completely met	Partially met (Please explain)	Not met/should be carried over (Please explain)	Not met/should not be carried over (Please explain)
10. Install 100% wireless access to Internet on campus		Partial wireless coverage; funding forthcoming for consultant and upgrade		
11. Plan portal access to college and Datatel information for students and staff	WebAdvisor in place			
12. Implement portal access	WebAdvisor in place. Mobile access to sac.edu 2011			
13. Provide current hardware, software, and databases to offices, students labs, library, and classrooms		Some enhancement occurred but due to budget constraints more needed		
14. Strengthen the technology training staff development program		Multiple training classes occurred but need to develop strategies to encourage staff to attend		
15. Continue to replace and upgrade office technology		Some enhancement occurred but due to budget constraints more needed; District IT plan includes implementing timeline for technology equipment replacement		
16. Enhance and ensure timely, efficient and complete technology support in all offices		District IT plan includes centralized IT with college-specific help desk		
17. Provide communication software that allows for collaboration such as blogs and wikis	Blackboard enhancement of 9.1			
18. Include technology in facilities planning by coordinating college and district efforts	Technology considerations given in facility planning			
19. Support expanded usability development of Datatel		Needed updating prioritized		
20. Provide access to	DSPS screen			

information to students, staff and faculty with	reader software available to labs			
Goals	Completely met	Partially met (Please explain)	Not met/should be carried over (Please explain)	Not met/should not be carried over (Please explain)
disabilities through the use of state-of-the-art specialty technology				
21. Develop alternative strategies for funding technology including endowments		Some grants obtained but more needed		
22. Mediate remaining classrooms		Some mediation occurred but due to budget constraints more needed		
23. Update, replace and standardize technology in existing classrooms every 5 years		Some enhancement occurred but due to budget constraints more needed; District IT plan includes implementing timeline for technology equipment replacement		
24. Enhance and ensure timely, efficient and complete technology support in all classrooms		District IT plan includes centralized IT with college-specific help desk		
25. Fully develop instructional design team			With improved budget	
26. Continue to maintain and increase quality of distance education		Blackboard 9.1 enhancement but need to increase use for online, hybrid, and class enhancement		

Recommended goals for next year:

1. Revisit computer skills needed
2. Review technology skills in department curriculum
3. Review concept of “Starbuck’s” or “Barnes and Nobles” study area technology availability of access across campus
4. Update inventory comparison of technology in facilities
5. Upgrade wireless system across campus
6. Update current hardware, software, and databases to offices, students labs, library, and classrooms
7. Develop strategies to encourage staff to attend technology training programs
8. Increase development of alternative strategies for funding technology including endowments
9. Mediate classrooms as funding allows
10. Develop instructional design team
11. Increase use of online, hybrid, and class enhancement courses

12. Develop digital asset management for library of stills, pictures, and video for staff and faculty use
13. Review library system for electronic resources management system

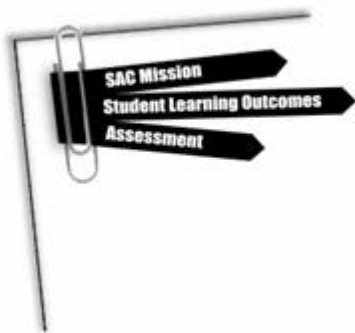
What outcomes and/or body of work have been generated by this committee?

This committee reviewed/discussed/decided the following: the computer degree requirements were voted in Curriculum and Instruction Council to be kept for one year with the need to be revised by an ad hoc committee of SACTAC in collaboration with SCC was developed; prioritization of wireless access; review of Turnitin software for plagiarism and grammar teaching versus SafeAssign was chosen for cost purposes with the availability of Turnitin pilot but not utilized; assistance with course management system surveys to determine faculty use and evaluation; determination that a college-wide computer software procedure would not be feasible due to the many variables to include; and dissemination of information regarding technology such as communication access, review of the closed caption document, mobile phone website, and district technology advisory group changes.

Submitted by Becky Miller

III.E.8 Committee: Teaching Learning Committee

As the Teaching Learning Committee submits an End-of-Year Report to the Institutional Effectiveness and Assessment Committee, only the introduction and summary of PA/PR report goals are included herein.



TEACHING LEARNING COMMITTEE End-of-Year Report May 15, 2012

To: President Erlinda Martinez; TLC Committee Members; IE&A Committee Members; Executive Committee Academic Senate; ASG

From: Bonita Nahoum Jaros, PhD, Chair, Teaching Learning Committee

Mission: The mission of Santa Ana College is to be a leader and partner in meeting the intellectual, cultural, technological, workforce and economic development needs of our diverse community. Santa Ana College prepares students for transfer, employment, careers and lifelong intellectual pursuit in a dynamic learning environment.

Vision Themes of Santa Ana College: I. Student Achievement; II. Use of Technology; III. Innovation; IV. Community; V. Workforce Development; VI. New American Community

Dear Colleagues,

The Teaching Learning Committee (TLC) is a group of interdisciplinary colleagues from different operational divisions dedicated to the enhancement of teaching and learning, thereby increasing student learning college-wide. It is based on sincere dialogue with the main outcome: Student Success. To accomplish this outcome, the TLC goals, reflected on every agenda, include discussion of program review processes, student learning outcomes, professional development, the Basic Skills Initiative strand activities, the Book-of-the-Year Initiative, the college-wide core competencies, and interdisciplinary integration efforts. Other items of academic interest are also included. The TLC is a committee of the Institutional Effectiveness and Assessment Committee (IE&A) because of its link to planning, accreditation and academic program review. The TLC also makes recommendations to the Curriculum and Instruction Council (C&I) on academic policy issues. The TLC advises the C&I Council on issues of academic program review as well and sponsors workshops dedicated to SLOs and assessment as it relates to program review.

Membership of the Teaching Learning Committee for 2011-2012:

Rick Castillo, Humanities & Social Sciences (Psychology; **BSI Researcher**)

Jodi Coffman, Kinesiology Division Chair

Carol Comeau, Dean Science, Mathematics & Health Sciences Division (member **IE&A** Committee)

Allen Dooley, Dean, Business Division (administrative appointee to coordinate **professional development** activities)

Yolanda Garcia, Library (Chair of **Book-of-the-Year** Workgroup)

Dennis Gilmour, Student Services Division Counselor (**C&I Council** representative)

Gina Giroux, Science, Mathematics & Health Sciences Division (Nursing Department)

Mary Huebsch, Fine & Performing Arts Division (Communication Studies Department; **Basic Skills Coordinator**)

Bonnie Jaros, **Chair TLC** (Chair IE&A Committee; **Accreditation Liaison Officer**)

Mike Kelcher, Science, Mathematics & Health Sciences Division (Chemistry Department)

Cherylee Kushida, **Distance Education Coordinator**

Melanie Mowrer, Humanities and Social Sciences Division (ELS wing of the English Department; **BSI Strand Leader**)

Vincent Nunez, Adjunct Faculty (also works in Media Services Department)

Monica Porter, Speech Language Pathology Assistant Program (C&I Council representative; Secretary/Treasurer of the **Academic Senate**)

Irene Soriano, Fine & Performing Arts Division (Art Department—on sabbatical)

Jinhee Trone, Business Division (Accounting Department)

Julia Vercelli, School of Continuing Education (Counselor)

Frequent Guest: Dahlia Vu, Math Department

I. SAMPLE AGENDA



SANTA ANA COLLEGE Teaching Learning Committee Agenda April 30, 2012; 2:00-4:00pm; A-112

To: Distribution

From: Bonnie Jaros, Chair, Teaching Learning Committee

Mission: The mission of Santa Ana College is to be a leader and partner in meeting the intellectual, cultural, technological, workforce and economic development needs of our diverse community. Santa Ana College prepares students for transfer, employment, careers and lifelong intellectual pursuit in a dynamic learning environment.

Vision Themes of Santa Ana College: I. Student Achievement; II. Use of Technology; III. Innovation; IV. Community; V. Workforce Development; VI. New American Community

- I. Approval of Minutes of April 16, 2011
- II. PA/PR Cycle II 2012-2016
 - A. PA/PR and Institutional Program Review: Review of Reports (English/ESL—credit program; Philosophy; Fire Technology; Human Development; Auto-Diesel-Welding; Intercollegiate Sports; Paralegal; Global Business/Entrepreneurship)

Note: Please read reports prior. They are posted on InsideSAC.net: Department Directory: Department: PA/PR
- III. BSI Report
 - A. Strand Updates
 - B. Professional Development
- IV. Book-of-the-Year
 - A. *Hotel on the Corner of Bitter and Sweet*
 - B. 2012-2013 Book-of-the-Year
- V. Curriculum and Instruction Update
- VI. Future Agenda
 - A. Reading Proficiency from Interdisciplinary Perspective
 - B. Core Competencies Discussion
 - C. Teaching Learning Commons
 - D. Accreditation Update: SLO Report; Role of the TLC in 2014 Self Evaluation Report

II. BASIC SKILLS INITIATIVE

Ongoing discussion of Basic Skills strand reports, professional development activities and FIG group activities occurred at every TLC meeting (Please see minutes on InsideSAC.net). The Basic Skills Coordinator is a member of the TLC and reports regularly; in addition, several members of the TLC serve on the Strand A committee of the BSI, including the chair of the TLC.

III. BOOK-OF-THE-YEAR

The Book-of-the-Year, sponsored by the Teaching Learning Committee and the Nealley Library, has been a college-wide initiative for three years, to support READING. It was created in response to the interdisciplinary thematic issue raised by several PA/PR documents related to reading. It also is in

direct support of Core Competency I— Communication Skills: Reading and Writing and Vision Theme I: Student Achievement. . This year's book was *Hotel on the Corner of Bitter and Sweet* by Jamie Ford. A workgroup of the TLC worked on planning events all year and creating a webpage on sac.edu. On the webpage is also a list of curriculum activities conducted by different departments. Events included showing of films, forums, lectures and an art exhibit in the Nealley Library.

IV. SUMMARY AND ANALYSIS OF SPRING 2012 PA/PR REPORTS

As PA/PR reports have been analyzed by the TLC for five years, the second complete review cycle commenced spring 2012 with 15 departments submitting PA/PR capstone reports. The TLC has also been assessing the academic program review process. Some reports contain more analysis and more depth than others. In an effort to give departments autonomy to determine how they will assess their respective goals, the TLC has not suggested which statistical reports should be used for indirect assessment. However, at the same time, it must be understood that the 19QT capstone DPP Report must be a reflection of how a department may achieve goals and systematically increase student achievement. Student success must also be addressed through direct-SLO assessment.

In an effort to clarify expectations but still maintain department autonomy, two PA/PR clinics were held at the Curriculum and Instruction Council, one in May 2010, a second fall 2011. A series of *PA/PR Clinics* will be held fall 2012, e.g., department chairs and deans; the Academic Senate, as all members of the college community are expected to be involved in planning and program review. In addition, during the Flexible Calendar week, there will be a PA/PR meeting for all departments in the 2012-2013 cycle, under the aegis of the Academic Senate.

In preparation for the fall 2012 presentations, the Vice President of Academic Affairs and the Chair of the IE&A Committee are working on a Planning/Program Review manual which will be a resource guide for the college community. It will contain planning information, program review documents, links to data, and timelines.

Portfolio Assessment/Program Review Reports

The following departments submitted PA/PR Reports Spring 2012:

American Sign Language; Auto/Diesel/Welding; Communication Studies; English/ESL (credit program); English as a Second Language (School of Continuing Education); Fire Technology; Global Business/Entrepreneurship; Human Development; Intercollegiate Athletics; Mathematics; Nursing; Paralegal; Philosophy; Reading; Speech Language Pathology Assistant Program

Interdisciplinary Thematic Issues

As the TLC has continued the review the PA/PR Reports and participated in dialogue of the 19QT as well as the direct-SLO assessment reports, the committee has highlighted interdisciplinary thematic issues and strategies that are in alignment with the *Vision Themes* of the *Strategic Plan 2007-2015*. It

is noteworthy that many of the themes are duplicative of the themes from prior years' analyses. This does not imply, however, that progress has not been made; rather, they are ongoing concerns. Fiscal considerations have also caused some worthy recommendations to be held to subsequent years.

Interdisciplinary thematic issues are:

1. Full-time **faculty hiring** for replacement of faculty (Faculty Priorities Committee); replacement of classified staff
2. **Professional development** activities for use of technology and the distance education mode, e.g., Blackboard (Vision Themes IIB, IIC); professional development activities related to Basic Skills development, particularly reading/writing skills and numeracy skills (Vision Themes IA, ID, IIIA, VID; BSI strands)
3. **Facilities** Enhancement (performing arts; labs; science and math building; and other campus facilities); College-wide **Study Centers** (Vision Themes ID, IIB, IIIA)
4. **Technology** enhancement (Vision Theme V)
5. More **interdisciplinary dialogue** about programs, e.g. within departments in SCE, credit and SCE, academic literacy and academic numeracy across the curriculum (Vision Themes IA, VID)
6. More interdisciplinary dialogue between **CTE programs and Counseling** (Vision Themes IA, VID)
7. More discussion related to the **Reading and Civic Responsibility Core Competencies** (Vision Themes IA, IC, VB, VIC; BSI strands)
8. Continue to seek **grants**, other funding sources and cooperative projects with high schools and four-year institutions as well as the community (Vision Themes IIC, VA)
9. Create materials for **program promotion**; develop/maintain **outreach to Alumni** (Vision Themes IE, IIB, IIIC, IVA, IVB, IVC, VC);
10. Linkages to/partnering with tutoring and **supplemental instruction** (Vision Themes IA, IC, ID; IIIA, VIC);
11. Comprehensive **Writing Center**;
12. Connecting skills to the **labor market** (Vision Themes IA, V)
13. Support and management of a **website** (both public and internal) so **program review and planning documents** may be accessed easily; make InsideSAC.net more user friendly (Vision Themes I-IV)
14. Need for an **Institutional Researcher and Research Office** on the Santa Ana Campus linked to the IE&A Office (Vision Theme I-VI; BSI)
15. Development of a **Teaching Learning Commons** (Vision Themes I, II, III, VI)

Note: Interdisciplinary thematic issues listed are not in priority order.

Budget restraints have caused enhancement of creative efforts to decrease duplication of efforts and maintain SAC as a comprehensive college with a full compendium of transferable courses and CTE programs, e.g., federal and state grant opportunities. Professional development activities related to academic literacy, including Reading Apprenticeship and other techniques for increased success across disciplines have been funded and presented under the aegis of BSI. In addition, the Winter Convocations, January 2011 and January 2012 have strengthened the imperative to increase student achievement (success and persistence rates). To that end, the Academic Senate has dedicated a portion of several of its meetings to professional development workshops. Professional development

activities dedicated to strengthening the assessment portion of the PA/PR process (e.g., FIG update—Reading Apprenticeship; Writing Across Disciplines; Rubric Development; Student Success Strategies; Accelerated Learning Strategies; FIG—Collaborative Inquiry; Data Coaching) have been offered. Several Faculty Inquiry Groups have also been formed under BSI to create an interdisciplinary approach to solving basic skills challenges across the curriculum, e.g., Generation 1.5; Reading Apprenticeship; Collaborative Inquiry FIG.

The following departments will submit revised capstone PA/PR reports by August 31, 2012:

Business Division: Paralegal (reformat and update)

Humanities & Social Sciences Division: English/ESL (two separate programs within this report; include more complete data); Philosophy (more complete data and analysis; Reading (update and include more data)

Human Services/Technology: Auto/Diesel/Welding—the diesel and welding portions; Fire Technology (reformat)

The following departments will submit capstone PA/PR reports spring 2013:

Business Division: Computer Science

Counseling Division: Counseling

School of Continuing Education: High School Subjects

Kinesiology: Activity and Aerobic Fitness; Sports Medicine

Fine and Performing Arts: Art; Music

Humanities and Social Sciences: Anthropology/Sociology/Women's Studies; Political Science

Human Services and Technology: Manufacturing Technology; Occupational Therapy Assistant

Science, Math and Health Sciences: Chemistry; Geology/Earth Science; Physics (moved from 2014 for this cycle only)

Meeting dates for the 2012-2013 academic year are:

09-18-12 (a Tuesday—PA/PR Review); 10-01-12; 10-15-12; 10-29-12; 11-20-12 (a Tuesday); 11-26-12; 12-10-12; 02-04-13; 02-19-13 (a Tuesday); 03-04-13; 03-18-13; 04-08-13; 04-22-13; 05-06-13; 05-20-13.

**SECTION IV: EDUCATIONAL MASTER PLAN PROGRAM REVIEW PART I:
ACADEMIC PORTFOLIO ASSESSMENT/PROGRAM REVIEW DOCUMENTS—
APPENDICES F-G**

**APPENDIX I
Core Competencies**



**Educational Master Plan
Santa Ana College Mission Statement**

The mission of Santa Ana College is to be a leader and partner in meeting the intellectual, cultural, technological, workforce and economic development needs of our diverse community. Santa Ana College prepares students for transfer, employment, careers and lifelong intellectual pursuit in a dynamic learning environment.

**COLLEGE-WIDE CORE COMPETENCIES
(The Basis of General Education Student Learning Outcomes)**

<p>1. Communication Skills</p>	<p>a. Listening and Speaking Students will listen actively and respectfully to analyze the substance of others' comments. Students will speak in an understandable and organized fashion to explain their ideas, express their feelings, or support a conclusion.</p> <p>b. Reading and Writing Students will read effectively and analytically and will comprehend at a college level. Students will write in an organized and grammatically correct fashion to explain their feelings and support a conclusion.</p>
<p>2. Thinking and Reasoning Students will identify and analyze real or potential "problems" and develop, evaluate, and test possible solutions using creative thinking, analysis and synthesis, quantitative reasoning, and/or transfer of knowledge and skills to a new context as appropriate.</p>	<p>a. Creative Thinking Students will develop the skills to formulate original ideas and concepts in addition to integrating those of others in the creative process.</p> <p>b. Critical Thinking Students will think logically in solving problems; explaining their conclusions; and evaluating, supporting, or critiquing the thinking of others.</p> <p>c. Ethical Reasoning Students will demonstrate an understanding of ethical issues that will enhance their capacity for making sound judgments and decisions.</p> <p>d. Quantitative Reasoning Students will use college-level mathematical concepts and methods to understand, analyze and explain issues</p>

	in quantitative terms.
3. Information Management	<p>a. Information Competency Students will do research at a level that is necessary to achieve personal, professional and educational success. They will use print material and technology to identify research needs, seek, access, evaluate and apply information effectively and responsibly.</p> <p>b. Technology Competency Students will use technology learning tools and technology applications at a level appropriate to achieve discipline-specific course requirements and standards. Demonstrated skills might include, but are not limited to: word processing and file management; use or development of simulations, web pages, databases, etc.</p>
4. Diversity Students will develop individual responsibility, personal integrity, and respect for diverse peoples and cultures of the world.	<p>a. Cultural Students will respect and work with diverse people including those with different cultural and linguistic backgrounds and different abilities.</p> <p>b. Social Students will interact with individuals and within groups with integrity and awareness of others' opinions, feelings and values.</p> <p>c. Environmental Students will demonstrate an understanding of ethical issues that will enhance their capacity for making decisions and sound judgments about the environment.</p>
5. Civic Responsibility Students will take personal responsibility for becoming informed, ethical and active citizens of their community, their nation and their world.	
6. Life Skills	<p>a. Creative Expression Students will produce artistic and creative expression.</p> <p>b. Aesthetic Appreciation Students will respond to artistic and creative expressions.</p> <p>c. Personal Growth Students will demonstrate habits of intellectual exploration, personal responsibility, and practical and physical well-being.</p> <p>d. Interpersonal Skills Students will participate effectively in teams, committees, task forces, and in other group efforts to make decisions and seek consensus.</p>

7. Careers

Students will develop the knowledge and skills necessary to select and develop careers.

Revision to Core Competency #3 approved Curriculum and Instruction Council October 26, 2009; November 30, 2009.

APPENDIX J



Educational Master Plan Program Review Part I: Academic Portfolio Assessment/Program Review

Philosophy Statement

Program Review is an institution-wide, integrated process that works toward the common goal of institutional effectiveness as an organic whole. The *Portfolio Assessment/ Program Review* evaluation process should be conducted by professional educators working in the program who participate in continual dialogue. Clearly-defined goals, assessment of those goals, and plans for improvement should be ongoing and cyclical.

Although *Program Review per se* will take place on a quadrennial basis, a detailed portfolio with goals and assessment of those goals must be conducted annually. SLO assessment must also be ongoing and follow the institutional cycle. All budget requests must be a result of planning efforts and must have rationale. Where appropriate, valid and reliable multiple measures (qualitative as well as quantitative data) should be collected and utilized in the preparation of objective and viable planning / goals and in requests for resources.

Concern and attention to continuous improvement, keeping in mind the mission of the institution and the *Strategic Plan*, will result in identifying program strengths as well as areas that need improvement or that might need to be changed due to changing need of the community and student body. This could result in program revisions, staff retraining, technology changes, etc.

The *Portfolio Assessment/Program Review* process will be validated by the Division Curriculum Committees, which will report to the IE&A Committee. After departments complete the “19QT” report summarizing PR conclusions, the departments inform the Division Curriculum Committee/Dean that PR has been completed and placed in the department Planning Portfolio. The dean will forward report to the IE&A Committee and the Vice President of Academic Affairs. The Teaching Learning Committee will receive a summary of concerns from the Division Curriculum Committees regarding direct assessment of SLOs and engage in dialogue. The TLC will then send an aggregate report to the IE&A Committee.

Template for Department Planning Portfolio Assessment/Program Review “The 19QT”

These guiding questions are intended as a point of departure for a department’s self-reflection and collaborative self-assessment with the goal of program improvement and student success. Each department undergoing the four-year capstone PA/PR process is expected to select or develop a response for each of the four categories utilizing questions that apply within that category: I. Goals and Objectives; II. Student and Program Success; III. Curriculum, Pedagogy and Innovation; IV. Assessment of Conclusions and Recommendations

I. Goals and Objectives (Refer to data from Department Planning Portfolio)

1. What are the department’s annual goals? How do they align with the college mission statement and the Santa Ana College *Strategic Plan*?
2. What progress has been made toward the department’s goals in the last four years? What causes can be identified? e.g., population/demographics trends; industry; technology; lack of resources
3. Do goals need to be restructured, eliminated or pursued with different activities?
4. What are the proposed goals for next year?

II. Student and Program Success (Please use data for this section. Department data may be found at [https://intranet.rscdd.edu/apps/pub.asp?Q=1151&T=Program Review Data&B=1](https://intranet.rscdd.edu/apps/pub.asp?Q=1151&T=Program%20Review%20Data&B=1).)

5. What are the strengths of the program? Based on the data, what improvements does it need?
6. What are faculty’s perceptions of the success of the program?
7. What are opinions of students regarding the program’s quality? Upon what variables is this based?
8. What, if appropriate, are employer attitudes towards the program?
9. What successes may be identified?

III. Curriculum, Pedagogy and Innovation

10. Describe the curriculum offerings, their relationship to the discipline, and substantive curriculum changes, e.g., new courses, deletions. How has the program kept up with changing needs of the students and community?
11. Describe the program’s relationship to student services and its offerings to the students served.
12. Describe the use of technology, e.g., computer labs, increased use of *Blackboard*, hybrid or online courses, etc. How does the use of these tools enhance learning?
13. What changes have been made in pedagogy?
14. What grants has the program been involved with? How has this changed the program?

IV. Assessment of Conclusions and Recommendations

15. What research has the department conducted?
16. What resources has the department explored to ascertain the status of the discipline/program in other arenas? e.g., conferences, advisory committees, review of peer programs, collegial dialogues with discipline experts in feeder or transfer institutions.
17. Please summarize findings of direct SLO assessment. How has this informed future plans for the program? (See Direct SLO Assessment forms)
18. Based on the analysis, what changes are recommended for the program?

19. What issues have emerged that require interdisciplinary dialogue and possible inclusion in overall college planning?

Possible Data for Indirect/Direct Assessment Included in the Department Portfolio

I. Institutional Research Office: Indirect

1. CR 1110 Report:
 - A. Course Enrollments per semester (from the end of the second week in a 16-week semester)
 - B. Grade distribution (retention, success rate by course)
 - C. Student Characteristics
2. Persistence rates as appropriate for sequential courses within programs
3. FTE program generates
4. FTES per FTEF (See enrollment data)
5. CORE measures for Career Tech Ed (CTE)
6. Number of degrees by major & certificates granted
7. Ratio of full-time to adjunct faculty

II. Department-Generated Data Based on IR Office

1. Surveys
2. Course/program-level Research Project (investigate an intervention)
3. Other Data

Department data may be found at:

<https://intranet.rscdd.edu/apps/pub.asp?Q=1151&T=Program Review D ata&B=1>

Or call the Institutional Research Office for further information at 714-480-7467.

III. Direct-SLO Assessment (See Form C, Form D)

1. Exams
2. Papers
3. Grades
4. Portfolios
5. Classroom-based Research
6. Other in-class assessments

Note: The purpose of this is to make connections from data to analysis to planning to budget...to actualizing the *Strategic Plan* of Santa Ana College.

bnj/3/04/08



PA/PR Process in Cycle II PA/PR 101: The Basics

Educational Master Plan Program Review Part I: Academic Portfolio Assessment/Program Review

The Quick “How to do Program Review” Guide for Faculty and Deans

First...

Who conducts Program Review? The faculty of the department—EVERY full-time faculty member of every department. Get adjunct involved as much as you can.

When is the full Program Review conducted? The 19QT is done quadrennially and is a capstone review of the annual Department Planning Portfolio (DPP).

Is there something the department faculty have to do in between? YES, Direct-SLO Assessment of the SLOs related to the college-wide Core Competencies every semester. **The college-wide core competencies are the institutional SLOs.** Call Bonnie Jaros for help with this if you need it. Contact your TLC “point person” as well. This person is your division representative to the Teaching Learning Committee. **Every division curriculum committee must have a TLC representative.**

Is it useful to teaching and learning? YES, YES, YES!

Is it just another phase and more paperwork? NO. It is here to stay, and the paperwork is done together in the whole department. Your dean will remind you of timelines and help if you need it. Also, Bonnie Jaros and your TLC representative will come to your department **during a department meeting to help you with every piece of the process if you need it.**

Is it part of the Department Planning Portfolio? Yes! You are already doing a department planning portfolio annually. It is integrated into the goals and activities of the department’s DPP and is tied to all requests you make for facilities, equipment, full-time faculty—in other words, anything with budgetary implications is in your DPP. Your student success data (i.e., SLO analysis) and student achievement data (e.g., persistence rates, success rates) is also included.

- ◆ **Who receives the Completed PA/PR Reports for Program Review?** Your dean, who will forward it to Division Curriculum for review and incorporate it into the Division Plan... and then Bonnie Jaros as chair of the TLC, who will send it to the TLC for committee review; Hang Le, who will post it on InsideSAC.net; Vice President of Academic Affairs, Linda Rose, who will aggregate it into the academic Affairs Area Plan (academic section). The TLC aggregates all reports by theme into the *TLC End-of-Year Report*. It takes three meetings to review all the reports. You are welcome to attend when your report is being reviewed—you are welcome to attend any time! Also... Hang Le will post your report for you on

InsideSAC.net under your department in Department Index. All Program Review documents you will need are also posted on InsideSAC.net on the cover page at the bottom “Web Resources: [Program Assessment / Program Review Forms](#) . Also...to see some good models of PA/PR reports, go to [InsideSAC.net](#) to Department Index to: [Communication Studies](#), [Mathematics](#), [SLPA](#), [ASL](#), [Nursing](#), [Human Development](#), [Global Business/Entrepreneurship](#), [ESL—non-credit](#). These are a few!

So, what do we do now? Follow the timelines.

Timelines for the Academic PA/PR Process

- ◆ **Latter part of the spring semester:** The division deans announce the departments that are required to turn in a PA/PR report the next academic year.
- ◆ **First division meeting of the fall:** The division dean announces the departments that are required to turn in the PA/PR report for that academic year again.
- ◆ **First department meeting in the fall (August/September):** The department meets to review the quadrennial cycle timeline for **Core Competency/ Direct-SLO Assessment**. Decide which department members are doing which courses. A representative sampling of all courses must be done.
 - Core Competencies = Communication Skills; Thinking and Reasoning; Information Competency; Diversity; Civic responsibility; Life Skills; Careers).
 - Do this ongoing assessment for 3 ½ years so the semester the PA/PR is due, the department is working on the 19-QT only.
 - The Core Competencies are the Institutional-level SLOs. The Course Outline of Record contains the program/degree-level SLOs. Each syllabus contains the course-level SLOs.
- ◆ **During the semester—between half to ¾ point:** Department members conduct the assessment utilizing an assignment that would be given anyway. Use a department or individual rubric or any agreed-upon assessment method to assess they core competency. The department member utilizes Form B.
- ◆ **End of the semester or very first meeting of next semester—**At a department meeting, the core competency is discussed. The chair fills out Form C. The chair sends an electronic copy of Form C to the chair of the TLC.
- ◆ **Every March—**The chair incorporates the Direct-SLO Assessment into the Department Planning Portfolio (DPP) and utilizes the results in conjunction with the data gleaned from statistical reports. Interventions from previous analysis is reviewed and updated. The portfolio with all goals, activities, quantitative reports and analyses are sent to the dean. The chair also sends a copy of Form C to the Vice President of Academic Affairs and the chair of the TLC. The document will be posted on your department program review page on InsideSAC.net.
- ◆ **If the department is on the list for the complete capstone PA/PR:**
 - The PA/PR is sent to the Division Curriculum Committee prior to March 15th. It is due to the chair of the TLC by March 15th with an electronic copy of the last Form C analysis. The other Form C analyses will have already been added to the department’s “Program Review” page.

- ◆ **April**—The chair of the TLC will send an aggregate report of all the themes of the PA/PR reports for that year to the Institutional Effectiveness and Assessment Committee, the college-wide participatory governance committee dedicated to planning.
- ◆ **May**—
 - The chair of the IE&A Committee aggregates **all** program review reports (Academic PA/PR, Student Services, Administrative Services and President’s Cabinet Portfolio) and sends the IE&A End-of-Year Report to all participatory governance committees and the Academic Senate.
 - The IE&A Committee also updates the college-wide *Strategic Plan*.

RECAP:

All departments will submit **Form C Direct-SLO Assessment** forms bi-annually to the chair of the Teaching Learning Committee by October 15 and March 15. Departments not calendared for the complete capstone PA/PR review will complete the Department Planning Portfolio (DPP), which will be submitted to the dean of the division. The dean will incorporate these into the annual division plan. These will be forwarded to the Vice President of Academic Affairs, who will incorporate them into the Academic Affairs Area Plan. The DPP will contain the bi-annual SLO forms as well as other student achievement data which will inform the goals of the department. The quadrennial PA/PR is CAPSTONE of four years, i.e., three years of the DPP; eight SLO assessments. The entire process is cyclical and recursive. Trends and interventions are continually analyzed through department **dialogue**. No report is written by one person!

After the report is completed, it is sent to the dean, who will make sure the division curriculum committee reviews it and certifies it. This is for division dialogue and so the dean may develop the division plan. After this review, the division dean will send the reports of the division to the chair of the TLC.

A contact point person, a member of the TLC, will serve as a resource for all departments within a division. Training will take place at a TLC meeting early every fall for TLC members and the department chairs whose departments are completing the PA/PR process in that academic year.

Template for Department Planning Portfolio Assessment/Program Review “The 19QT”

These guiding questions, the 19-Question Template (19QT), are intended as a point of departure for a department’s self-reflection and collaborative self-assessment with the goal of program improvement and student success and achievement. Each department undergoing the four-year capstone PA/PR process is expected to a response for each of the four categories **utilizing questions that apply within that category: I. Goals and Objectives; II. Student and Program Success; III. Curriculum, Pedagogy and Innovation; IV. Assessment of Conclusions and Recommendations**

I. Goals and Objectives (Refer to data from Department Planning Portfolio)

1. What are the department’s annual goals? How do they align with the college mission statement and the Santa Ana College *Strategic Plan*?

2. What progress has been made toward the department's goals in the last four years? What causes can be identified? e.g., population/demographics trends; industry; technology; lack of resources
3. Do goals need to be restructured, eliminated or pursued with different activities?
4. What are the proposed goals for next year?

Questions 1-4 apply to all departments.

II. Student and Program Success (Please use data for this section. Department data may be found at <https://intranet.rscdd.edu/apps/pub.asp?Q=1151&T=Program> Review Data&B=1.)

5. What are the strengths of the program? Based on **the data**, what improvements does it need?
6. What are faculty's perceptions of the success of the program?
7. What are opinions of students regarding the program's quality? Upon what variables is this based?
8. What, if appropriate, are employer attitudes towards the program?
9. What successes may be identified?

Question 8 applies to CTE programs. Questions 5-7; 9 apply to all departments.

III. Curriculum, Pedagogy and Innovation

10. Describe the curriculum offerings, their relationship to the discipline, and substantive curriculum changes, e.g., new courses, deletions. How has the program kept up with changing needs of the students and community?
11. Describe the program's relationship to student services and its offerings to the students served.
12. Describe the use of technology, e.g., computer labs, increased use of *Blackboard*, hybrid or online courses, etc. How does the use of these tools enhance learning?
13. What changes have been made in pedagogy?
14. What grants has the program been involved with? How has this changed the program?

Questions 10-13 apply to every department. If the department has grants, answer question 14.

IV. Assessment of Conclusions and Recommendations

15. What research has the department conducted?
16. What resources has the department explored to ascertain the status of the discipline/program in other arenas? e.g., conferences, advisory committees, review of peer programs, collegial dialogues with discipline experts in feeder or transfer institutions.
17. Please summarize findings of direct SLO assessment. How has this informed future plans for the program? (See Direct SLO Assessment forms)
18. Based on the analysis, what changes are recommended for the program?
19. What issues have emerged that require interdisciplinary dialogue and possible inclusion in overall college planning?

Questions 15-19 apply to every department.

Possible Data for Indirect/Direct Assessment Included in the Department Planning Portfolio and the Capstone PA/PR

I. Institutional Research Office: Indirect—For Student Achievement Data

1. CR 1110 Report:
 - A. Course Enrollments per semester (from the end of the second week in a 16-week semester)
 - B. Grade distribution (retention, success rate by course)
 - C. Student Characteristics
2. Persistence rates as appropriate for sequential courses within programs
3. FTE program generates
4. FTES per FTEF (See enrollment data)
5. CORE measures for Career Technical Education (CTE)
6. Number of degrees by major & certificates granted
7. Ratio of full-time to adjunct faculty
- 8.

II. Department-Generated Data Based on IR Office

4. Surveys
5. Course/program-level Research Project (investigate an intervention)
6. Other Data

Department data may be found at: [https://intranet.rscdd.edu/apps/pub.asp?Q=1151&T=Program Review D ata&B=1](https://intranet.rscdd.edu/apps/pub.asp?Q=1151&T=ProgramReview%20Data&B=1)

Or call the Institutional Research Office for further information at 714-480-7467.

III. Direct-SLO Assessment (See Form C, Form D) For Student Success Data at the Course Level

1. Exams
2. Papers
3. Grades
4. Portfolios
5. Classroom-based Research
6. Other in-class assessments

Where to use What Data in the 19QT

1. To chart the college goal of increasing persistence rates, retention and success, infuse more data into **19QT** questions **5, 7, 8, 9, 15, 18**. (#5, #9, #18 are overarching questions and need more than one measure.) Work is **ongoing**. The 19QT is a **capstone** report. Data will be provided annually for the **annual** department Planning Portfolio (DPP) reports for all departments.
2. Utilize **direct data** where possible (e.g., Direct SLO-Assessment bi-annually—See *Direct-SLO Assessment* forms). Utilize **indirect data**, which may be obtained from the Institutional Research Department or from the Intranet.
3. Use **Direct and Indirect Measures (Multiple measures are needed)**:

Direct—Provide evidence of cognitive (knowledge) or behavioral (skills) learning that directly corresponds to specific intended learning outcomes.

Examples—exams, papers, grades, portfolios. The *Direct-SLO Assessment* of each department should utilize these.

Use Classroom-based research in your SLO discussions at the department level. All data must be within a context. What do the numbers mean? e.g., Why is retention better in some parts of the program? Is there a difference in evening v. day students? Why is there inequity in completion rates?

Indirect—Assess whether learning has been meaningful by gathering and discussing information related to perceptions, opinions, experiences and achievements.

Examples—surveys, journals, graduation rates and other statistics offered by the Institutional Research Department and state reports.

Surveys may be used for **Question 5** of the 19QT: What are the strengths of the program? What improvements does it need? **Question 6**: What are the faculty's perceptions of the success of the program? **Question 7**: What are the opinions of students regarding the program's quality? Upon what variables is this based? **Question 8**: What, if appropriate, are employer attitudes towards the program? **Question 9**: What successes may be identified? **Question 18**: What changes are recommended for the program?

Research Projects (i.e., in-depth conversations and investigation with more department-level conversations)

Question 5: What are the strengths of the program? What improvements does it need?

Question 9: What successes may be identified? **Question 18**: What changes are recommended for the program?

***Question 15**: What research has the department conducted? To answer this question address the following:

1. State your research question (Why did you do this research?)
2. Describe your basic methodology (research design, subjects, assessment)
3. Share key findings (What did you learn? Did you get an answer to your research question?)
4. Identify implications for action (How will you use the results? What action will you take?)
5. How will you evaluate your new actions? "Closing the loop"

Note: Direct SLO-Assessment and indirect student achievement **data must be used**. Goals are developed after full department **dialogue**. Goals are set on this basis. Appropriate interventions are discussed for improvement in student success and achievement. The purpose of this dialogue is to make connections from **data to analysis to planning to budget**...to actualizing the *Strategic Plan* of Santa Ana College. In addition, departments that are operationally combined but have more than one program must disaggregate the data and goals.

No department can have proper fiscal support without proper planning.

There are 2 ways to locate the page.

1. Log in to RSCCD intranet web site. Type “Program Review Data” in the Search box.
2. Use this url: <https://intranet.rsccd.edu/apps/pub.asp?Q=1151&T=Program Review Data&B=1>

The screenshot shows a Windows Internet Explorer browser window displaying the RSCCD Intranet. The address bar shows the URL: <https://intranet.rsccd.edu/apps/pub.asp?Q=1151&T=Program Review Data&B=1>. The page title is "RSCCD INTRANET". The navigation bar includes links for "Research", "Documents", and "Program Review Data". The main content area is titled "Program Review Data" and contains a "Table of contents" with links to "SAC Program Review Data" and "SCC Program Review Data". A search box is located on the left side. The main text area provides information about the Research Department's role in providing academic data and includes instructions on how to extract specified pages of the report. It also lists three reports: "AA/AS Degrees and Certificates Awarded at SAC", "SAC FTES Generated", and "SAC Grade Distribution".

https://intranet.rsccd.edu/apps/pub.asp?Q=1151&T=Program Review Data&B=1 - Windows Internet Explorer

https://intranet.rsccd.edu/apps/pub.asp?Q=1151&T=Program Review Data&B=1

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Research | Documents | Program Review Data

Program Review Data

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Search

Program Review Data » SAC Program Review Data

The Research Department provides academic departments with these standard sets of data for use in your program review and enhancement activities. We hope that these data will initiate dialogue among faculty and staff as they strategize and formulate future plans for the department.

In order to extract specified pages of the report for your own subject area(s):

1. Using the tool bar at the top of the page, copy and save the .pdf file to your hard drive or portable storage.
2. Open the document in Adobe Acrobat Professional, and select "extract pages" from the **document** menu at the top of the page.
3. Follow menu instructions for the options you want (for example, you may select to save multiple page extracts as separate documents.)
4. You may save the extracted pages in a variety of formats, including .pdf and MS Word ("save" function in the **file** menu).

Below are three reports:

AA/AS Degrees and Certificates Awarded at SAC is reported for the last five academic years by major.

- [AA/AS Degrees Awarded, 2005-2010](#)
- [Certificates Awarded, 2005-2010](#)

SAC FTES Generated is reported for each semester and compiled by department by subject area for the last six semesters.

- [2009-2011 FTES Generated by Department by Semester](#)

SAC Grade Distribution is reported each semester and compiled by subject area and course for the last six semesters.

- [Summer 2007- Fall 2010 Grade Distribution by Department](#)

If you need assistance in accessing your department data or have unique questions for your department's needs, please contact the Research Department at (714) 480-7468. We welcome the opportunity to work with you individually on more in-depth research.

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PA/PR Guiding Questions

Use the following as a check list:

1. Has the PA/PR report been written as a result of dialogue within the discipline?
 2. Has the department developed a mission or vision statement which guides: the development of department-level SLOs within the Core Competencies? The 19QT analysis of student success and student achievement?
 3. Is the department mission linked to the college mission and the vision themes?
 4. Have **all** applicable questions of the PA/PR been answered?
 5. Within the analysis of student success and student achievement, have multiple measures been used?, e.g., continuous direct-SLO assessment for student success (i.e., outcomes); indirect measures for student achievement (e.g., persistence rates, grade distribution, attitude surveys, employment rates)
 6. Have the data been analyzed with plans for improvement? (this would be addressed in the department's next annual DPP with a four-year capstone review in the next 19QT, i.e., quadrennial capstone PA/PR review)
 7. If appropriate, has the department separated segments of the program within the PA/PR analysis? e.g., performance, history, theory in the Music Department; majors, general education in appropriate departments
- Please note:** Disciplines need to be reviewed even if a department is configured as an operational unit to contain more than one discipline.
8. Have improvement areas been addressed from previous DPP/ PA-PR/direct-SLO assessment reports?

Note: For student demographic data disaggregated by department/course, grade distribution; AA degrees and certificates go to: rsccd.edu/apps/rpub.asp?Q=2046. Also for program review-pertinent data go to: sac.edu to **Faculty & Staff to Employee Resources to Research to Reports Directory to SAC Program Review Data**

Approved by the Teaching Learning Committee 04-16-12

What ACCJC Expects*

- Student learning outcomes and authentic assessments are in place for courses, programs, support services, certificates and degrees. **This means by discipline. The college-wide core competencies are institutional SLOs; The COR contains the program-level SLOs; the Syllabus/Course Overview/Study Guide contains the course-level SLOs.**
- There is widespread institutional dialogue about the results of assessment and identification of gaps. **This means at the department level, the division level, the committee/constituency group level.**
- Decision-making includes dialogue on the results of assessment and is purposefully directed toward aligning institution-wide practices to support and improve student learning. **This is ongoing and not episodic. That is the purpose of the bi-annual SLO assessment, the DPP and finally the capstone PA/PR review.**
- Appropriate resources continue to be allocated and fine-tuned. **Resources are allocated as a result of clearly defined goals based on data and the analysis of those data. All goals align with the institutional mission. Resources are allocated in priority order as a result.**
- Comprehensive assessment reports exist and are completed and updated on a regular basis. **This is by discipline and is done annually. The PA/PR is a capstone review of annual analysis.**
- Course student learning outcomes are aligned with degree student learning outcomes. **Core competencies=Institutional; COR=degree/program; Syllabus=course level. All are assessed.**
- Students demonstrate awareness of goals and purposes of courses and programs in which they are enrolled. **It is explicitly placed on the Syllabus/Course Overview/Study Guide.**

*Text in black is from Accrediting Commission for Community and Junior Colleges

Western Association of Schools and Colleges **Rubric for Evaluating Institutional Effectiveness – Part III: Student Learning Outcomes.** Explanations in red are interpretations, not from ACCJC.

bnj/05-01-12

Calendar for 2012-2013

- ♦ **The following departments** will submit a capstone PA/PR report (i.e., the 19QT) to the dean of the division by February 15, 2013. These will be reviewed by the division curriculum committee and then sent to the chair of the Teaching Learning Committee by March 15, 2013.
- ♦ **The TLC** reviews all PA/PR reports annually and assesses them, making recommendations for immediate or future revision.

Department	07/08	08/09	09/10	10/11	11/12	12/13	13/14	14/15
Business Division								
Business Administration				x				x
Business Applications				x				x
Computer Science		x				x		
Engineering			x				x	
Global Business/Entrepreneurship	x				x			
Paralegal	x				x			
Counseling Division								
Counseling		x				x		
Center for Teacher Education			x				x	
Continuing Education								
Adult Basic Education			x				x	
Citizenship		x				x		
Disabled Student Programs & Services			x				x	
English as a Second Language	x				x			
Health & Safety				x				x
High School Subjects		x				x		
Inmate Education				x				x
Older Adults			x				x	
Parent Education			x				x	
Vocational Training				x				x
Kinesiology (Formerly Exercise Science)								
Activity and Aerobic Fitness		x				x		
Adapted Education			x				x	
Analysis, Circuit, and Strength Center Lab				x				x
Sports Medicine		x				x		
Theory/Lecture			x				x	
Health Education				x				x
Intercollegiate Sports	x				x			
Fine & Performing Arts								
Art		x				x		
Dance			x				x	
Communications & Media Studies (formerly Journalism)				x				x
Music		x				x		
Communication Studies (formerly Speech)	x				x			
Department	07/08	08/09	09/10	10/11	11/12	12/13	13/14	14/15
TV/Video			x				x	
Theatre				x				x
Humanities/Social Sciences								
Anthropology/Sociology/Women's Studies		x				x		
Economics/Geography				x				x
English/ESL	x				x			
Ethnic Studies			x				x	
History			x				x	
Modern Languages				x				x
Philosophy	x				x			

Political Science		x					x	
Psychology			x				x	
Reading				x				x
Human Services/Technology								
Auto/Diesel/Welding	x				x			
Criminal Justice/Academies				x				x
Distance Education			x				x	
Family & Consumer Studies				x				x
Fire Technology	x				x			
Human Development	x				x			
Manufacturing Technology		x				x		
Nutrition				x				x
Occupational Therapy Assistant		x				x		
Pharmacy Technology			x				x	
Library								
Library and Information Studies			x				x	
Library Technology			x				x	
Science, Math, & Health Sciences								
Astronomy			x				x	
Biology				x				x
Chemistry	x					x		
EMT			x				x	
Geology/Earth Science		x				x		
Mathematics	x				x			
Medical Assisting				x				x
Nursing	x				x			
Physics			x			x		
Student Services								
Special Services				x				x
Study Skills			x				x	
SLPA (to move to Human Services)	x				x			
Sign Language (to move to Humanities)		x			x			

bnj/revised 05-01-12

X=due fall 2012

SLOs on the Course Overview/Syllabus/Study Guide

Student learning outcomes listed on the Course Outline of Record are based on the institution-wide SLOs, i.e., the core competencies. At the program/degree level, the SLOs may be repeated in more than one category, as they have application to more than one core competency. In addition, the elements listed under each core competency are interconnected and are continually assessed throughout the semester culminating in a capstone project. Then one to four broad student learning outcomes should be listed on the Course Overview/Syllabus.

Example:

**SANTA ANA COLLEGE
ENGLISH 206
INTRODUCTION TO LANGUAGE STRUCTURE AND USE
SPRING 2012**

Professor: Bonita Nahoum Jaros, PhD

Office: SAC A-101 (Chavez Building)

Office Hours: T—9:30-11:30 am

W—9:30-11:30 am (or by appointment)

Phone: (714) 564-6989

Ticket #: 54450

email: jaros_bonita@sac.edu

COURSE DESCRIPTION: 3 Units. Prerequisite: English 101 or English 101H. English 206 is an introductory-level linguistics course that explores the nature and structure of human language, first and second language acquisition, development of literacy, and language use. English 206 will investigate the rule system which governs sound patterns (phonology), structure of words (morphology), word order (syntax), pragmatics, as well as historical and cultural origins of words. Although special emphasis will be on the English language, contrastive analysis of languages in the local area will be utilized. This course is designed to meet the CSU requirement (C2—Humanities) and the IGETC requirement (Area 3-Group B—Humanities). It is also aligned to meet requirements for future teachers.

LEARNING OUTCOMES:

- ◆ To master the vocabulary necessary for labeling the basic structure of English phonology, morphology and syntax
- ◆ To recognize grammatical errors, to explain them and to correct them
- ◆ To compare and contrast the phonology, morphology and syntax of English with at least one other language of the local area
- ◆ To prepare and present a lesson utilizing the concepts of the course, including presentation of the information and an assessment tool

From the Course Outline of Record:

WHAT STUDENT LEARNING OUTCOMES DOES THIS COURSE ADDRESS? WHAT ACTIVITIES ARE EMPLOYED?

(USE A SCALE OF 1-5 TO SHOW EMPHASIS OF THE LEARNING OUTCOMES WITHIN THE CONTEXT OF THIS COURSE.)

◆ **STUDENT LEARNING OUTCOMES**

List subcategories and activities as needed for Category

Reading and Writing Student learning outcomes listed under the institution-wide core competencies may be repeated in more than one category, as they have application to more than one core competency. In addition, the elements listed under each core competency are interconnected and are continually assessed throughout the semester culminating in a capstone project. The **four broad student learning outcomes** listed on the **Course Overview/Syllabus** are as follows:

1. To master the vocabulary necessary for labeling the basic structure of English phonology, morphology and syntax
2. To recognize grammatical errors, to explain them and to correct them
3. To compare and contrast the phonology, morphology and syntax of English with at least one other language of the local area
4. To prepare and present a lesson utilizing the concepts of the course, including presentation of the information and an assessment tool 2.

◆ **Communication Skills**

a. - **Essential-always try to achieve**

Reading and Writing

The student will do small projects and a capstone project including:

1. Participate effectively in small groups and present information orally after small group activities
2. Give a clearly organized oral presentation of research in the form of a lesson
3. Write essays with proper organization, command of concepts and controlled mechanics as well as proper documentation style
4. Write clear peer and self evaluations.

◆ **Thinking and Reasoning**

5 - Essential-always try to achieve

Critical Thinking The student will do a capstone project and a final exam including:

1. Comprehend concepts and first recognize, then apply terminology of this discipline to develop the ability to apply principles and generalizations already learned to a classroom environment
2. Synthesize and integrate information and ideas to formulate a lesson
3. Think holistically and see the whole as well as the parts
5. Work creatively in small groups and individually on presentation format of information for the purpose of teaching the information to a group
6. Develop the ability to do a contrastive analysis between English and other languages for the purpose of predicting linguistic problems of speakers of other languages and utilizing strategies to solve linguistic challenges
7. Analyze one's own work as well as the work of others.

◆ **Information Management**

5 - Essential-always try to achieve

Information Competency

The student will write essays and do a capstone project including:

1. Use materials and/or technology central to this subject as well as the profession of teaching

2. Evaluate information gleaned on the Internet proper to utilizing it for small projects and the research paper/presentation
3. Develop a sincere commitment to honesty in the presentation of written or oral information, i.e., citing the work of others in proper documentation style (MLA).

♦ **Diversity**

5 - Essential-always try to achieve

Cultural The student will write essays, do small group activities, and a capstone project including:

1. Develop an informed appreciation of other languages and cultures;
2. Neutralize biases which might be present regarding dialects
3. Understand the NVC variations among various cultures;
4. Understand the importance of descriptive analysis rather than prescriptive analysis
5. Understand the learning styles of different cultures
6. Develop a communication style that will be inclusive of the parents of the diverse student body s/he will be in contact with.

♦ **Civic Responsibility**

2- Unimportant-rarely try to achieve

Civic Responsibility The student will work in small group activities and do a capstone project including:

1. Develop the capacity to make informed ethical choices with regard to professional application of the material of the discipline;

♦ **Life Skills**

1-Not applicable-never try to achieve

♦ **Careers**

2-Unimportant-rarely try to achieve

Knowledge The student will recognize the importance of this field of study within the professional spectrum of teaching and other fields. The student will apply the knowledge gleaned to developing lessons for students of various ages and language groups.

WHAT METHODS WILL BE EMPLOYED TO HELP STUDENTS LEARN?

Class Discussions

Electronic Delivery

Group Study & Exercises

Handouts

Lecture

Other

Reading Assignments

Visual Aids

Writing Projects & Reports

Other (Specify):

1. Lecture 2. Class discussion 3. Small group activities 4. Student-instructor conferences 5. Media presentations 6. Supplemental use of Internet 7. Writing exercise (phonology and morphology exercises and essay writing) 8. Group presentations 9. Quizzes and exams 10. Research work 11. Capstone project

“Blackboard” will be utilized to post assignments, articles and video clips; the discussion board will be utilized for the capstone project.

WHAT LEARNING ACTIVITIES OR ASSIGNMENTS ARE REQUIRED OUTSIDE OF CLASS?

List activities and hours for each. (Must include reading and writing activities.)

- A. Outside reading of textbook and articles - 36 hours
- B. Library/research assignments - 10 hours
- C. Short exercises; phonology and morphology - 14 hours
- D. Writing: essays, portfolio, research paper - 36 hours

Total: 96 hours

STANDARDS OF ACHIEVEMENT

List graded activities.

- 1. Exercises (phonology and morphology “puzzles”)
- 2. Three essays (250-500 words each using MLA format)
- 3. Oral presentation of outside reading
- 4. Research project/lesson with demonstration using a minimum of five sources documented in MLA format
- 5. Journal
- 6. Quizzes on vocabulary and other concepts
- 7. Written final exam
- 8. Participation in discussions

How will student learning be assessed? (Multiple measures must be used.)

Grades will be based on a percentage of total points of similar criteria (fixed point spread):

A = 90 - 100%

B = 80 - 89%

C = 70 - 79%

D = 60 - 69%

F = below 60%

Essays will be graded as follows:

An "A" paper demonstrates clarity and usage of concepts; a clear and coherent organizational pattern; and correct grammar and mechanics, including documentation style.

A "B" paper demonstrates comprehension of concepts and terminology but may have some organizational or mechanical problems. The reader is still able to discern that the student understands the concepts, however.

A "C" paper demonstrates understanding of all the concepts, but there is possible misuse of the application of terminology. Mechanical or organizational problems may impede some of the clarity of ideas.

A "D" paper lacks organization and/or grammatical control to the degree that it obscures the ideas. It may also lack understanding of key concepts and application of terminology.

(Instructor will specify the weighting of exams and other graded activities on the course overview.)

Formative and summative assessment will be used to show what the student learned, to what degree the student learned and what the student did not learn.

Formative Assessment:

For capstone project, portfolio of writings with instructor and self-assessment according to clear criteria.

Students will update goals for improvement with each assessment. The portfolio will also include pieces of the research project as it is completed. Each piece will be assessed by the instructor narratively. A grade will be given at the end.

Grades on rewrites with scoring rubrics.

CAT (Classroom Assessment Techniques) for quick assessment to see what the student did not understand.

Quizzes and tests.

Small group problem solving exercises.

Summative Assessment:

In-class writing (after each major unit).

Graded capstone research project with oral group presentation with clearly defined criteria.

Final grade for the course with weighting of each graded piece clearly specified in the course overview.

All of the above are direct methods. The instructor may use indirect methods, which would be useful for department data survey at the beginning of the semester and one at the end to compare students' perceptions. This can be compared to the final grade, and some personal information with a correlation study or even a multiple regression study done by the Institutional Research Department.

bnj/05-01-12Addendum A provided by the Teaching Learning Committee/ 05-09-12

**From IE&A Minutes 04-11-12
Planning Alignment Form based on Program Review**



INSTITUTIONAL EFFECTIVENESS and ASSESSMENT COMMITTEE

Institutional Planning Alignment Form Based on Program Review Reports

<i>INSTITUTIONAL PLANNING ALIGNMENT FORM : Department Level</i>				
<i>DATE: REPORT:</i>	<i>DISTRICT STRATEGIC PLAN</i>	<i>VISION THEMES of SAC STRATEGIC PLAN</i>	<i>CORE COMPETENCIES</i>	<i>OTHER PLANNING DOCUMENTS (PLEASE LIST)</i>
<i>Goal 1</i>				
<i>Goal 2</i>				
<i>Goal 3</i>				
<i>Goal 4</i>				
<i>Goal 5</i>				

INSTITUTIONAL PLANNING ALIGNMENT FORM :				
Division Level				
<i>DATE: REPORT:</i>	DISTRICT STRATEGIC PLAN	VISION THEMES of SAC STRATEGIC PLAN	CORE COMPETENCIES	<i>OTHER PLANNING DOCUMENTS (PLEASE LIST)</i>
Goal 1				
Goal 2				
Goal 3				
Goal 4				
Goal 5				

INSTITUTIONAL PLANNING ALIGNMENT FORM :				
Academic Affairs Level				
<i>DATE: REPORT:</i>	DISTRICT STRATEGIC PLAN	VISION THEMES of SAC STRATEGIC PLAN	CORE COMPETENCIES	<i>OTHER PLANNING DOCUMENTS (PLEASE LIST)</i>
Goal 1				
Goal 2				
Goal 3				
Goal 4				
Goal 5				

INSTITUTIONAL PLANNING ALIGNMENT FORM :				
Student Services Level				
<i>DATE: REPORT:</i>	DISTRICT STRATEGIC PLAN	VISION THEMES of SAC STRATEGIC PLAN	CORE COMPETENCIES	<i>OTHER PLANNING DOCUMENTS (PLEASE LIST)</i>
Goal 1				
Goal 2				
Goal 3				
Goal 4				
Goal 5				

INSTITUTIONAL PLANNING ALIGNMENT FORM : Administrative Services Level				
DATE: REPORT:	DISTRICT STRATEGIC PLAN	VISION THEMES of SAC STRATEGIC PLAN	CORE COMPETENCIES	OTHER PLANNING DOCUMENTS (PLEASE LIST)
Goal 1				
Goal 2				
Goal 3				
Goal 4				
Goal 5				

INSTITUTIONAL PLANNING ALIGNMENT FORM : President's Cabinet Portfolio Level				
DATE: REPORT:	DISTRICT STRATEGIC PLAN	VISION THEMES of SAC STRATEGIC PLAN	CORE COMPETENCIES	OTHER PLANNING DOCUMENTS (PLEASE LIST)
Goal 1				
Goal 2				
Goal 3				
Goal 4				
Goal 5				

NOTE: Please indicate the date and report type, e.g., Annual Department Planning Portfolio; quadrennial capstone PA/PR Report; annual Administrative Unit Outcomes Report; etc. Summarize the goals in a few words for identification purposes. These will be obtained from the annual DPP or the capstone PA/PR reports as well as the annual Student Services Planning Portfolio and Triennial Program Review; and annual Administrative Services (AUOs) Unit Outcomes. Then please utilize the numbers from the respective documents indicated above, e.g., District Strategic Plan Goal 1: Learning Community Environment; Vision Theme IA: Student Achievement—Academic Literacy; Core Competency IA: Communication Skills—Listening and Speaking. Please add cells if there are more goals.

Approved for incorporation into program review documents by IE&A 04-11-12

Faculty and Deans' Planning and Assessment Calendar

August	<p>Division Meeting: Dean announces departments for PA/PR cycle;</p> <p>Department meetings to note which core competency is to be assessed for all courses (not all sections) in the program and who is conducting Direct Assessment of SLO(s) for the courses</p> <p>Begin Department Planning Portfolio (DPP) assessment by reviewing goals and initiate new goals for DPP (e.g., professional development activities, funding needs, research requests, curriculum work, SLO assessment techniques)</p>
September	Replacement and new faculty requests
October	Faculty Priorities Committee meets
September-November	Conduct Core Competency/SLO assessment—Individual faculty fill out Form B (Keep for later discussion)
November	Deans check status / progress of DPP
December	Department discuss SLO assessment and need for SLO/ curriculum revision
January/February	<p>Department meeting—discuss Core Competency review from fall semester; chair includes information from Form C in DPP; chair completes Form C and sends an electronic copy to chair of TLC</p> <p>Department commences core competency review process as detailed in August</p> <p>Assessment of Department Portfolio Goals</p>
February	Preliminary DPP with goals and resource/budget requests for next year due for dean's review
February	Deans and departments meet to discuss projects which are not self-supporting for possible budget augmentation requests through college budget processes
March	Conduct Core Competency/SLO assessment—Individual faculty fill out Form B
March-April	<p>Portfolios and Direct-Assessment of SLOs due prior to March 15th to deans;</p> <p>Division Curriculum Committees review PA/PR reports of division departments</p> <p>Departments submit their quadrennial PA/PR to Chair of TLC by March 30th TLC Chair sends report to IE&A by April 15th</p> <p>Managers submit <i>Summary Report of Department Planning Portfolios</i> to appropriate VP and IE&A by April 1st</p>
May	IE&A forwards <i>End-of-Year Report</i> to participatory governance committees and Academic Senate
June-July	Management review of planning work; budget adjustments conducted

bnj & mrs/5-18-09
Rev bnj/ 05-16-11



Educational Master Plan Program Review Part I: Academic Portfolio Assessment/Program Review

Direct –SLO Assessment: Core Competency Review

Guiding Principles:

- ◆ The **General Education Program** is considered as one complete program. Any *transfer courses*, and the *basic skills courses* that build the skills leading to transfer, are part of that program. Therefore, a “program” like English, is not considered a separate program; rather, the courses in the English Department: pre-collegiate level, transfer level and courses “for the major” are all part of the **General Education Program**.
- ◆ The Student Learning Outcomes for the **General Education Program** are expressions of the seven college core competencies: *Communication Skills, Thinking and Reasoning, Information Management, Diversity, Civic Responsibility, Life Skills, and Careers*. The seven core competencies are also the basis for the SLOs for the AA and AS degrees.
- ◆ The course-embedded approach is being utilized for program analysis.
- ◆ It is understood that not all programs address all core competencies to the same degree. This is indicated on the *Course Outline of Record*.
- ◆ The **Portfolio Assessment/Program Review (PA/PR)** is used as the vehicle for this assessment process. Approximately twenty-five percent transfer, basic skills and Career and Technical Education programs conduct **Portfolio Assessment/Program Review** each year. Departments link their plans for improvement and budget, and faculty requests to assessment results. Analysis is ongoing even if a department is not in a PA/PR reporting year. An ongoing PA/PR section is kept in the Department Planning Portfolio. Baselines are used, and review is cyclical so improvement may be tracked.
- ◆ Transfer and Basic Skills course SLOs are assessed using the same assessment method as the core competencies.
- ◆ Career and Technical Education Programs define SLOs for each certificate and degree offered, and faculty design a process to assess it. The transfer and basic skills model may be used, but outside agencies and regional committees may also require additional processes.

The Assessment Method:

This is a course-embedded approach to assess the core competencies of the college and the SLOs for individual transfer and basic skills courses. All direct SLO data is included in the Department Planning Portfolio with all indirect data, such as persistence rates, grades, etc.

- ◆ Departments will choose which core competencies/SLOs they will work on each semester so that every faculty member is assessing the same outcome at the same time.
- ◆ Individual instructors in departments select one major assignment/performance they are already planning on assigning OR a set of test questions they feel measures student achievement of the outcome in one class OR a performance or demonstration, as deemed appropriate by the discipline.

- ◆ Individual instructors create a rubric to assess student performance of the assignment OR the department develops a standardized rubric for a common assignment. (See <http://irubric.com> for rubric creation. Assess the efficacy of your rubric on “Rubric on Rubrics at the same site.”) Please remember the assessment is of the SLOs of a specified core competency. The rubric should reflect that element.
- ◆ Instructors give the assignment (or test questions) at the normal time in the semester and analyze student performance, looking specifically for what student needs and issues are revealed.
- ◆ Individual instructors plan on how to improve teaching and learning as a result of the analysis. Individual instructors also create a plan for evaluation of new interventions/techniques. This analysis is recorded on an optional form (See APPENDIX B: Sample Form), which is for the instructor’s record keeping only, and is not shared with others.
- ◆ During the first department meeting of the next semester, instructors share assignments (or test questions etc.), the rubric and the results and analysis for how they plan to improve teaching and learning.
- ◆ After individual instructors have shared results, the department discusses them as a whole, identifying the key issues and needs revealed by the assessments, and the department makes a plan and a timeline for how the faculty will address them to improve teaching and learning.
- ◆ Program/Department chairs or designee record the issues and suggestions that arise during the discussion on an Assessment Analysis Form (See APPENDIX C), which is attached to the department’s PA/PR in the *Department Planning Portfolio*. A copy is sent to the Division Curriculum Committee for discussion, and then certification is sent to the IE&A Committee, if the department is scheduled for PA/PR reporting.
- ◆ The Division Curriculum Committee sends an aggregate report to the Teaching Learning Committee so broad-based interdisciplinary dialogue and problem-solving may occur. The Teaching Learning Committee creates an aggregate report, thematically based, at the end of the academic year and forwards to the Institutional Effectiveness and Assessment Committee, which will consider changes to the *Strategic Plan* and send a final report to the Academic Senate, College Council and FARSCCD. (See APPENDIX D and APPENDIX E)

Implementation:

The PA/PR method has to be implemented gradually. Historically, existing mechanisms and processes are being combined, so it is not completely new or sudden; however, the explicit process from section to course to program to seamless, systematic analysis with an eye to continuous improvement college-wide is new.

- ◆ The four-year rotational schedule commenced spring 2008. It is understood that until a full cycle has been conducted, the PA/PR may not have a completed analysis of all the core competencies; however, a complete report was required utilizing the four-year rotational cycle. In spring 08 all departments commenced a course-embedded core competency review of one or more core competencies and continued until the year designated for the respective departments.
- ◆ Spring 2008-2012, twenty-five percent of departments were scheduled each academic year for PA/PR (See APPENDIX F). All departments continued collecting data about course SLOs in the context of core competencies until all are completed. This process is cyclical. Spring 2012 the cycle commences again, and the cycle continues every four years thereafter.

- ◆ Discussion occurs about competencies analyzed the prior semester to determine department goals and objectives, including need for curriculum revision, faculty development, requests with fiscal/human resources implications. Changes should be made as needed annually on the COR even if the department is not in a quadrennial revision year for C&I. Improvement in course retention, persistence and course success rates is tracked.
- ◆ In a PA/PR year, all course-level SLOs are reviewed and rewritten as needed.
- ◆ Quadrennial review of the *Course Outline of Record* will continue as per the C&I quadrennial cycle. At this time courses will be revised utilizing the data gleaned from direct Core Competency/SLO review. (Remember the Core Competency/SLO pages should be updated annually to streamline the department's work when the COR is submitted to C&I in the quadrennial revision cycle.)
- ◆ The TLC will review the **PA/PR** and **Direct-SLO Assessment** process at the end of each four-year cycle and make recommendations for changes.
- ◆ **Professional development**, sponsored by the TLC, will be conducted every fall for all departments scheduled for capstone PA/PR that academic year. TLC division representatives will serve as **PA/PR coaches** throughout the academic year on an as-needed basis. The chair of the TLC will also be available for department meetings and continued professional development activities as the departments prepare their respective reports.

Once a department has completed its “first cycle,” it follows the set quadrennial PA/PR schedule to ensure that all SLOs and the core competencies are assessed during the four -year *Portfolio Assessment/Program Review* cycle on an ongoing basis.

- ◆ Year One: Begin implementation of results from prior year's PA/PR. Assess the course SLOs in the context of one to two core competencies (one to two per year). Link to budget requests.
- ◆ Year Two: Analyze assessment results. Implement changes. Assess course SLOs in the context of the one to two more core competencies (one or more per semester).
- ◆ Year Three: Analyze assessment results. Implement changes. Assess the remaining core competencies in the same manner.
- ◆ Year Four:. Analyze results of changes; revise as needed. Rewrite SLOs as needed (first semester) and include in quadrennial review. Write *Portfolio Assessment/Program Review* (due prior to March 15th to division curriculum committees; due to TLC April 1st). Use template for Department Planning Portfolio Assessment/Program Review (questions 1-19: **19QT**) to inform quadrennial program review.

Completing the Assessment Cycle:

The assessment cycle requires individual departments to complete the assessment cycle by analyzing direct assessment of core competencies/SLOs results and then implementing changes to improve student learning and teaching annually. Every four years, this process will be amplified by completing the template for Department Planning Portfolio/ Program Assessment questions in the areas of : I. Goals and Objectives; II. Student and Program Success; III. Curriculum, Pedagogy and Innovation; and IV. Assessment of Conclusions and Recommendations.

The **Teaching Learning Committee (TLC)**, a sub-committee of IE&A with a reporting relationship to the C&I, is composed of faculty representatives from all divisions, the Faculty Development

Coordinator and the Basic Skills Coordinator. Academic deans are always welcome, and most attend regularly. This group discusses teaching and learning, assessment methods, rubric creation, faculty development issues, basic skills and many other academic issues pertaining to core competencies/SLOs. The TLC is the body that receives Direct Assessment of SLOs reports from the Division Curriculum Committees, which will aggregate the issues sent to them by the departments. One member of the TLC will serve on the division Curriculum Committee to oversee the PA/PR process. After all reports are reviewed by the TLC, the TLC will create an end-of-the-year report, which will be sent to the Institutional Effectiveness and Assessment Committee (IE&A) , which is made up of faculty, administrators and classified staff. In addition to this summary of quadrennial capstone Portfolio Assessment/ Program Review Reports, the IE&A Committee receives Program Review Reports from Student Services and Administrative Services as well as the President's Cabinet Portfolio. IE&A will aggregate all Program Review reports each spring and create an end-of-year report which will be sent to all participatory governance chairs, College Council, the Academic Senate, and FARSCCD. The president of the college will present annual updates to the RSCCD Board of Trustees. IE&A is also the gatekeeper of the College *Strategic Plan*. The *Strategic Plan* is reviewed by the IE&A Committee every year. Complete review is done every four-five years.

Record Keeping and Data Collection:

Assessment results from individual faculty are not recorded publicly. Department chairs are charged to write a general description of the overall department results and incorporate them into the *Department Planning Portfolio*. Core Competencies/SLOs are on the *Course Outline of Record*, which is on CurricUNET.

rev. bnj/05-17-11

Core Competencies: Institutional SLOs
(The Basis of General Education Student Learning Outcomes)

<p>1. Communication Skills</p>	<p>a. Listening and Speaking Students will listen actively and respectfully to analyze the substance of others' comments. Students will speak in an understandable and organized fashion to explain their ideas, express their feelings, or support a conclusion.</p> <p>b. Reading and Writing Students will read effectively and analytically and will comprehend at a college level. Students will write in an organized and grammatically correct fashion to explain their feelings and support a conclusion.</p>
<p>2. Thinking and Reasoning Students will identify and analyze real or potential "problems" and develop, evaluate, and test possible solutions using creative thinking, analysis and synthesis, quantitative reasoning, and/or transfer of knowledge and skills to a new context as appropriate.</p>	<p>e. Creative Thinking Students will develop the skills to formulate original ideas and concepts in addition to integrating those of others in the creative process.</p> <p>f. Critical Thinking Students will think logically in solving problems; explaining their conclusions; and evaluating, supporting, or critiquing the thinking of others.</p> <p>g. Ethical Reasoning Students will demonstrate an understanding of ethical issues that will enhance their capacity for making sound judgments and decisions.</p> <p>h. Quantitative Reasoning Students will use college-level mathematical concepts and methods to understand, analyze and explain issues in quantitative terms.</p>
<p>3. Information Management</p>	<p>a. Information Competency Students will do research at a level that is necessary to achieve personal, professional and educational success. They will use print material and technology to identify research needs, seek, access, evaluate and apply information effectively and responsibly.</p> <p>b. Technology Competency Students will use technology learning tools and technology applications at a level appropriate to achieve discipline-specific course requirements and standards. Demonstrated skills might include, but are</p>

	not limited to: word processing and file management; use or development of simulations, web pages, databases; graphic calculators; etc.
4. Diversity Students will develop individual responsibility, personal integrity, and respect for diverse peoples and cultures of the world.	a. Cultural Students will respect and work with diverse people including those with different cultural and linguistic backgrounds and different abilities. b. Social Students will interact with individuals and within groups with integrity and awareness of others' opinions, feelings and values. c. Environmental Students will demonstrate an understanding of ethical issues that will enhance their capacity for making decisions and sound judgments about the environment.
5. Civic Responsibility Students will take personal responsibility for becoming informed, ethical and active citizens of their community, their nation and their world.	
6. Life Skills	a. Creative Expression Students will produce artistic and creative expression. b. Aesthetic Appreciation Students will respond to artistic and creative expressions. c. Personal Growth Students will demonstrate habits of intellectual exploration, personal responsibility, and practical and physical well-being. d. Interpersonal Skills Students will participate effectively in teams, committees, task forces, and in other group efforts to make decisions and seek consensus.
7. Careers Students will develop the knowledge and skills necessary to select and develop careers.	

Revision of *Core Competency 3: Information Management* approved by the Curriculum and Instruction Council October 26, 2009; November 30, 2009.



APPENDIX B: (Sample Form—Data required for Appendix C) Transfer/Basic Skills Assessment Analysis Form For Individual Faculty

Transfer/Basic Skills Career Technical Education Assessment Analysis Form for Individual Faculty

This form is not required. It is only for record keeping. However, please retain it or some written document for department discussion which will occur at a later date.

Department	
Course	
Competency and Course SLOs	
Assessment Tool/Assignment (Describe briefly)	
Assessment results In general, how did students do on the assignment? What student needs and issues were revealed? Were there any areas where student performance was outstanding? Any areas that can be improved? How did this assignment relate to the core competency?	
How did the students perform on the core	

<p>competency indicated?</p> <p>Were there any areas where student performance was outstanding?</p> <p>What areas can be improved?</p> <p>Next steps in the classroom to improve student learning</p>	
<p>How will you address the needs and issues that were revealed by your assignment? How might student performance be improved?</p> <p>Check all that apply</p>	<ul style="list-style-type: none"> ○ State goals or objectives of assignment/activity more explicitly ○ Revise content of assignment/activities ○ Revise activities leading up to and/or supporting assignments/activities ○ Increase in-class discussions and activities ○ Increase student collaboration and/or peer review ○ Provide more frequent or fuller feedback on student progress ○ Use more CATs (Classroom Assessment Techniques-Cross/ Angelo) ○ Increase guidance for students as they work on assignments ○ Use methods and questions that encourage competency ○ State criteria for grading more explicitly ○ Increase interaction with students outside of class ○ Ask a colleague to critique assignments/activities ○ Collect more data ○ Nothing: assessment indicates no improvement necessary ○ Other (please describe)

Next Step in the Department to Improve Student learning	
What steps can the department take to address the needs and issues revealed by your assignment? Check all that apply	<ul style="list-style-type: none"> ○ Offer/encourage attendance at seminars, workshops or discussion groups about teaching methods ○ Consult teaching and learning experts about teaching methods ○ Encourage faculty to share activities that foster competency ○ Write collaborative grants to fund departmental projects to improve teaching ○ Procure articles/books on teaching about competency ○ Visit classrooms to provide feedback (mentoring) ○ Create bibliography of resource material ○ Have binder available for rubrics and results (Put in Department Planning Portfolio) ○ Analyze course curriculum to determine that competency skills are taught so that the department can build a progression of skills as students advance through courses ○ Nothing: Assessments indicate no improvements necessary ○ Other (please describe)



APPENDIX C: Department Assessment Analysis Form

Transfer and Basic Skills Career Technical Education Department Assessment Analysis Form

This is the required form that Program/Department Chairs must use to record the department assessment results and plans to improve teaching and learning. It is included in the *Department Planning Portfolio* and attached to the *Portfolio Assessment/Program Review* when the department is in a PA/PR quadrennial cycle year.

Department	
Meeting Date	
Number of faculty/staff in attendance (indicate full-time and adjunct)	
Course SLOs measured	
What core competency do the SLOs relate to?	
Assessment Tools (Give examples of major assignments used to measure SLO/core competency)	
Assessment Results (Summarize overall results of the department) What student needs and issues were revealed? Were there any areas where student performance was outstanding? Any areas where it can be improved?	

<p>Next Steps in Classroom to Improve Student Learning</p> <p>(check all the items faculty/staff felt would help them address the needs and issues revealed by the assessment)</p> <p>How might student performance be improved</p>	<ul style="list-style-type: none"> ○ State goals or objectives of assignment/activity more explicitly ○ Revise content of assignment/activities ○ Revise activities leading up to and/or supporting assignments/activities ○ Increase in-class discussions and activities ○ Increase student collaboration and/or peer review ○ Provide more frequent or fuller feedback on student progress ○ Use more CATs (Classroom Assessment Techniques—Cross/Angelo) ○ Increase guidance for students as they work on assignments ○ Use methods and questions that encourage competency ○ State criteria for grading more explicitly ○ Increase interaction with students outside of class ○ Ask a colleague to critique assignments/activities ○ Collect more data ○ Nothing: assessment indicates no improvement necessary ○ Other (please describe)
<p>Next Steps in the Department to Improve Student learning</p> <p>(check all that the department felt would help them improve student learning)</p>	<ul style="list-style-type: none"> ○ Offer/encourage attendance at seminars, workshops or discussion groups about teaching methods ○ Consult teaching and learning experts about teaching methods ○ Encourage faculty to share activities that foster competency ○ Write collaborative grants to fund departmental projects to improve teaching ○ Procure articles/books on teaching about competency ○ Visit classrooms to provide feedback (mentoring) ○ Create bibliography of resource material ○ Have binder available for rubrics and results (Put in Department Planning Portfolio) ○ Analyze course curriculum to determine that competency skills are taught so that the department can build a progression of skills as students advance through courses ○ Nothing: Assessments indicate no improvements necessary ○ Other (please describe)
<p>Priorities to Improve Student Learning</p> <p>(List the top three-six things faculty/staff felt would <u>most</u> improve student learning)</p>	
<p>Implementation</p> <p>(List the department plans to implement these three-six priorities)</p>	

<p>Timeline for Implementation</p> <p>(Make a timeline for implementation of the top priorities)</p>	
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Route to Division Curriculum Committee:
Department Chair or designee_____ **Date:**_____



APPENDIX D TLC Assessment Analysis Form

Transfer and Basic Skills Teaching Learning Committee Analysis Form

This is the required form that the Teaching Learning Committee must use to record the results of interdisciplinary dialogue regarding Core Competencies/General Education Outcomes based on the Institutional Core Competencies. It shows the results of the Portfolio Assessment/ Program Review documents sent to the TLC by the departments quadrennially. The TLC will then create an end-of-the-year report, which it will send to the Institutional Effectiveness and Assessment Committee.

Meeting Date		
Members Present		
List of Departments that send PA/PR Reports and core competency addressed	Department	Core Competency
Assessment Results (Summarize overall trends in results) What student needs and issues were revealed? Next Steps Recommended to Improve Student Learning	<ul style="list-style-type: none"> ○ Offer/encourage attendance at seminars, workshops or discussion groups about teaching methods ○ Consult teaching and learning experts about teaching 	

<p>(check all that apply)</p>	<p>methods</p> <ul style="list-style-type: none"> ○ Encourage faculty to share activities that foster competency ○ Write collaborative grants to fund departmental projects to improve teaching ○ Procure articles/books on teaching about competency ○ Visit classrooms to provide feedback (mentoring) ○ Create bibliography of resource material ○ Have binder available for rubrics and results (Put in Department Planning Portfolio) ○ Analyze course curriculum to determine that competency skills are taught so that the department can build a progression of skills as students advance through courses ○ Nothing: Assessments indicate no improvements necessary ○ Other (please describe)
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APPENDIX E

Assessment of Core Competencies Course Audit Worksheet

Assessment of Core Competencies

Course Audit Worksheet

Core Competency: _____

List of Courses that Address Core Competency

List SLOs for Core Competency				
Learning Activities				
Methods of Assessment (matched to learning activities)				
Results of Assessment (See Assessment Analysis Form)				

2012-2013 Meeting dates for IE&A:

**FALL 2012—08-29-12; 09-12-12; 09-27-12(a Thursday);10-10-12; 10-24-12; 11-14-12;
11-29-12 (a Thursday);12-05-12**

**SPRING 2013—01-30-13; 02-13-13; 02-27-13; 03-13-13; 04-10-13; 04-24-13; 05-08-13;
05-22-13 (if needed)**

Final page *IE&A End-of-Year Report*

bnj/06-01-12