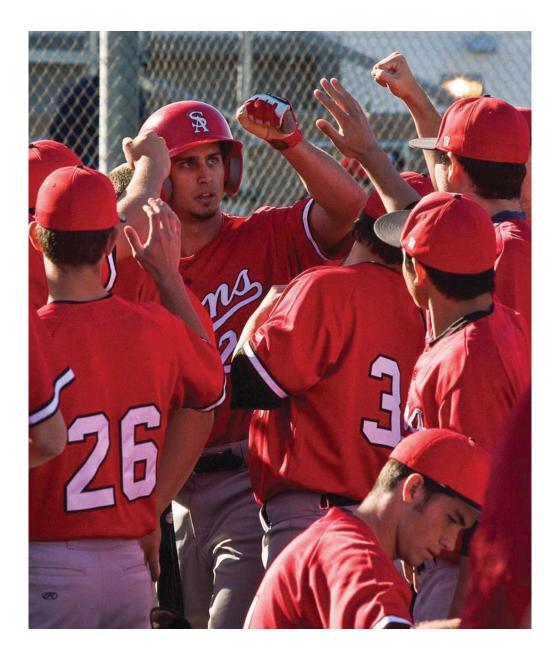
## Appendix A

Actionable Improvement Plans for the Self Evaluation Report of Educational Quality and Institutional Effectiveness





## **APPENDIX A**

## Actionable Improvement Plans for the Self Evaluation Report of Educational Quality and Institutional Effectiveness

STANDARD I: INSTITUTIONAL MISSION AND EFFECTIVENESS	185
I.A. Mission	
The institution has a statement of mission that defines the institution's broad educational purposes, its intended student popula	ation,
and its commitment to achieving student learning.	185
Actionable Improvement Plans	
The college will continue offering professional development workshops for faculty, staff, and administrators to inform ar	
discuss student learning outcomes and the alignment with instructional programs that demonstrate the college's commi to improving institutional effectiveness.	
I.A.1. The institution establishes student learning programs and services aligned with its purposes, its character, and its student	
population	
Actionable Improvement Plans	189
The college will continue to conduct annual surveys of students, faculty, staff, and administrators to assess the needs of	
student population and to determine its institutional effectiveness.	189
I.A.2. The mission statement is approved by the governing board and published.	189
I.A.3. Using the institution's governance and decision-making processes, the institution reviews its mission statement on a regu	
basis and revises it as necessary	
I.A.4. The institution's mission is central to planning and decision making.	190
I.B. IMPROVING INSTITUTIONAL EFFECTIVENESS	
I.B.1. The institution maintains an ongoing, collegial, self-reflective dialogue about the continuous improvement of student lear	
and institutional processes	
Actionable Improvement Plans	
The program review process will be ongoing and consistent with integrated planning activities.	
Professional development activities will be offered to improve the collective understanding of the meaning of evidence,	-
and research used in the evaluation of student learning	
I.B.2. The institution sets goals to improve its effectiveness consistent with its stated purposes. The institution articulates its goal	
and states the objectives derived from them in measurable terms so that the degree to which they are achieved can be determined and states the objectives derived from them in measurable terms so that the degree to which they are achieved can be determined as the degree to which they are achieved as the degree to which the d	
and widely discussed. The institutional members understand these goals and work collaboratively toward their achievement	
Actionable Improvement Plans	
The college will continue to review the Strategic Plan to review the degree to which goals have been met.	
The college will continue to evaluate assessment processes of the institutional goals	198
institutional effectiveness in an ongoing and systematic cycle of evaluation, integrated planning, resource allocation,	
implementation, and re-evaluation. Evaluation is based on analyses of both quantitative and qualitative data.	108
Actionable Improvement Plans	
An Office of Institutional Research should be established, and a college researcher should be hired to improve institution	
planning	
I.B.4. The institution provides evidence that the planning process is broad-based, offers opportunities for input by appropriate	
constituencies, allocates necessary resources, and leads to improvement of institutional effectiveness.	200
Actionable Improvement Plans	
The college will continue to utilize the RAR process and evaluate its effectiveness.	201
It is recommended that the college develop a consistent budget plan to support faculty and student growth in the use of	:
technology tools, the college learning management system, Open Educational Resources (OER) and the forthcoming Onli	
Degree Pathway (IA-10)	
I.B.5. The institution uses documented assessment results to communicate matters of quality assurance to appropriate constitue	
Actionable Improvement Plans	
The college will develop a formal mechanism to assess the effectiveness of communicating information about institution	
quality to the public	
I.B.6. The institution assures the effectiveness of its ongoing planning and resources allocation process by systematically review	
and modifying, as appropriate, all parts of the cycle, including institutional and other research efforts	
Actionable Improvement Plans	
The effectiveness of the SB 361 Model will be reviewed at the college level.	
An Office of Institutional Effectiveness will be established to evaluate planning processes (See I.B.3)	
programs, student support services, and library and other learning support services.	
STANDARD II: STUDENT LEARNING PROGRAMS AND SERVICES	
II.A. Instructional Programs	
II.A.1. The institution demonstrates that all instructional programs, regardless of location or means of delivery, address and me	
mission of the institution and uphold its integrity.	

II.A.1.a. The institution identifies and seeks to meet the varied educational needs of its students through programs consistent wi		
their educational preparation and the diversity, demographics, and economy of its communities. The institution relies upon research		
and analysis to identify student learning needs and to assess progress toward achieving stated learning outcomes.		
Actionable Improvement Plans	. 218	
II.A.1.b. The institution utilizes delivery systems and modes of instruction compatible with the objectives of the curriculum and	210	
appropriate to the current and future needs of its students. Actionable Improvement Plans		
The faculty will continue to evaluate success rates in the distance education mode		
The college will explore more alternatives to scheduling patterns to meet changing student needs		
II.A.1.c. The institution identifies student learning outcomes for courses, programs, certificates, and degrees; assesses student	. 221	
achievement of those outcomes; and uses assessment results to make improvements	221	
Actionable Improvement Plans		
All departments and units will complete assessment of Program-level Learning Outcomes for degrees, programs and	;	
certificates. Outcomes will be developed for each GE area and connected to the ILO's. All ILO's will be assessed at 100		
percent	. 227	
The efficacy of the new Learning Center will be assessed	227	
II.A.2. The institution assures the quality and improvement of all instructional courses and programs offered in the name of the		
institution, including collegiate, developmental, and pre-collegiate courses and programs, continuing and community education,		
study abroad, short-term training courses and programs, programs for international students, and contract or other special		
programs, regardless of type of credit awarded, delivery mode, or location.	227	
II.A.2.a. The institution uses established procedures to design, identify learning outcomes for, approve, administer, deliver, and		
evaluate courses and programs. The institution recognizes the central role of its faculty for establishing quality and improving		
instructional courses and programs.	. 229	
None	. 231	
II.A.2.b. The institution relies on faculty expertise and the assistance of advisory committees when appropriate to identify competency		
levels and measurable student learning outcomes for courses, certificates, programs including general and vocational education, and		
degrees. The institution regularly assesses student progress towards achieving those outcomes.		
Actionable Improvement Plans	. 234	
All departments and units will complete assessment of Program-level Learning Outcomes for degrees, programs and		
certificates.	. 234	
Outcomes will be developed for each GE area and connected to the ILO's. All ILO's will be assessed at 100 percent (See	224	
II.A.1.c) Continued DE Research comparisons and student surveys will be conducted for this program to assure quality of the progr		
and courses		
II.A.2.c. High-quality instruction and appropriate breadth, depth, rigor, sequencing, time to completion, and synthesis of learning	234	
characterize all programs	234	
II.A.2.d. The institution uses delivery modes and teaching methodologies that reflect the diverse needs and learning styles of its studen		
II.A.2.e. The institution evaluates all courses and programs through an ongoing systematic review of their relevance, appropriateness,		
achievement of learning outcomes, currency, and future needs and plans.		
II.A.2.f. The institution engages in ongoing, systematic evaluation and integrated planning to assure currency and measure achievement	t of	
its stated student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The		
institution systematically strives to improve those outcomes and makes the results available to appropriate constituencies		
Actionable Improvement Plans		
The English department will evaluate the efficacy of the new scheduling pattern from N50, through the sequence, to Engli		
101 to determine if persistence rates increase	240	
II.A.2.g. If an institution uses departmental course and/or program examinations, it validates their effectiveness in measuring student		
learning and minimizes test biases		
II.A.2.h. The institution awards credit based on student achievement of the course's stated learning outcomes. Units of credit awarded a		
consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education		
Actionable Improvement Plans		
The college will evaluate the institution-set standards for success rates, attainment of degrees, CTE certificates, and transf		
bi-annually commencing December 2014.	243	
II.A.3. The institution requires of all academic and vocational degree programs a component of general education based on a carefully	245	
considered philosophy that is clearly stated in its catalog. The institution, relying on the expertise of its faculty, determines the		
appropriateness of each course for inclusion in the general education curriculum by examining the stated learning outcomes for the		
	. 243	
II.A.3.a. General education has comprehensive learning outcomes for the students who complete it, including the following: an		
understanding of the basic content and methodology of the major areas of knowledge: areas include the humanities and fine arts, the		
natural sciences, and the social sciences.	. 244	
Actionable Improvement Plans		
All of the general education areas will be reviewed in a systematic cyclical manner.		
II.A.3.b. A capability to be a productive individual and lifelong learner: skills include oral and written communication, information		
competency, computer literacy, scientific and quantitative reasoning, critical analysis/logical thinking, and the ability to acquire knowled	dge	
through a variety of means	. 245	
II.A.3.c. A recognition of what it means to be an ethical human being and effective citizen: qualities include an appreciation of ethical		
principles: civility and interpersonal skills: respect for cultural diversity: historical and aesthetic sensitivity; and the willingness to assume	е	

civic, political, and social responsibilities locally, nationally, and globally.	248
II.A.4. All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core	250
II.A.5. Students completing vocational and occupational certificates and degrees demonstrate technical and professional competencies	that
meet employment and other applicable standards and are prepared for external licensure and certification.	250
II.A.6. The institution assures that students and prospective students receive clear and accurate information about educational courses	and
programs and transfer policies. The institution describes its degrees and certificates in terms of their purpose, content, course	
requirements, and expected student learning outcomes. In every class section students receive a course syllabus that specifies learning	g
objectives consistent with those in the institution's officially approved course outline	255
II.A.6.a. The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of stud	lents
without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcome	es for
transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between	
institutions are identified, the institution develops articulation agreements as appropriate to its mission.	257
II.A.6.b. When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangem	nents
so that enrolled students may complete their education in a timely manner with a minimum of disruption	258
II.A.7. In order to assure the academic integrity of the teaching-learning process, the institution uses and makes public governing board-	-
adopted policies on academic freedom and responsibility, student academic honesty, and specific institutional beliefs or world views.	
These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge	260
II.A.7.a. Faculty distinguish between personal conviction and professionally accepted views in a discipline. They present data and inform	nation
fairly and objectively	262
II.A.7.b. The institution establishes and publishes clear expectations concerning student academic honesty and consequences for	
dishonesty	263
II.A.7.c. Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to ins	till
specific beliefs or world views, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty or	r
student handbooks	
II.A.8. Institutions offering curricula in foreign locations to students other than U.S. nationals operate in conformity with Standards an	
applicable Commission policies	
II.B. Student Support Services	
II.B.1. The institution assures the quality of student support services and demonstrates that these services, regardless of location	
means of delivery, support student learning and enhance achievement of the mission of the institution.	
Actionable Improvement Plans	283
Each of the Student Services programs will incorporate review of the 2013 Student Satisfaction Survey into the annual	
Program Effectiveness Review and Program Plan within their respective planning portfolio.	283
II.B.2. The institution provides a catalog for its constituencies with precise, accurate, and current information concerning the	
following:	
Actionable Improvement Plans	
A recommendation will be made by the workgroup for a more student-friendly format for the catalog.	
The Financial Aid Office will work to implement access to DE students.	285
II.B.3. The institution researches and identifies the learning support needs of its student population and provides appropriate	
services and programs to address those needs.	
Actionable Improvement Plan	
The Student Satisfaction Survey will be analyzed by the Student Success Committee (IIB-9) to determine further research	
needed. Research results will be utilized for program review.	
II.B.3.a. The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable servi	
to students regardless of service location or delivery method.	
Actionable Improvement Plans	
New strategies and procedures that come from the Student Transition Strategic meetings will be phased in during the 20.	
2016 school year; data will be collected and a review of the results will drive the future changes.	
II.B.3.b. The institution provides an environment that encourages personal and civic responsibility, as well as intellectual, aesthe	
and personal development for all its students	290
II.B.3.c. The institution designs, maintains, and evaluates counseling and/or academic advising programs to support student	204
development and success and prepares faculty and other personnel responsible for the advising function.	
Actionable Improvement Plan As part of the annual review process, student services management and faculty will analyze the most recent Student	299
Satisfaction Survey and identify possible areas of program improvement and implement strategies to increase the overall	
student satisfaction ratings to previous levels or higher (See II.B.1).	299
II.B.3.d. The institution designs and maintains appropriate programs, practices, and services that support and enhance student	200
understanding and appreciation of diversity.	
II.B.3.e. The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness w	
minimizing biases.	
Actionable Improvement Plan	305
An evaluation of the pilot will be conducted in the fall of 2014 by English faculty and the RSCCD Research Department in	
conjunction with the SAC Testing Center and Student Outreach office to verify if placements have resulted in a more	205
successful placement than the standardized CTEP exam.	
II.B.3.f. The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of a files regardless of the form in which these files are maintained. The institution publishes and follows established policies for role	
files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for rele	
of student records II.B.4. The institution evaluates student support services to assure their adequacy in meeting identified student needs. Evaluation	
these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the	
and the matter of the matter of the demote of student fearing outcomes. The institution uses the	-

results of these evaluations as the basis for improvement	
Actionable Improvement Plans	
The Student Survey will be revised to include distance education student usage and feedback on services provided	
The college will implement DE student access to Transfer Center resources and advisement and Financial Aid	
II.C. Library and Learning Support Services	
II.C.1. The institution supports the quality of its instructional programs by providing library and other learning support services the	
sufficient in quantity, currency, depth, and variety to facilitate educational offerings, regardless of location or means of delivery.	
Actionable Improvement Plan After documented analysis through program review, the library and other learning support services will submit their Res	
Allocation Requests (RAR's) for an increase in space, resources, services, and staff to optimize services to students (IIC-3	
33, and IIC-34).	
II.C.1.a. Relying on appropriate expertise of faculty, including librarians and other learning support services professionals, the	525
institution selects and maintains educational equipment and materials to support student learning and enhance the achievement	ent of
the mission of the institution	
Actionable Improvement Plan	331
After documented analysis through program review, the library and other learning support services will submit RAR's fo	r an
increase in educational equipment and materials to support student learning, to provide for enrollment growth, to supp	ort
new programs, and to achieve the mission of the institution	
II.C.1.b. The institution provides ongoing instruction for users of library and other learning support services so that students are	
to develop skills in information competency.	
II.C.1.c. The institution provides students and personnel responsible for student learning programs and services adequate access	
the library and other learning support services, regardless of their location or means of delivery.	
Actionable Improvement Plan	
After analysis through the program review process, the library and other learning support services will submit their RAR'	
an increase in service hours and staff to optimize services to students (See II.C.1.a).	
II.C.1.d. The institution provides effective maintenance and security for its library and other learning support services II.C.1.e. When the institution relies on or collaborates with other institutions or other sources for library and other learning sup	
services for its instructional programs, it documents that formal agreements exist and that such resources and services are ade	
for the institution's intended purposes, are easily accessible, and utilized. The performance of these services is evaluated on a	quute
regular basis. The institution takes responsibility for and assures the reliability of all services provided either directly or through	า
contractual arrangement	
Actionable Improvement Plan	342
The college should develop a plan for all departments to collaborate easily, especially when volume licensing is available	342
II.C.2. The institution evaluates library and other learning support services to assure their adequacy in meeting identified stude	
needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. T	
institution uses the results of these evaluations as the basis for improvement.	
Actionable Improvement Plan	346
Future development and implementation of online student surveys accessible through each of the library and learning	
support service centers' web pages will be developed to provide continuous feedback for the improvement and enhance	
of services DLA's in the Learning Center will continue to be assessed to improve student success and retention through a program r	
portfolio with goals based on assessment data.	
The measures of assessment for the Math Center's pilot programs will be scaled to accommodate larger student groups	
The Learning Center needs more funding to maintain its current status and to expand its services to all students includin	
SCE, and DSPS students.	346
STANDARD III: RESOURCES	355
III.A. Human Resources	355
III.A.1. The institution assures the integrity and quality of its programs and services by employing personnel who are qualified t	·
appropriate education, training, and experience to provide and support these programs and services	355
III.A.1.a. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated. Job descriptions are	
directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority. Criteria	
	ipiine
selection of faculty include knowledge of the subject matter or service to be performed (as determined by individuals with disc	1+
expertise), effective teaching, scholarly activities, and potential to contribute to the mission of the institution. Institutional facu	
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The evaluation process for Non-Contract/Part-time faculty should be updated to include an evaluation of faculty effectiveness
as it relates to SLO's
III.A.1.d. The institution upholds a sufficient number of qualified faculty with full-time responsibility to the institution. The institution
has a sufficient number of staff and administrators with appropriate preparation and experience to provide the administrative
services necessary to support the institution's mission and purposes
Actionable improvement rial
properly identify the needs of students, faculty, and staff as it relates to DE. In addition, providing the necessary human
resources to the DE program would include the addition of a researcher and an instructional designer
III.A.3.b. The institution restablishes and adheres to written policies ensuring families in an employment procedures.
personnel records in accordance with law
Actionable Improvement Plan
The college needs to select software to transition from paper to electronic files using encryption
III.A.4. The institution demonstrates through policies and practices an appropriate understanding of and concern for issues of equity
and diversity
III.A.4.a. The institution creates and maintains appropriate programs, practices, and services that support its diverse personnel 368
III.A.4.b. The institution regularly assesses that its record in employment equity and diversity consistent with its mission
Actionable Improvement Plan
research. This includes a dedicated SAC researcher to support campus-specific needs (See I.B.3)
III.A.4.c. The institution subscribes to, advocates, and demonstrates integrity in the treatment of its administration, faculty, staff, and
students
III.A.5. The institution provides all personnel with appropriate opportunities for continued professional development, consistent with
the institutional mission and based on identified teaching and learning needs
III.A.5.a. The institution plans professional development activities to meet the needs of its personnel
Actionable Improvement Plan
The college needs to facilitate and expand professional development opportunities
The college also needs to create a specific budget line item to fund professional development activities
III.A.5.b. With the assistance of the participants, the institution systematically evaluates professional development programs and
uses the results of these evaluations as the basis for improvement
Improvements to the professional development offerings to increase opportunities for all staff should be made
The college also needs to create a specific budget line item to fund professional development activities (See III.A.5.a)
III.A.6. Human resource planning is integrated with institutional planning. The institution systematically assesses the effective use of
human resources and uses the results of the evaluation as the basis for improvement
III. B. Physical Resources
III.B.1. The institution provides safe and sufficient physical resources that support and assure the integrity and quality of its programs
and services, regardless of location or means of delivery
Actionable Improvement Plans
A plan for institutional involvement of DE in the budget and planning process will be addressed and implemented in a more comprehensive manner by SACTAC as it now reports to the SAC Planning and Budget Committee. Planning will accommodate
growth in the webcam/video requirement for students
III.B.1.a. The institution plans, builds, maintains, and upgrades or replaces its physical resources in a manner that assures effective
utilization and the continuing quality necessary to support its programs and services.
III.B.1.b. The institution assures that physical resources at all locations where it offers courses, programs, and services are constructed
and maintained to assure access, safety, security, and a healthful learning and working environment
Actionable Improvement Plans
The district/college will research emergency notification tools that allow for a more robust communication delivery to a
greater number of students, faculty, and staff
III.B.2. To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.
404
Actionable Improvement Plans
Greater efficiency will be realized in scheduling preventative maintenance and in work order accountability when an
automated system can be procured to tie the two together. The goal is to purchase/implement a system that ties directly to
the State's FUSION system, to assess facility condition and age of mechanical systems and combine scheduling preventative maintenance, resource allocation and inventory control. A system such as this is currently on the 2014-15 RAR for the
Facilities department
new facilities and equipment
One area of long-range planning that needs to be addressed more effectively is the issue of "total cost of ownership" and how this affects the decision-making process. This needs to be more formalized in the planning, scope development, and budgeting process for capital improvements at the college. Total cost of ownership is a measurable outcome in the Facilities
Program Review documents for 2014-15 (IIIB-43)
III.B.2.b. Physical resource planning is integrated with institutional planning. The institution systematically assesses the effective use

of physical resources and uses the results of the evaluation as the basis for improvement Standard III.C. Technology Resources	
III.C.1. The institution assures that any technology support it provides is designed to meet the needs of learning, teaching, colleg	
wide communications, research, and operational systems.	
III.C.1.a. Technology services, professional support, facilities, hardware, and software are designed to enhance the operation and	
effectiveness of the institution	
Actionable Improvement Plans	
In order to optimize accessibility for students at the School of Continuing Education, an open-entry computer lab should b	be
made available	
III.C.1.b. The institution provides quality training in the effective application of its information technology to students and person	
Actionable Improvement Plans	
The college will continue to discuss, pursue, and implement a more formalized training program for faculty, students, and staff. In addition, the Academic Computing Center will once again offer students optional training classes that focus on	I
various technology skills at no cost to the student.	
III.C.1.c. The institution systematically plans, acquires, maintains, and upgrades or replaces technology infrastructure and equipment of the systematical system	
to meet institutional needs.	
Actionable Improvement Plans	
The college will continue its efforts to make all campus constituents aware of the formal Resource Allocation Request and	
formal relationship to institutional planning and budgeting.	
IIIC.1.d. The distribution and utilization of technology resources support the development, maintenance, and enhancement of its	
programs and services Actionable Improvement Plans	
The college is working on developing pathways between credit and non credit (SCE) programs. In order to assimilate stude Blackboard should be available to non-credit students. The college is actively working on that at this time	
III.C.2. Technology planning is integrated with institutional planning. The institution systematically assesses the effective use of	
technology resources and uses the results of evaluation as the basis for improvement	
Actionable Improvement Plans	
SAC will evaluate and determine how to improve college-wide technology planning so it is effectively integrated with	
institutional planning and can be utilized as a basis for institutional improvement. SACTAC will serve as the primary	
committee mechanism for implementing this actionable improvement plan.	. 422
The college will consider reestablishing a position similar to that of the Associate Dean of Information and Learning	
Resources.	. 422
III.D. Financial Resources	. 427
III.D.1. The institution's mission and goals are the foundation for financial planning.	
III.D.1.a. Financial planning is integrated with and supports all institutional planning.	
Actionable Improvement Plans	
The college will continue to improve its planning and budgeting process by assessing the effectiveness of the RAR process	
terms of its delivery of focused resources and linkage to the college's Strategic Plan.	
The college will continue to further tie the long-term technology needs of the college into long-term financial planning in	
alignment with planning and budget needs III.D.1.b. Institutional planning reflects realistic assessment of financial resource availability, development of financial resources,	. 436
partnerships, and expenditure requirements.	127
III.D.1.c. When making short-range financial plans, the institution considers its long-range financial priorities to assure financial	. 457
stability. The institution clearly identifies, plans, and allocates resources for payment of liabilities and future obligations.	438
Actionable Improvement Plans	
The college will continue to adapt to the unique characteristics of the new SB 361 Budget Allocation Model, which allow t	
college to be more in control of its financial stability and which allow the college to align its priorities to the resources	
available.	. 441
III.D.1.d. The institution clearly defines and follows its guidelines and processes for financial planning and budget development, v	with
all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.	441
Actionable Improvement Plans	. 442
The college must continue to obtain input from all departments in the institution, and it must make sure that the prioritie	es set
by all the departments are judged fairly with respect to the long-term needs of the institution.	. 442
The campus budget office will conduct further training with all constituency groups to ensure the budget development an	
resource allocation request process is clear and tied to the Strategic Plan.	
POE will review the efficacy of the new process for establishing priorities.	
III.D.2. To assure the financial integrity of the institution and responsible use of its financial resources, the internal control structu	ure
has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision	110
making	. 442
III.D.2.a. Financial documents, including the budget and independent audit, have a high degree of credibility and accuracy, and	142
reflect appropriate allocation and use of financial resources to support student learning programs and services	
III.D.2.c. Appropriate financial information is provided throughout the institution in a timely manner	
Actionable Improvement Plans	
SAC will continue to provide budget training to the different departments and to provide tools for budget planning and	
monitoring. This will help the college to be more efficient and maintain usable, reliable, and coherent data to be used for	

decision-making college-wide
III.D.2.d. All financial resources, including short and long term debt instruments (such as bonds and Certificates of Participation),
auxiliary activities, fund-raising efforts, and grants, are used with integrity in a manner consistent with the intended purpose of the
funding source
III.D.2.e. The institution's internal control systems are evaluated and assessed for validity and effectiveness and the results of this
assessment are used for improvement
III.D.3 The institution has policies and procedures to endure sound financial practices and financial stability
III.D.3.a. The institution has sufficient cash flow and reserves to maintain stability, strategies for appropriate risk management, and
develops contingency plans to meet financial emergencies and unforeseen occurrences
III.D.3.b. The institution practices effective oversight of finances, including management of financial aid, grants, externally funded
programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets
III.D.3.c. The institution plans for and allocates appropriate resources for the payment of liabilities and future obligations, including
Other Post-Employment Benefits (OPEB), compensated absences, and other employee related obligations
III.D.3.d. The actuarial plan to determine Other Post-Employment Benefits (OPEB) is prepared, as required by appropriate accounting
standards
III.D.3.e. On an annual basis, the institution assesses and allocates resources for the repayment of any locally incurred debt
instruments that can affect the financial condition of the institution
III.D.3.f. Institutions monitor and manage student loan default rates, revenue streams, and assets to ensure compliance with federal
requirements
III.D.3.g. Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by
institutional policies, and contain appropriate provisions to maintain the integrity of the institution
III.D.3.h. The institution regularly evaluates its financial management practices and the results of the evaluation are used to improve
455 455
Standard III.D.4. Financial resource planning is integrated with institutional planning. The institution systematically assesses the
effective use of financial resources and uses the results of the evaluation as the basis for improvement of the institution
STANDARD IV: LEADERSHIP AND GOVERNANCE
IV.A. Decision-Making Roles and Processes
IV.A.1. Institutional leaders create an environment for empowerment, innovation, and institutional excellence. They encourage staff,
faculty, administrators, and students, no matter what their official titles, to take initiative in improving the practices, programs, and
services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic
participative processes are used to assure effective discussion, planning, and implementation
IV.A.2. The institution establishes and implements a written policy providing for faculty, staff, administrator, and student
participation in decision-making processes. The policy specifies the manner in which individuals bring forward ideas from their
constituencies and work together on appropriate policy, planning, and special-purpose bodies
IV.A.2.a. Faculty and administrators have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise. Students and staff also
have established mechanisms or organizations for providing input into institutional decisions.
IV.A.2.b. The institution relies on faculty, its academic senate or other appropriate faculty structures, the curriculum committee,
and academic administrators for recommendations about student learning programs and services
IV.A.3. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and
students work together for the good of the institution. These processes facilitate discussion of ideas and effective communication
among the institution's constituencies
Actionable Improvement Plans:
Santa Ana College governance committees should create uniform standards for the posting of minutes in relation to regularly
scheduled meetings
IV.A.4. The institution advocates and demonstrates honesty and integrity in its relationships with external agencies. It agrees to
comply with Accrediting Commission Standards, policies, and guidelines, and Commission requirements for public disclosure, self
evaluation and other reports, team visits, and prior approval of substantive changes. The institution moves expeditiously to respond
to recommendations made by the Commission
IV.A.5. The role of leadership and the institution's governance and decision-making structures and processes are regularly evaluated
to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as
the basis for improvement
IV.B. Board and Administrative Organization
IV.B.1. The institution has a governing board that is responsible for establishing policies to assure the quality, integrity, and
effectiveness of the student learning programs and services and the financial stability of the institution. The governing board adheres
to a clearly defined policy for selecting and evaluating the chief administrator for the college or the district/system
IV.B.1.a. The governing board is an independent policy-making body that reflects the public interest in board activities and decisions.
Once the board reaches a decision, it acts as a whole. It advocates for and defends the institution and protects it from undue
influence or pressure
IV.B.1.b. The governing board establishes policies consistent with the mission statement to ensure the quality, integrity, and
improvement of student learning programs and services and the resources necessary to support them
IV.B.1.c. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity
IV.B.1.d. The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties,
responsibilities, structure, and operating procedures
IV.B.1.e. The governing board acts in a manner consistent with its policies and bylaws. The board regularly evaluates its policies and
practices and revises them as necessary
IV.B.1.f. The governing board has a program for board development and new member orientation. It has a mechanism for providing
for continuity of board membership and staggered terms of office

IV.B.1.g. The governing board's self evaluation processes for assessing board performance are clearly defined, implemented, and	
published in its policies or bylaws	4
code	5
IV.B.1.i. The governing board is informed about and involved in the accreditation process.	6
IV.B.1.j. The governing board has the responsibility for selecting and evaluating the district/system chief administrator (most often known as the chancellor) in a multi-college district/system or the college chief administrator (most often known as the president) in the case of a single college. The governing board delegates full responsibility and authority to him/her to implement and administer board policies without board interference and holds him/her accountable for the operation of the district/system or college, respectively.	l r
In multi-college districts/systems, the governing board establishes a clearly defined policy for selecting and evaluating the president of the colleges	
IV.B.2. The president has primary responsibility for the quality of the institution he/she leads. He/she provides effective leadership i	
planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness	8
IV.B.2.a. The president plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's	
purposes, size, and complexity. He/She delegates authority to administrators and others consistent with their responsibilities, as	
appropriate	9
IV.B.2.b. The president guides institutional improvement of the teaching and learning environment by the following:	
A formal Office of Institutional Effectiveness with the ALO and a researcher dedicated to the college will improve strategic planning and institutional effectiveness	
IV.B.2.c. The president assures the implementation of statutes, regulations, and governing board policies and assures that	
institutional practices are consistent with institutional mission and policies	1
IV.B.2.d. The president effectively controls budget and expenditures	
IV.B.2.e. The president works and communicates effectively with the communities served by the institution	2
IV.B.3. In multi-college districts or systems, the district/system provides primary leadership in setting and communicating	
expectations of educational excellence and integrity throughout the district/system and assures support for the effective	
operation of the colleges. It establishes clearly defined roles of authority and responsibility between the colleges and the district/system and acts as the liaison between the colleges and the governing board	12
IV.B.3.a. The district/system clearly delineates and communicates the operational responsibilities and functions of the	
district/system from those of the colleges and consistently adheres to this delineation in practice.	12
IV.B.3.b. The district/system provides effective services that support the colleges in their missions and functions	
IV.B.3.c. The district/system provides fair distribution of resources that are adequate to support the effective operations of the colleges	
Actionable Improvement Plans	
The Budget Allocation Model guidelines, procedures, and responsibilities will be reviewed and revised as needed	
IV.B.3.d. The district/system effectively controls its expenditures	
IV.B.3.e. The chancellor gives full responsibility and authority to the presidents of the colleges to implement and	Ŭ
administer delegated district/system policies without his/her interference and holds them accountable for the operation	ı
of the colleges	
IV.B.3.f. The district/system acts as the liaison between the colleges and the governing board. The district/system and the	
colleges use effective methods of communication, and they exchange information in a timely manner	
IV.B.3.g. The district/system regularly evaluates district/system role delineation and governance and decision-making	
structures and processes to assure their integrity and effectiveness in assisting the colleges in meeting educational goals. The	
district/system widely communicates the results of these evaluations and uses them as the basis for improvement	9
Actionable Improvement Plan	0
To improve overall effectiveness within RSCCD, the college will increase the frequency and clarity of information disseminate	d
from the District Office regarding program and service functions. In addition, the 2014 RSCCD Functions/Mapping of Responsibilities will be broadly shared	0