Santa Ana College

MIDTERM REPORT

October 15
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SANTA ANA COLLEGE

Midterm Report

October 15, 2011

Submitted by:

Santa Ana College
1530 West 17th Street
Santa Ana, CA 92706-3398
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To:

The Accrediting Commission
for Community and Junior Colleges
of the Western Association of
Schools and Colleges

ACKNOWLEDGMENTS

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TABLE OF CONTENTS

STATEMENT OF REPORT PREPARATION

After the ACCJC Team Visit of October 20-23, 2008, Santa Ana College received an *Evaluation Report* dated November 26, 2008, inclusive of commendations and recommendations for the college. Succeeding that report, Santa Ana College was issued the official Commission disposition in a letter dated February 3, 2009: **Warning** with a *Follow-Up Report* due October 15, 2009. Four recommendations, one for the college and three for the district, were addressed in the *Follow-Up Report,* which was followed by a two-member team visit on November 17, 2009. On January 6-8, 2010, the Commission took the following action for Santa Ana College: " …to accept the report, **remove Warning,** and reaffirm accreditation, with a requirement that Santa Ana College complete a Follow-Up Report" by October 15, 2010 addressing *District Recommendation 1,* related to integrated planning processes and budget. After receipt and scrutiny of the *Follow-Up Report* dated October 15, 2010, at the January 11-13, 2011 meeting, the Commission took the following action for Santa Ana College: "The Commission notes that Santa Ana College has resolved the issue noted in District Recommendation 1 from the 2008 comprehensive evaluation team on evaluating planning processes including integration of technology, staffing, and facilities master plans to ensure the budget is used as planning tool to achieve strategic goals." The required *Midterm Report*, due October 15, 2011, must address all seven recommendations of the 2008 ACCJC *Evaluation Report,* three for the college, four for the district.

Since the Rancho Santiago Community College District is a two-college district, the sister institution of Santa Ana College, Santiago Canyon College, also underwent an ACCJC site visit October 20-23, 2008. Santiago Canyon College was also issued a **Warning** with a *Follow-Up Report* due October 15, 2009. Four recommendations, one for the college and three for the district, were also addressed in the Santiago Canyon College *Follow-Up Report*. At the January 6-8, 2010 meeting of the Commission, SCC received the same disposition and requirement to address a parallel, but not identical, recommendation, *District Recommendation 3,* related to integrated planning and budget processes, in a *Follow-Up Report* also due October 15, 2010. At the January 11-13, 2011 meeting, the Commission took the following action for Santiago Canyon College: "The Commission notes that Santiago Canyon College has addressed the issue in District Recommendation 3 from the 2008 comprehensive evaluation team on evaluating planning processes including integration of technology, staffing, and facilities master plans to ensure the budget is used as a planning tool to achieve strategic goals." The *Midterm Report* for Santiago Canyon College should address one college recommendation and four district recommendations, three exactly the same as Santa Ana College and one parallel to the recommendation of Santa Ana College. As a result, each college continued to coordinate with the other, conferring together with the RSCCD Chancellor as needed. The District Budget Allocation and Planning Review Committee (BAPR), which has membership from both colleges as well as the district, continued to play a role in addressing the district recommendation related to planning and budget issued to both colleges and in receiving reports related to all the district recommendations.

College Responses and Response to Internal Plans of the Institutional Self Study 2008

At the September 22, 2010 and October 13, 2010 meetings of the Santa Ana College Institutional Effectiveness and Assessment Committee (IE&A), it was recommended that the process of writing the *Midterm Report* and of collecting documentation be as follows:

A. The IE&A Committee will create timelines and ascertain that timelines are followed, documents are collected and all stakeholders are well informed of processes and outcomes. Most administrators of the IE&A Committee serve on the SAC President's Cabinet and other participatory governance committees; faculty and classified staff on the committee serve in Academic Senate and/or participatory governance leadership roles. As such, members of the IE&A also attend the District Human Resources Committee, the District Facility Planning Committee, the District Technology Advisory Group (TAG), and BAPR, which receives all district plans and has an ongoing item on the agenda to address the *Accreditation Report*. In addition, the IE&A is a consensus group. The chair of IE&A, who also serves as the Accreditation Liaison Officer (ALO), continually confers with the President of Santa Ana College and the ALO of SCC on all responses including the common District Responses.

Members of the Institutional Effectiveness and Assessment Committee with District and College Participatory Governance Group Affiliation:

Cecilia Arriaza, CSEA Representative (as of July 2011)

Carol Comeau, Dean of Science, Mathematics & Health Sciences: Member Teaching Learning Committee (as of August 2011)

Paul Foster, Vice President Administrative Services: Member SAC President's Cabinet; Member BAPR; Member BAPR Workgroup; Member District Facility Planning Committee; Co-Chair SAC Facilities Committee; Co-Chair, SAC Planning & Budget Committee; Member SAC Environmental Workgroup; Co-Chair SAC Safety and Security Committee; Member ADA Subcommittee; Member SAC Facilities Master Plan Subcommittee; Member Emergency Preparedness Subcommittee.

Norman Fujimoto, Vice President, Academic Affairs: Member President's Cabinet; Member SAC College Council; Member BAPR; Member District Human Resources Committee; Member District Technology Advisory Group; Member District Enrollment Management Committee (Retired August 2011)

Paula Garcia, CSEA Representative (through April 2011)

Raymond Hicks, Professor of ESL: President-Elect Academic Senate, SAC (President as of 7/11): Co-Chair BAPR; Member District Facility Planning Committee; Member BAPR Workgroup; Co-Chair SAC Facilities Committee

Bonita N. Jaros, Ph.D., IE&A Coordinator, **Chair:** Accreditation Liaison Officer, SAC; Alternate Member BAPR; Chair, Teaching Learning Committee (TLC); Chair, Curriculum and Instruction Council (Committee of the Academic Senate)

James Kennedy, Interim Vice President, School of Continuing Education (as of August 2011): Member President's Cabinet; Member SAC College Council

Sara Lundquist, Ph.D., Vice President, Student Services: Member President's Cabinet; Member SAC College Council; Co-Chair SAC Student Success Committee; Co-Chair BSI Strand A

Nga Pham, Director of Research, RSCCD: Member BAPR; Member BAPR Workgroup

Denise Phillips, CSEA Representative (as of May 2011)

Ed Ripley, Vice President, School of Continuing Education: Member President's Cabinet; Member SAC College Council; Alternate Member BAPR; Member BAPR Workgroup (Retired June 2011)

Linda Rose, Ed. D., Vice President, Academic Affairs (as of August 2011): Member President's Cabinet, Member SAC College Council, Member BAPR; Member BAPR Workgroup

Sharon Whelan, Dean, Humanities & Social Sciences: Member Teaching Learning Committee; Member Curriculum & Instruction Council (Retired July 2011)

John Zarske, Professor of Mathematics: Academic Senate President, SAC (until July 2011); Member SAC College Council; Member SAC Planning and Budget Committee; Member District Human Resources Committee; Member BAPR Workgroup

The IE&A Committee determined workgroups for each college recommendation; a member of IE&A served as a facilitator/liaison for each workgroup. With regard to College Recommendation 2: Diversity Plan, President Martinez and Dr. Jaros conferred with ACCJC Vice President, Mr. G. Jack Pond, since Diversity Plans are under district aegis and SCC did not receive this recommendation. The response reflects the Commission's guidance.

District Responses

A. An *ad hoc* district ***Accreditation Oversight Group*** was formed by Chancellor Raúl Rodríguez. The committee met in November 2010 to assign and coordinate the work for the district responses of the two colleges. Thereafter, the colleges coordinated as appropriate, and the college Presidents reported to Chancellor's Cabinet on a regular basis.

Membership:

Raúl Rodríguez, Ph.D., Chancellor, RSCCD, **Chair**

Erlinda J. Martinez, Ed.D., President, Santa Ana College

Juan Vázquez, President, Santiago Canyon College

John Didion, Executive Vice Chancellor Human Resources & Educational Services, RSCCD

Nga Pham, Director of Research, RSCCD

Aracely Mora, Ed.D., Vice President, Academic Affairs; ALO, Santiago Canyon College

Bonita N. Jaros, Ph.D., IE&A Coordinator; ALO, Santa Ana College

B. The **Budget Allocation and Planning Review Committee** (BAPR) serves as the district-wide participatory governance committee which provides information related to budget and planning for the RSCCD. BAPR receives all district-level plans for information. The BAPR Workgroup makes recommendations to BAPR. A workgroup dedicated to gathering information for the SAC and SCC district recommendation related to planning and budget integration was also formed.

Membership of the Budget Allocation and Planning Review Committee:

District:

Peter Hardash, **Co-Chair**, Vice Chancellor, Business Operations & Fiscal Services

Noemi Kanouse, Assistant Vice Chancellor, Fiscal Services (Retired February 2011)

John Didion, Executive Vice Chancellor, Human Resources & Educational Services

Steve Eastmond, Ph.D., President, FARSCCD

Marti Reiter, President, CSEA

Nga Pham, Director of Research

*Thao Nguyen, Budget Analyst

*Linda Melendez, Assistant to the Vice Chancellor, Business Operations & Fiscal Services

*Gina Huegli, Budget Analyst

* Support Staff—non-voting

Santa Ana College:

Erlinda J. Martinez, Ed.D., President

Norman Fujimoto, Vice President, Academic Affairs (Retired August 2011)

Linda Rose, Ed.D., Vice President, Academic Affairs (as of August 2011)

Paul Foster, Vice President, Administrative Services

Raymond Hicks, **Co-Chair BAPR**; President, Academic Senate (as of July 2011); Faculty Co-Chair SAC Facilities Committee

Jeff McMillan, Ph.D., Faculty Co-Chair Planning and Budget Committee

Esmeralda Abejar, Accountant

Ed Ripley, Vice President, School of Continuing Education (Alternate, Retired July 2011)

Bonita N. Jaros, Ph.D., IE&A Coordinator; ALO (Alternate)

John Zarske, Past-President, Academic Senate (as of July 2011) (frequent guest)

Santiago Canyon College:

Juan Vázquez, President

Steve Kawa, Vice President, Administrative Services

Morrie Barembaum, President, Academic Senate

Raul González del Río, Accountant

José Vargas, Vice President, School of Continuing Education

John Hernández, Ph.D., Vice President, Student Services (Alternate for Mr. Vargas)

John Smith, Faculty; Treasurer FARSCCD

Jared Kubicka-Miller, Faculty (Alternate for Mr. Smith)

C. The Budget Allocation and Planning Review Committee Workgroup (BAPR WG) reviews the *Budget Allocation Model* and other budget/planning issues in greater detail, as directed by BAPR. It reports regularly to BAPR and makes recommendations for action.

Membership of the Budget Allocation and Planning Review Committee

Workgroup:

Peter Hardash**, Chair**, Vice Chancellor, Business Operations & Fiscal Services, RSCCD

Paul Foster, Vice President, Administrative Services, SAC

Raymond Hicks, President, Academic Senate, SAC (frequent guest)

*Gina Huegli, Budget Analyst, RSCCD

Noemi Kanouse, Assistant Vice Chancellor, Fiscal Services, RSCCD (Retired February 2011)

Steve Kawa, Vice President, Administrative Services, SCC

Jeff McMillan, Ph.D., Faculty Co-Chair Planning and Budget Committee, SAC

*Thao Nguyen, Budget Analyst, RSCCD

Nga Pham, Director of Research, RSCCD

Ed Ripley, Vice President, School of Continuing Education, SAC (Retired July 2011)

José Vargas, Vice President, School of Continuing Education, SCC

John Zarske, President, Academic Senate, SAC (frequent guest)

* Support Staff—non-voting

The lead **writing team** consisted of Dr. Bonita N. Jaros (lead person for SAC), Dr. John Weispfenning (lead person for SCC), and Mr. John Didion and Ms. Nga Pham (district resources). Each response then had a workgroup as indicated within the report.

Dr. Jaros served as facilitator of a workgroup to amplify the response from the SAC and SCC *Follow Up Reports* of 2009 and 2010 regarding District Recommendation 1: Planning and Budget Integration; and College Recommendation 1: Planning and Budget integration (amplified from SAC *Follow Up Report* 2009). Dr. Mora and Dr. Weispfenning served as facilitators of a workgroup to reaffirm and update the response from the SAC and SCC *Follow-Up Reports* 2009 related to District Recommendation 2: Computer-based Student Attendance Recording System. Dr. Rodríguez drafted a response to District Recommendation 3: Communication Process between Trustees and District Employees. Mr. Didion, Ms. Pham, Dr. Mora and Dr. Jaros met to discuss District Recommendation 4: Board Self-Evaluation Processes. Mr. Didion and Ms. Pham served as a resource; Dr. Jaros and Ms. Pham organized the data and information and updated the response from the SAC and SCC *Follow-Up Reports* 2009. Dr. Martinez and Dr. Jaros worked with the Commission to develop a response to College Recommendation 2: Diversity Plan; Dr. Lundquist served as facilitator for College Recommendation 3: Communication with Classified Employees.

A timeline was established for all processes. As the committees continued their work, college-level progress was transmitted to SAC President's Cabinet, and the Presidents of the colleges also made regular reports in Chancellor's Cabinet. The Chancellor, the college Presidents, and/or the Academic Senate Presidents presented regular reports at Board of Trustees meetings. Dr. Jaros also met regularly with President Martinez, as the former utilized information from the initial draft, BAPR and BAPR Workgroup meetings, Board of Trustees meetings, and IE&A committee meetings, to create a more complete and tailored response for SAC.

As the responses to the recommendations were written, members of the respective college groups were also in regular communication. Dr. Jaros sent the minutes of the IE&A Committee meetings to the Chancellor's office as well as to each college President.

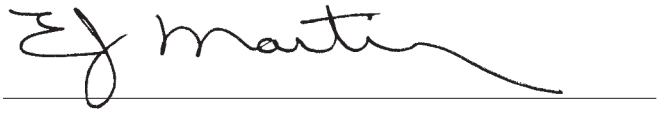
Dr. Jaros collected evidentiary documents for SAC with assistance from the office of the Vice President, Administrative Services and the office of the Vice President, Student Services. All district documents were collected by and shared between Dr. Weispfenning and Dr. Jaros for both *Midterm Reports*. When the reports were completed, Dr. Rose and Dr. Jaros edited the Santa Ana College *Midterm Report* draft in preparation for Board of Trustees approval.

The Santa Ana College President communicated broadly to the college community via InsideSAC.net in May 2011 and later with forums sponsored by the IE&A Committee on behalf of President Martinez. The forums were held at the SAC campus on August 29, 2011 and at the School of Continuing Education (CEC campus) on August 30, 2011. The SAC President also sent out regular email communication, *Notes from the President*. The final draft version of the *Midterm Report* was posted on InsideSAC.net for the college

community to review, and feedback was referred to Dr. Jaros. The IE&A Committee met for final review on August 24, 2011. The report was approved by President's Cabinet and College Council on August 31, 2011. The document was then presented to Chancellor's Cabinet for approval and BAPR for information.

The *Midterm Report* was submitted to the Board of Trustees for first reading on September 26, 2011. The Board of Trustees approved the *Midterm Reports* of Santa Ana College and Santiago Canyon College on October 10, 2011.

Respectfully Submitted,



Erlinda J. Martinez, Ed.D., President, Santa Ana College

Note: There are no Substantive Changes in *Progress, Pending, or Planned* at this time.

RESPONSE TO ACCJC DISTRICT RECOMMENDATION 1
PLANNING & BUDGET INTEGRATION

The Team recommends that the district evaluate its planning processes, including the integration of technology, staffing and facilities master plans to ensure the budget is used as a planning tool to achieve its strategic goals. As part of this integration, the team recommends that the allocation model for resources be based on the plans, program reviews and the sustainability of the planning process and that outcomes from these activities be formally and broadly communicated to ensure quality. This requires that the District evaluate the outcomes of the budget process and use that data in subsequent budget development. (Standards I.A.1, I.A.3, I.B.4, I.B.6, II.A.1, II.A.2.f, III.D.1, III.D.2, III.D.3.a, IV.B.3.b)

Workgroup:

John Didion, Executive Vice-Chancellor Human Resources & Educational Services, RSCCD

Paul Foster, Vice President, Administrative Services, Santa Ana College

Peter Hardash, Vice-Chancellor, Business Operations & Fiscal Services, RSCCD

Bonita N. Jaros, Ph.D., IE&A Coordinator; Accreditation Liaison Officer, SAC

Nga Pham, Director of Research, RSCCD

I. Preparation and Coordination for the Midterm Report:

The Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges, at its meeting of January 6-8, 2010, reviewed the *Follow-Up Report* submitted October 2009 by Santa Ana College and the report of the evaluation team which visited Tuesday, November 17, 2009. The Commission took action to accept the report, remove **Warning** and reaffirm accreditation with the requirement that SAC complete a *Follow-Up Report* addressing **District Recommendation 1**, due October 15, 2010. In January 2011, the Commission took action to accept SAC's *Follow-Up Report*. This *Midterm Report* is therefore an update from the *Follow-Up Report* submitted October 15, 2010.

The District Accreditation Oversight Group, chaired by Chancellor Raúl Rodríguez, met on November 2, 2010 to discuss the accreditation status of Santa Ana College and Santiago Canyon College and to prepare for the *Midterm Reports* due October 2011. A plan was established for the Santa Ana College and Santiago Canyon College common district responses (DR1.1—District Accreditation Oversight Group Notes, 11-02-10). Workgroups were formed to create responses to each recommendation and a timeline was established (DR1.2—Timelines Midterm Report 2011).

Since the college's submission of the *Follow-Up Report* to the Commission in October 2010, the faculty, staff and administration have continued to evaluate and improve the planning process through both district and college participatory governance groups, as detailed below.

II. Evaluation of Planning Processes: The Board of Trustees, the District, the College (Standards I.A.1; I.A.2; I.A.3; I.A.4; I.B.4; I.B.6; II.A.1; II.A.2.f; III.D.3 (f))

A. Board of Trustees Planning Retreat

On February 1, 2010, the Board of Trustees held its Annual Planning Retreat (DR1.3—BOT Minutes, 02-01-10). Based upon a recommendation developed as part of the October 2009 *Follow-Up Report*, this Annual Planning Retreat was moved from summer to February in order to afford the trustees an opportunity to develop and/or reaffirm their annual vision and district goals prior to the development of the district's budget for the 2010-11 fiscal year (DR1.4—BOT Vision Statement and Goals 2010). At that retreat, the trustees reviewed the *Accountability Reporting for the Community Colleges* (ARCC) data for both colleges, as well as the district's internal report, *12 Measures of Success* (DR1.5—12 Measures of Success).

The trustees also reviewed the current Budget Allocation Model as well as the timeline and process for the development of the 2010-2011 budget (DR1.6—RSCCD Budget Allocation Model; DR1.7—District Planning and Budgeting Timelines 2010-2011; DR1.8—BOT Minutes 07-26-10; DR1.9—BOT Self-Evaluation Timeline for 2010; DR1.10—District Planning Timelines 2010-2012; DR1.11a,b—BP 9022, BP 9022.5). As per BP 9022 (Board of Trustees Self Evaluation) and 9022.5 (Board of Trustees Annual Evaluation of District Goals), the Board of Trustees self-evaluation meeting was held November 8, 2010, and the self-evaluation process followed a designated timeline (DR1.12—BOT Self-Evaluation Meeting Minutes, 11-08-10).

Subsequently, to remain in compliance with BP 9022.5, the Board of Trustees annual planning retreat to review the District's Vision and Goals for 2010-2011 and approve the Vision and Goals 2011-2012 was held on February 7, 2011 (DR1.13a—BOT Planning Retreat Agenda 02-07-11; DR1.13b—BOT Planning Retreat Minutes 02-07-11). Prior to approval of the Vision and Goals, the Board received the annual information about *Accountability Reporting for the Community Colleges* (ARCC) data for both colleges as well as the district's internal report, *12 Measures of Success* (DR1.14—ARCC 2010; DR1.5—12 Measures of Success). At this meeting, there was also a review of progress toward the 2010-2011 Vision and Goals (DR1.13b Minutes BOT 02-07-11).

In addition, a community survey was conducted in January 2011 regarding the District's Vision and Goals. The results were presented to the trustees at the annual planning meeting of February 7, 2011 prior to the trustees' consideration of goals for 2011-2012 (DR1.15—Community Survey Instrument, Distribution List and Results). Results of an internal survey of the trustees' assessment of board effectiveness was also reviewed (DR1.16—BOT Internal Survey and Results).

B. District-Level Integrated Planning

B.1 Strategic Plan

Shortly after his arrival to the district in August 2010, Chancellor Raúl Rodríguez identified the need for the district to develop a district-level strategic plan to integrate district-level planning efforts with the colleges' budget and planning and to strengthen the already-existing college-level *Strategic Plans* of Santa Ana College and Santiago Canyon College. Two consultants from the *Community College Brain Trust*, Darroch Young, retired Chancellor of the Los Angeles Community College District, and Eva Conrad, retired President of Moorpark College, assisted

the district in that process during March through May 2011. The process began with personal interviews of college leadership on Friday, March 18, 2011. Participants were questioned about their current concerns and their vision for the future of the Colleges/District. Reponses were compiled into seven strategic directions to guide college and district planning (DR1.17a—Strategic Directions for Planning in the Rancho Santiago Community College District 04-08-11; DR1.17b—Planning Retreat Materials 05-06-11).

These directions were presented at a strategic planning retreat held on Friday, April 8, 2011 (DR1.17a—Strategic Planning Retreat Agenda —Strategic Directions for Planning in the Rancho Santiago Community College District 04-08-11). Based upon the input received during the staff interviews, the consultants recommended that the retreat participants develop a simpler planning model for the district. The participants broke into four smaller groups and developed recommended steps and a sequence for a planning cycle, explicating each district goal with objectives, responsible party and timelines.

In addition, a new planning cycle was developed to integrate the various district and college plans (DR1.18—Strategic Plan 2011-2013 Draft—RSCCD Annual Planning Design—"limacon" p1).

The four versions created at the April 8, 2011 meeting were subsequently merged into one, and a draft planning cycle was presented to the participants at a follow-up strategic planning retreat held on Friday, May 6, 2011 to refine the work begun at the April 8, 2011 retreat (DR1.19—Strategic Planning Retreat Agenda 05-06-11). The participants also reviewed potential strategic directions for the district that were drafted at the first planning session, as well as a list of potential metrics that were developed for each of the District's eight goals. To assist the four break-out groups in developing a more comprehensive assessment plan, a document was created by a workgroup of district and college representatives designated by the Chancellor's Cabinet to define quantitative and/or qualitative measures to evaluate each District Goal (DR1.20—District Goals Measurement Document). The strategic directions identified by each group formed the basis for the district's *Strategic Plan.* The plan was presented to the Board of Trustees for information (DR1.18—RSCCD Strategic Plan 2011-2013 (Draft); DR1.21—BOT Docket, 07-25-11: Update on District Vision Statement and Goals for 2011-2012; DR1.22–BOT Minutes, 07-25-11). The draft was then vetted at the colleges for further input (DR1.23—SAC College Council Minutes, 08-10-11; DR1.24—IE&A Minutes 08-24-11).

The following SAC personnel participated in the Strategic Planning Retreats:

Irene Arrellano, Student

Steve Eastmond, President, Faculty Association of Rancho Santiago Community College District; Member BAPR

Paul Foster, Vice-President, Administrative Services

Norm Fujimoto, Vice President, Academic Affairs; Member President's Cabinet; Member SAC College Council; Member BAPR; Member District Human Resources Committee; Member District TAG; Member District Enrollment Management Committee

Janet Grunbaum, CSEA Representative

Marti Guerra, Continuing Education Faculty Association

Raymond Hicks, President-Elect, Academic Senate; Co-Chair Facilities Committee; Professor of English

Bonita N. Jaros, Ph.D., IE&A Coordinator; Accreditation Liaison Officer

Cherylee Kushida, Coordinator Distance Education

Sara Lundquist, Ph.D., Vice President, Student Services; Co-Chair Student Success Committee; Co-Chair BSI Strand A

Erlinda J. Martinez, Ed.D., President, Santa Ana College

Monica Porter, Secretary/Treasurer Academic Senate; Member SAC College Council; Associate Professor/Coordinator Speech Language Pathology Assistant Program

Ed Ripley, Vice-President, School of Continuing Education

Christina Romero, Foundation Director, Member SAC College Council

Evelyn Sanchez, Student

Sean Small, CSEA Representative; Member SAC College Council

John Zarske, President Academic Senate, Member SAC College Council; Professor of Mathematics

The *RSCCD Strategic Plan*, developed as a result of that effort, will provide the trustees and the entire district/college community with a theoretical framework to guide and inform future planning efforts (DR1.18—RSCCD Strategic Plan 2011-2013—Draft).

B.2 Budget and Planning

The District Budget Allocation and Planning Review Committee (BAPR) serves as the participatory governance committee dedicated to planning and budget synchrony between and among the colleges and district. BAPR, as well as the District Council, which is the Chancellor's forum for district-wide participatory governance, discussion and action, received reports related to the progress of the *Midterm Report*, with particular emphasis on the budget and planning recommendations for the district and the colleges. This reportage is the result of one of the recommendations of the Accreditation Oversight Committee 2010 to strengthen the planning aspects of BAPR (DR1.25—Minutes Oversight Committee, 03-15-10).

As a result of 2010 Oversight Committee recommendations, the following ongoing changes were made:

1. Commencing February 2010, there has been a standing accreditation item at BAPR (DR1.26a—BAPR Minutes 02-24-10; DR1.26b—BAPR Minutes 05-26-10; DR1.26c—BAPR Minutes 07-28-10; DR1.26d—BAPR Minutes 09-15-10; DR1.26e—BAPR Minutes 11-10-10; DR1.26f—BAPR Minutes 12-08-10; DR1.26g—BAPR Minutes 01-19-11; DR1.26h—BAPR Minutes 05-04-11).
2. The Human Resources Committee is convened bi-annually and results are reported to BAPR (DR1.27—2010 Oversight Committee Minutes 03-30-10).

3. New updates of the *RSCCD Strategic Technology Plan 2010-2011*and *RSCCD Strategic Technology Plan 2011-2012* were presented to BAPR prior to development of Budget Assumptions (DR1.26g—BAPR Minutes 01-19-11).
4. A chart was created to explicitly demonstrate planning/budget integration: *District and College Participatory Governance Planning and Budget Processes Chart* (DR1.28). This chart serves to complement existing charts (DR1.29—RSCCD Planning and Budget Integration Processes Chart; DR1.27—Oversight Committee Minutes 03-30-10; DR1.30—District and College Participatory Governance Guidelines Manual; DR1.31—SAC Participatory Governance Schedule).

At the May 25, 2011 meeting of BAPR, it was also suggested that a Planning Workgroup of BAPR be formed in order to link all district planning groups continually (i.e., Technology Advisory Group (TAG), District Facility Planning Committee, and the Human Resources Committee) (DR1.32a—BAPR Minutes, 05-25-11; DR1.32b—BAPR Minutes, 06-08-11). At the June 8, 2011 meeting, however, it was recommended that instead of developing a sub-group apart from the BAPR WG, a few persons dedicated to planning at the colleges be added to the workgroup and that the workgroup would designate BAPR WG to work on specific tasks as needed. For example, the persons working on the SB361 model will continue to work on it separately. Others dedicated to oversight of the *RSCCD Strategic Plan* would work separately as well. Prior to making any recommendation to BAPR, however, the entire workgroup will come together for discussion. This will assure alignment of planning and budget and will insure that planning drives budget. Since BAPR has broad membership, the recommendation will continue to be properly vetted among district and college representatives who are also members of TAG, the District Facility Planning Committee, and the District Enrollment Management Committee (DEMC). It willl then be approved by BAPR prior to sending a recommendation to the Chancellor (DR1.32b—BAPR Minutes 06-08-11; DR1.33—BAPR Agenda, 09-07-11).

Therefore, BAPR serves as a district-wide integrative liaison group for all district planning efforts prior to District Council approval of recommendations (DR1.34 RSCCD Strategic Technology Plan 2011-2012; DR1.28—District and College Participatory Governance Planning and Budget Processes Chart). For example, the Technology Advisory Group presented the 2011-2012 *Strategic Technology Plan* at the January 19, 2011 BAPR meeting, and it was unanimously approved (DR1.26g—BAPR Minutes 01-19-11).

To keep the college informed about district-level decisions related to budget at BAPR, SAC representatives of BAPR are also members of the SAC Planning and Budget Committee. In addition, Chancellor Raúl Rodríguez and Vice Chancellor, Business Operations & Fiscal Services, Peter Hardash have taken an active role in keeping the college community apprised of state and local budget issues by coming directly onto the SAC and SCC college campuses. An open budget forum at Santa Ana College as well as the Centennial Education Center was conducted in April 2011. Topics discussed were the 2011-2012 governor's proposed budget and the SB 361 budget model, which would serve as a model for BAM modification (DR1.35a—SAC Budget Forum Handouts, 04-05-11; DR1.35b—CEC Budget Forum Handouts, 04-12-11).

B.2.a Review of the Budget Allocation Model: (Standards III.D.1; III.D.2; III.D.3; IV.B.3 (b))

On February 24, 2010, the Accreditation Oversight Committee discussed its action plan with the Budget Allocation Planning and Review (BAPR) Committee (DR1.26a—BAPR Minutes 02-24-10). BAPR has been the district's participatory governance committee charged with making final recommendations to the Chancellor after formulating budget assumptions, reviewing budget projections, and developing district procedures relevant to budget and funding issues.

2010-2011 BAPR Membership

SANTA ANA COLLEGE	SANTIAGO CANYON COLLEGE	DISTRICT
Erlinda Martinez	Juan Vázquez	Peter Hardash
Norman Fujimoto (until Aug. 2011)	Steve Kawa	John Didion
Linda Rose (as of Aug. 2011)	Jose Vargas	Marti Reiter
Paul Foster	Raul Gonzalez del Rio	Steve Eastman
Esmeralda Abejar	Morrie Barembaum	Nga Pham
Ray Hicks	John Smith	Sean Small**
Jeff McMillan	John Hernandez*	Vacant
Bonita Jaros*	Jared Kubicka-Miller*	**- Alternate for Marti Reiter only
Ed Ripley*		
* - Alternate		

To amplify the mission of BAPR, the Oversight Committee made a recommendation to include accreditation as a standing agenda item for BAPR; this was approved (DR1.26a—BAPR Minutes, 02-24-10). In addition, it was recommended to have BAPR be the central committee which would receive all planning documents, in addition to budget documents, prior to District Council review (DR1.26a). Within the same discussion, the imperative to demonstrate concrete linkages between budget and planning was reaffirmed (DR1.26b-j—BAPR Minutes, 05-26-10; BAPR Minutes, 06-09-10; BAPR Minutes, 07-28-10; BAPR Minutes, 09-15-10; BAPR Minutes, 11-10-10; BAPR Minutes, 12-08-10; BAPR Minutes, 01-19-11; BAPR Minutes, 02-23-11; BAPR Minutes, 03-16-11; BAPR Minutes, 05-04-11).

A workgroup comprised of members of the Budget Allocation and Planning Review Committee (BAPR WG) continued to evaluate the current *Budget Allocation Model* and explore alternative models (DR1.36a-i—BAPR Workgroup Notes F10 and S11). As a result of those efforts, a revised budget allocation model, patterned after the SB361 community college funding formula is under development. This revised allocation model will provide greater operational discretion and flexibility to the colleges, which will facilitate the linkage of college planning priorities to budgetary allocations. A regular report of the BAPR Workgroup was then made at each BAPR meeting (DR1.26a-j; DR1.32a,b; DR1.33—BAPR Agenda, 09-07-11).

The membership of the BAPR Workgroup is comprised of membership from the district as well as the two colleges. Each segment is expected to make regular reports at the college level through the respective participatory governance bodies. At Santa Ana College this includes

College Council, the Planning and Budget Committee, the Institutional Effectiveness and Assessment Committee (IE&A), the Academic Senate, and CSEA.

Representatives from Santa Ana College attend the Budget Allocation and Planning Review Workgroup (BAPR WG). While the primary focus of Workgroup meetings for 2010-2011 has been evaluating the current district's budget allocation model, commencing July 2011, it was recommended the planning role of the BAPR WG be reinforced. There is consideration of Workgroup expansion to include persons who specialize in planning at the district and colleges. Dedicated specific budget and planning projects would therefore continue to be assigned to this group by BAPR. BAPR WG would continue to prepare a body of work for BAPR review.

2010-11 BAPR Workgroup Membership

SANTA ANA COLLEGE	SANTIAGO CANYON COLLEGE	DISTRICT
Paul Foster	Steve Kawa	John Didion**
Jeff McMillan	Jose Vargas	Peter Hardash
Linda Rose (as of August 2011)	Morrie Barembaum*	Thao Nguyen
Norm Fujimoto (retired July 2011)		Nga Pham
Jim Kennedy (as of August 2011)		Gina Huegli
Ed Ripley (retired June 2011)		Steve Eastmond*
Ray Hicks*		
John Zarske*		
*Frequent Guest		
(Note: After a recommendation to expand BAPR WG is approved by BAPR and approved by the Chancellor, membership will be amplified for 2011-2012)		

The BAPR Workgroup considered college-level concerns and also reviewed the models of 13 other multi-college districts (DR1.37—BAPR WG Notes, 07-14-10). The Santa Ana College Planning & Budget Committee forwarded concerns to the workgroup as follows:

- Colleges need more flexibility determining how to utilize dollars particularly with fixed/discretionary cost allocations.
- Transparency in the BAM: We need to have a clear understanding of how and why resources are allocated to the cost centers. There needs to be a flexible plan or formula for allocation of resources.
- A clear understanding of fixed costs vs. discretionary costs: How and when funds can move from discretionary to fixed and vice versa?
- As an incentive to save, colleges should be able to keep budget savings from year-to-year. Ending balances should be monitored because they should not be able to grow infinitely. There needs to be a balance between the District taking everything at the end of the year and colleges infinitely keeping everything.

- BAM needs to be perceived as a plan that fairly and equitably distributes resources.
- We need a definition and plan for annually reviewing the BAM.
- There needs to be a special account set up for payment of banked leave.

After consideration of all concerns, a list of issues for annual review was agreed upon. It includes:

- Fixed costs to each cost center by looking at FTES distribution, high cost programs and equitable service costs
- Relative cost of programs
- District operations, annual percentage distribution, and the centralized services provided to the colleges, itself, and the community
- Cost Centers that include SAC/SCC/DO
- Hiring needs that would impact other locations and long-term implications
- General fund as well as discretionary fund review

BAPR Workgroup recommendations relating to *General Model Guidelines* and *Allocation Process of the Budget Allocation Model* were presented to BAPR on July 28, 2010 (DR1.37—BAPR WG Notes, 07-14-10; DR1.26c—BAPR Minutes, 07-28-10). Since all the ramifications of operationalizing the recommendations required further dialogue at the college level, this item was brought to the appropriate participatory committees and then discussed again at the August 2010 BAPR meeting. The Workgroup continued refining the details of the recommendation throughout the 2010-2011 fiscal year (DR1.38—BAPR WG Notes, 08-11-10).

On October 6, 2010, Workgroup members learned that the Contra Costa Community College District adopted a new revenue allocation model due to a gap between revenue and expenditures identified during a self study. Contra Costa transitioned to an SB361 funding model that applies revenues to campuses based on the information provided on Exhibit C of the California Community Colleges Apportionment Report. The RSCCD budget has become disproportionate in recent years due to retirements that occurred during the District's mandatory hiring freeze. Therefore, a proposal is being formulated that there be no fixed or discretionary costs under the new SB361 Revenue Allocation Model, and that each college have full control of their respective budgets. It is projected that this will eliminate problems the colleges have experienced with fixed costs under the current RSCCD Budget Allocation Model. (DR1.36a—BAPR Workgroup Notes, 10-06-10).

Workgroup members reviewed a SB361 revenue allocation simulation that was developed using the Contra Costa CCD Budget Allocation Model at the December 1, 2010 BAPR WG meeting. The Vice-Chancellor, Business Operations & Fiscal Services, showed where numbers on the allocation model appear on Exhibit C of the California Community Colleges Apportionment Report. The Workgroup reviewed the Contra Costa Community College transition plan to an SB361 revenue allocation model. The Workgroup agreed to move the recommendation to the full BAPR committee to change the district budget allocation model to the new SB361 Revenue Allocation Model. A complete plan, including a transition plan to identify the mechanics and intermediary steps is under consideratioin (DR1.36b—BAPR Workgroup Notes, 12-01-10).

In January 2011, Workgroup members thoroughly examined the list of expense accounts and discussed issues that could potentially arise if a new SB361 budget allocation model is adopted. Allocations, long-term planning, and accountability for the District Office and district-wide expenses have yet to be determined (DR1.36c—BAPR-Workgroup Notes, 01-05-11).

At the February 2011 meeting, Workgroup members received an SB361 Simulation of the actual 2009-2010 revenue and expense showing that both colleges and the district had positive ending balances. The BAPR WG agreed unanimously to proceed with the new model through spring and fall 2011. At the March 9, 2011 meeting, the Workgroup will formulate a recommendation for the Chancellor, demonstrating why the district should move to the new model. The Revenue Allocation Simulation shared with the two Academic Senates was distributed and discussed, reinforcing the transition to the new allocation model. The Workgroup formulated assumptions for the 2011-2012 tentative budget for the full committee to review (DR1.36d—Budget Allocation and Planning Review Committee-Workgroup Notes, 02-09-11 ; DR1.36e—BAPR Workgroup Notes, 03-09-11). Several questions have arisen, which has caused the Chancellor and BAPR to direct the BAPR WG to further investigate the ramifications and impact the new model would pose. It was agreed that averting potential problems is prudent. Anylysis of specific SB361 guidelines, reserve responsibilities, and the advantages and disadvantages of the new budget allocation model continued from April through June 2011 (DRI.36f-i BAPR WG Notes, 04-06-11, 04-13-11, 05-11-11, 06-01-11).

With regard to specific SB361 guidelines, these were discussed at the April 6, 2011 BAPR WG meeting. Members analyzed each academic expense line and identified the expenditure and budget responsibilities for academic salaries and related costs (DR1.36f—Budget Allocation and Planning Review Committee-Workgroup, Notes, 04-06-11). Budget Allocation discussions continued at the April 13, 2011 Workgroup meeting. Budget and reserve responsibilities under the new model were discussed, and questions about the Contra Costa model were also discussed (DR1.36g—Budget Allocation and Planning Review Committee-Workgroup Notes, 04-13-11).

Concerns about the new budget allocation model were further analyzed at the May 11, 2011 BAPR WG meeting. An RSCCD SB361 Revenue Allocation Model document will be developed to present arguments for moving to a new model with advantages and disadvantages regarding the new model (DR1.36h—Budget Allocation and Planning Review Committee-Workgroup Notes, 05-11-11).

Discussion of expenditure and budget responsibilities continued at the June 1, 2011 BAPR WG meeting. SAC faculty members volunteered to assist in the writing of the SB361 model (DR1.36i—Budget Allocation and Planning Review Committee-Workgroup, Notes 06-01-11). Therefore, the BAPR WG continued analysis of the SB361 model through the summer 2011 and will continue through fall 2011 (DR1.39—BAPR Workgroup Notes 08-10- 11).

Regarding budget assumptions, tentative budget and budget development, the Vice Chancellor of Budget Operations & Fiscal Services led discussion at each BAPR meeting as well. At each Board of Trustees meeting during spring 2010, the Vice Chancellor of Business Operations & Fiscal Services presented an update on the state budget situation and its implications for the development of the RSCCD budget (DR1.40a-i—Budget Updates to BOT).

On March 24, 2010, BAPR completed its review of *Budget Assumptions* and recommended assumptions for the development of the *RSCCD 2010-2011 Tentative Budget* to the Chancellor. Those assumptions were accepted by the Chancellor without modification and were approved by the Board of Trustees on April 12, 2010 (DR1.26f—BAPR Minutes, 03-24-10; DR1.41—BOT Minutes, 04-12-10).

Likewise, at each Board of Trustees meeting during the 2010-11 fiscal year, the Vice Chancellor of Business Operations & Fiscal Services presented an update on the state budget situation and its implications for the development of the RSCCD budget (DR1.40a-i—BOT Budget Updates). This not only kept the Board apprised of the latest state budget updates, but the fiscal implications for the RSCCD. For example, after the May Revise, projected state revenue numbers changed, which impacted the level of potential budget reductions required throughout the district. Prior fiscal measures initiated by the district have resulted in an increasing general fund balance, thus keeping the district fiscally sound (DR1.42a—RSCCD Budget Assumptions 2011-2012; DR1.42b—RSCCD Tentative Budget 2011-2012).

On May 4, 2011, BAPR completed its review of *Budget Assumptions* and recommended the assumptions for the development of the *RSCCD 2011-2012 Tentative Budget* to the Chancellor. Those assumptions were accepted by the Chancellor without modification and were approved by the Board of Trustees on May 23, 2011 (DR1.26j—BAPR Minutes, 05-4-11; DR1.43—BOT Minutes, 05-23-11).

B.2.b Technology, Staffing and Facilities Plans

- **RSCCD Strategic Technology Plan**

On April 14, 2010, the *RSCCD Strategic Technology Plan 2010-2011* was presented to BAPR after review by the District Council (DR1.44a—RSCCD Strategic Technology Plan 2010-2011; DR1.45—BAPR Minutes 04-14-10; DR1.46—District Council Minutes, 04-12-10). Following consultation with the Chancellor at the District Council, the plan was presented to the Board of Trustees on April 26, 2010, and was approved (DR1.47—BOT Minutes 04-26-10). In concert with reinforcing the planning integration role of BAPR, it was agreed that annual updates to the *RSCCD Strategic Technology Plan* will be developed and presented to BAPR prior to the approval of the annual budget assumptions so that any potential budgetary recommendations can be considered by BAPR and factored into the development of those budget assumptions. The 2011-2012 *Strategic Technology Plan* was approved by BAPR on January 19, 2011 and was reviewed by the District Council and presented to the Board of Trustees on February 22, 2011 (DR1.34—RSCCD Strategic Technology Plan 2011-2012; DR1.48—BOT Minutes, 01-18-11).

- **Human Resources Staffing Plan**

In fall 2010, the District Human Resources Committee met on September 22nd , and reviewed the District's staffing levels. The District had undergone significant staff reductions due to a multi-year hiring freeze and a classified/management reduction in force. The committee met twice to review data concerning the composition of the staff and status of vacant positions. The Chancellor accepted the recommendations and authorized the recruitment of 20 positions (DR1.49—District Human Resources Committee Minutes, 09-22-10). On April 20, 2011, the committee held its spring semester meeting and reviewed the progress of

the 20 faculty recruitments. The committee also reviewed the current allocation of classified staff between the college and district office, as well as the allocation of classified staffing at the non-credit centers (DR1.50—District Human Resources Committee Minutes, 04-20-11). This committee will convene each semester to conduct a staffing review and provide staffing-related recommendations to BAPR prior to the development of the annual budget assumptions, positions due to the hiring freeze, and plans to reorganize and consolidate functions in light of the continuing financial crisis.

At the first meeting, September 22, 2010, the HR Committee also discussed faculty hiring. The committee district employment data from the last ten years (DR1.49—District Human Resources Committee Minutes, 09-22-10; DR1.51—FTF by College 2000-2009). The committee met a second time November 3, 2010 to vote and forward a recommendation to BAPR to split faculty hires between SAC and SCC according to FTES generation. SAC generates approximately 70% of the FTES district-wide, so it was recommended that SAC receive 70% of the 20 faculty being hired. SCC generates approximately 30% of the FTES district-wide, so it was recommended that SCC receive 30% of the 20 faculty being hired. BAPR approved the split and made a recommendation to the Chancellor who approved it (DR1.26e—BAPR Minutes, 11-10-10). As a result, SAC received 14 positions, and SCC received six. The committee met again on November 3, 2010 to review compliance with the fall 2010 full-time faculty obligation. The committee considered the District's need to replace 20 faculty vacancies for fall 2011 and reviewed the full-time/part-time faculty ratio at each college. As a result, the committee recommended that the 20 vacancies be allocated between the colleges based upon the current FTES ratio (70% SAC and 30% SCC). That recommendation was subsequently approved by BAPR and forwarded to the Chancellor.

In spring 2011, the HR Committee met April 20th to review the status of faculty hiring and discuss classified hiring. The committee reviewed progress of full-time faculty hiring and also discussed issues related to the operation of the district's applicant tracking system. The committee also reviewed the distribution of classified employees by site throughout the district and the allocation of classified staffing at the two non-credit centers. Due to the continued uncertainty in the state budget and the possibility of further budget cuts to RSCCD, a decision was made to continue a review of classified staffing at the fall 2011 meeting. At the fall meeting, the District's compliance with the full-time faculty obligation will also be reviewed.

- **Facilities**

District

The District Facility Planning Committee was reactivated fall 2010 and met November 2nd to review and identify district-wide facility plans (DR1.52a—District Facility Planning Committee Minutes 11-02-10; DR1.52b—District Facility Planning Committee Minutes, 12-01-10; DR1.52c—District Facility Planning Committee Minutes, 01-05-11; DR1.52d—District Facility Planning Committee Minutes, 02-09-11; DR1.52e—District Facility Planning Committee Minutes, 03-09-11; DR1.52f—District Facility Planning Committee Minutes, 04-13-11; DR1.52g—District Facility Planning Committee Minutes, 06-01-11).

2010-11 District Facility Planning Committee

SANTA ANA COLLEGE	SANTIAGO CANYON COLLEGE	DISTRICT
Paul Foster	Steve Kawa	Peter Hardash
Raymond Hicks	Eduardo Cervantes	Linda Melendez
Sean Small	Craig Nance	Marti Reiter
Sue Garnett/Jim Kennedy (CEC)	Patricia Alvano	Alex Oviedo
		Raúl Rodríguez (Ex Officio)

Committee members reviewed District Participatory Governance Guidelines to validate the role of the District Facility Planning Committee as an advisory group to BAPR. Recommendations for the five-year plan, state capital outlay projects, scheduled maintenance and the hazardous material mitigation program made at the District Facility Planning Committee are forwarded to BAPR. The committee consists of 12 members, four (4) members from each site. (DR1.52a—Minutes, District Facilities Planning Committee, 11-02-10).

Project updates were discussed at subsequent District Facility Planning Committee meetings held during the 2010-2011 fiscal year (DR1.52b—Minutes, District Facilities Planning Committee, 12-01-10; DR1.52c—Minutes, District Facilities Planning Committee, 01-05-11; DR1.52d—Minutes, District Facilities Planning Committee, 02-09-11; DR1.52e—Minutes, District Facilities Planning Committee, 03-09-11; DR1.52f—Minutes, District Facilities Planning Committee, 04-13-11; DR1.52g—Minutes, District Facilities Planning Committee, 06-01-11).

College

The SAC Facilities Committee formed a Facilities Master Plan Sub-committee in October 2009 (DR1.53—Minutes, SAC Facilities Committee, 09-21-10). The Facilities Master Plan Sub-committee met to begin formulating the contents to be incorporated into the updated SAC *Facilities Master Plan* (DR1.54—Notes, SAC Facilities Master Plan Sub-committee, 10-28-09). To commence their work, the Facilities Master Plan Sub-committee met in November 2009 to review Facilities Master Plans from other community colleges (DR1.55—Notes, SAC Facilities Master Plan Subcommittee, 11-11-09).

In February 2010, HMC Architects, Inc. were contracted to assist both colleges in updating the SAC and SCC *Facilities Master Plans*. These revised plans reflect current educational master plans as well as department planning portfolios (DR1.56—Draft Santa Ana College, *Facilities Master Plan* May 2011).

The Facilities Master Plan Sub-committee was expanded and became the core group to work with HMC Architects. A series of meetings was conducted throughout spring 2010 culminating in an open forum on June 2, 2010, at which time ideas formulated in the *Facilities Master Plan* Sub-committee were conveyed to the SAC community. SAC personnel reviewed the final draft document during the summer of 2011. A special SAC Facilities Committee Meeting during was held on August 16, 2011 to review and recommend the 2011 SAC Facilities Master Plan. Facilities Master Plans for both colleges. (DR1.57—Notes, SAC Facilities Master Plan Sub-committee, 12-03-10; DR1.58—SAC Facilities Committee, 08-16-11). The Facilities Master Plans of Santa Ana College and Santiago Canyon College were approved by BAPR

on September 7, 2011 as a recommendation for Board of Trustees approval (DR1.33—BAPR Minutes, 09-07-11).

Facilities Master Plan Sub-Committee Membership:

Paul Foster, Vice President, Administrative Services, SAC; Facilities Committee Co-Chair

Norm Fujimoto, Vice President, Academic Affairs; SAC Facilities Committee Member

Raymond Hicks, President-Elect Academic Senate; SAC Facilities Committee Co-Chair

Bart Hoffman, Dean, Human Services and Technology; SAC Facilities Committee Member

Erlinda Martinez, Ed.D., President, Santa Ana College

Nadia Lopez, President, SAC Associated Student Government

Sara Lundquist, Ph.D., Vice President, Student Services

Ed Ripley, Vice President, School of Continuing Education, SAC Facilities Committee Member

Deborah Shepley, Principal, Community College Practice Leader, HMC Architects

Sheryl Sterry, Senior Education Facilities Planner, HMC Architects

Sylvia Turner, Dean, Fine and Performing Arts Division, SAC Facilities Committee Member

The architectural firm of Westberg and White was retained by the district to begin developing planning documents for SAC College Avenue improvements and for development of the soccer field. SAC administration called a SAC Project Coordination Meeting to combine architectural efforts and to discuss plans and timelines. The first meeting took place on July 28, 2010 (DR1.59 - Notes, SAC Project Coordination Meeting, 07-28-10). The District then contracted with Facilities Planning & Program Services, Inc. to coordinate the work of both HMC Architects and Westerberg and White, as well as to act as a liaison between campus and District staff and Bernards Construction Management Services. Bernards was retained by the District to oversee the construction of several Measure E Bond projects through August 2011 to assist the architectural firms in the development of plans for College Avenue improvements and the new soccer field. The SAC Project Coordination Meeting then evolved into the Phase I Master Plan Improvement Meeting and began meeting bi-monthly beginning December 3, 2010.

Attendees included:

Ron Beeler, President, Facilities Planning & Program Services, Inc.

Jerry Neve, Project Manager, Bernards Management Services

Kelvin Okino, Vice-President of Management Services, Bernards Management Services

Sheryl Sterry, Senior Education Facilities Planner, HMC Architects

Deborah Shepley, Principal, Community College Practice Leader, HMC Architects

David Luzuriaga, Principal, LTI Engineering

David Berkson, Principal, SWA

Darryl Odum, RSCCD

Alex Oviedo, District Construction Supervisor, RSCCD

Paul Foster, Vice President of Administrative Services, Santa Ana College

Ron Jones, Interim Plant Manager, Santa Ana College

The *Facilities Master Plan* Timeline

The *Facilities Master Plan* includes Educational Plan Analysis and Forecast; Site and Facilities Analysis; Option Development; Solution Development; and Documentation & Final Approval based on a developed set of goals (DR1.60—HMC Timeline & Goals in IE&A Minutes 03-17-10; DR1.61—HMC Architects Handout 04-13-10; DR1.62—IE&A End-of-Year Report S10, Appendix E). Specific areas that have been reviewed include: vehicle flow, paths of travel, and the main entrance to the Santa Ana campus. On June 2, 2010, representatives of HMC Architects made a comprehensive presentation of the *Facilities Master Plan* to the college community outlining the details of a long-term plan (DR1.63a-c—Selected slides from HMC PowerPoint Presentation). In addition, the President of the college is also reviewing replacement options for the Marketplace Education Center and linkage to the *Bond Measure E.* These concepts are all based on data gleaned from enrollment to inform facilities planning, and infrastructure analysis. The Board of Trustees approved the *Five Year Construction Plan* for both colleges August 23, 2010 (DR1.64a—BOT Minutes 08-23-10, Item 5.26; DR1.64b—SAC Five-Year Plan 2010-2014).

Work on these component parts of the plan have culminated in a final draft that was presented to the SAC President in June 2011. This latest version was reviewed by the SAC community during the summer of 2011 (DR1.65—SAC College Council Minutes, 08-24-11; DR1.24—IE&A Minutes, 08-24-11). A special meeting of the SAC Facilities Committee was held in late August to review the document as a group and to formally recommend the document be approved by the Board of Trustees in fall 2011 (DR1.58c—Special Meeting SAC Facilities Committee, 08-16-11).

B.2.c Tangible Budget/Planning Alignment:

- Five million dollars in expenditure reductions were made to balance the Tentative Budget 2010- 2011 (DR1.66a).
- Evidenced by the Budget Assumptions recommended by BAPR, a 3% deficit to general apportionment (approximately $4.5) was calculated (DR1.66a—RSCCD Budget Assumptions for Tentative Budget 2010-2011).
- Complete revenue analysis was conducted related to negative COLA; no enrollment growth funding; deficit to general apportionment; additional workload measures reduction of 2%. Then total is approximately $3 million.
- A 5% reserve was included within the budget to offset future funding deficits from the state; this has been carried over into the 2010-2011 budget (DR1.66b—RSCCD Adopted Budget 2010-2011).
- Expenditures related to salaries and increased cost of benefits was carefully calculated.
- There was a hiring freeze for three years, which was somewhat lifted spring 2011.

- There has been an ongoing employee step and columns freeze.
- Items have been moved from discretionary to fixed costs, e.g., Blackboard
- The Technology Advisory Group (TAG) reports to BAPR and is charged with a continual replacement plan for technology.
- The statewide Workload Reduction figures have been mirrored by the RSCCD in the credit and noncredit programs. (Most reductions occurred in non-credit.)
- Within the 2009-2010 budget, funds were reallocated so there would be appropriate funding for Adjunct faculty. (This is a result of Workload Reduction.)
- A decision was made to reduce the Older Adult Program in the School of Continuing Education (SAC) and the School of Continuing Education (SCC).
- Credit and Non-Credit Matriculation funds were moved to DSPS for SAC to offset statewide cuts which could have compromised federal regulations. (DR1.40h—Budget Report to BOT 06-20-10; DR1.66b—RSCCD Adopted Budget 2010-2011)
- Budget Assumptions recommended by BAPR include a 6% workload measure reduction from general apportionment (DR1.68b—RSCCD Budget Assumptions for Tentative Budget 2011-2012).
- A 5% reserve has been included within the budget to offset future funding deficits from the State; this has been carried over into the tentative budget for 2011-2012.
- Expenditures related to salaries and increased benefit costs have been carefully calculated.
- Employee step and column advances remain suspended. In addition, one-time revenue adjustments have increased the ending balance (e.g., $4.5 million budgeted mid-year apportionment reduction—3% budget assumption reduction); however, it is clear this is onetime funding. Given the on-going California budget crisis, RSCCD will need to utilize this reserve to cover operating costs in order to avoid further general fund reductions.
- An additional 7.5% reduction in credit courses have been reduced for fall 2011 in anticipation of a further reduction in the workload measures.

Note: The colleges' budget and planning groups will send recommendations to the BAPR Workgroup after a firm decision about BAM changes are made.

In addition, one-time revenue adjustments have increased the ending balance (e.g., $4.5 million budgeted mid-year apportionment reduction—3% budget assumption reduction); however, it is clear this is onetime funding. With this tentative budget, RSCCD was in a good position to adjust to any additional state revenue reductions without further cuts. Absent massive funding reductions from the state, RSCCD most likely will not need any further reductions in force (except for possibly categorical and stand-alone programs). This is the result of early planning and foresight (DR1.40h—Budget Report to BOT 06-20-11). All planning/budget information has been communicated to the Board of Trustees at board meetings by the Chancellor. The Vice Chancellor of Business Operations & Fiscal Services, who also serves as co-chair of BAPR, has also communicated to the Board of Trustees through a regular budget update (DR1.40a-h) The updates include: the adjusted cycle of budget and planning; the proposed state budget updates, including enrollment growth, COLA information, categorical funding cuts, suspension of grants

such as Competitive CalGrant, state apportionment deficit, the Legislative Analyst's Report, Tentative Budget Assumptions the *May Revise,* and all other revisions. BAPR recommendations for Tentative Budget Assumptions for 2010-2011 included a $4.1 million necessary reduction district-wide. The Tentative Budget Assumptions were approved by the Chancellor and then approved by the Board of Trustees on April 12, 2010; the Tentative Budget was approved by the Board of Trustees on June 21, 2010 as a placeholder budget in order to continue meeting district obligations as of July 1, 2010 (DR1.41—BOT Minutes 04-12-10; DR1.67a—BOT Minutes 06-21-10). The RSCCD Adopted Budget was approved on October 11, 2010 since a state budget had not been approved. (DR1.67b—BOT Minutes 10-11-10).

Moreover, this cyclical process suggests that at the conclusion of the fiscal year, the budget will be evaluated based upon the budget assumptions and the following organizational outcomes:

- Generation of anticipated FTES
- Satisfaction of all collectively bargained commitments
- Maintenance of the 5% unrestricted reserve
- Progress toward the Board's Vision and District Goals

In the 2010-2011 academic year, the Vice Chancellor of Business Operations & Fiscal Service communicated to the Board of Trustees through a regular budget updates (DR1.40a-h—BOT Budget Updates).

The Tentative Budget Assumptions were approved by the Chancellor and then approved by the Board of Trustees on May 23, 2011; the Tentative Budget was approved by the Board of Trustees on June 20, 2011 as a placeholder budget in order to continue meeting district obligations as of July 1, 2011 (DR1.43—BOT Minutes, 05-23-11; DR1.68a—BOT Minutes, 06-20-11; DR1.68b—RSCCD Tentative Budget Assumptions 2011-2012; DR1.68c—RSCCD Tentative Budget 2011-2012). The 2011-2012 RSCCD Budget was approved by the Board of Trustees on September 12, 2011 (DR1.68d—RSCCD Adopted Budget 2011-2012; DR1.68e—BOT Summary, 09-12-11).

Moreover, this cyclical process suggests that at the conclusion of the fiscal year, the annual budget phase will be evaluated based upon the budget assumptions and the following organizational outcomes:

- Generation of anticipated FTES
- Satisfaction of all collectively bargained commitments
- Maintenance of the 5% unrestricted reserve
- Progress toward the Board's Vision and Goals

There is evidence that internal college planning/budget processes function effectively at both colleges. To insure that the needs of all entities are understood and duly considered within an integrated context of the whole, analysis of the SB 361 *Budget Allocation Model* is ongoing so that there is transparency and the needs of each entity does not compete with the Vision of the Board of Trustees and District Goals. There is a commitment to continue this work, which will provide needed flexibility to the colleges and insure the Vision and Goals of the Board are met.

III. Integrated College-Level Planning

At the college level, dialogue at SAC College Council May 26, 2010 addressed the issue of how district charts are integrated into existing mechanisms at the college, how the Santa Ana College Mission is inextricably connected to program review and strategic planning, and how the IE&A Committee has reviewed program review elements (DR1.69—College Council Minutes 05-12-10; DR1.70—SAC Mission; DR1.71—Santa Ana College Planning & Budget Processes Chart; DR1.72a,b—Strategic Plan Update S10; S11; DR1.73a,b—Strategic Plan Update with Budget Analysis S10, S11; DR1.74—Program Review Documents; InsideSAC.net—Department Index for Program Review Documents; DR1.62—IE&A End-of-Year Report S10, DR1.75—IE&A End-of-Year Report S11).

Santa Ana College is dedicated to continuous improvement based on program review analysis, as is evidenced by the *Annual Department Planning Portfolio* (DPP); the Academic, Student Services, Administrative Services and President's Cabinet Portfolio Program Review Model (DR1.74—InsideSAC.net—Department Index—Program Review; PR docs). All budget decisions, not subject to emergency decision-making, must demonstrate linkages to the DPPs and program review documents, which contain Direct-SLO Assessment as well as indirect statistical analysis (DR1.74—examples SAC.edu/Accreditation/evidence.htm; internally only: InsideSAC.net—department index—program review—Statistical Reports; DR1.73b—Strategic Plan Update with Budget Analysis S11; DR1.76a-e—SAC Planning and Budget Committee Minutes; DR1.76f—Planning and Budget Committee Agenda 10-04-11). Planning efforts and budget development are also integrated through the structure of the participatory governance model, which has the Institutional Effectiveness and Assessment (IE&A) Committee as a central participatory governance element in planning and information flow (DR1.71—Santa Ana College Planning and Budget Processes Chart; DR1.75—IE&A End-of-Year Report S11; DR1.77—Santa Ana College Participatory Governance Structure). The IE&A Committee is also responsible for Strategic Plan Updates and updating all documents in the *Educational Master Plan* (DR1.72b—Strategic Plan Update S11; DR1.73b—Strategic Plan Update with Budget/Facilities Analysis S11; DR1.78—Educational Master Plan and EMP Update S11).

On March 29, 2010, President Martinez held a *Budget Think Tank Meeting*, which included the President's Cabinet, the Executive Committee of the Academic Senate and CSEA classified staff leadership. The agenda addressed phases of a plan to manage the fiscal crisis of the state and therefore the district and college. Indicators related to 2010-2011 and 2011-2012 were discussed, and a preliminary possible non-exclusive course of action was created (DR1.79—Budget Think Tank Agenda). Facilities planning beyond the *Bond Measure E* planning has been vitalized at the college as a result of DPP and other analysis as well as the engagement of HMC Architects. On January 18, 2011, President Martinez held another joint retreat which included President's Cabinet, the Academic Senate Executive Committee and CSEA leadership to continue budget, facilities and governance discussions (DR1.80—Joint Retreat Agenda 01-18-11). It is the President's determination to continue annual inter-constituency discussions.

IV. Outcomes and Communication of Budget Processes: (Standards IIA.2.f, III.D.1; III.D.2; III.D.3.a; IV.B.3 (b))

In the planning agenda of the Santa Ana College *Institutional Self Study for Reaffirmation of Accreditation*, it is stated: "The college, through its governance committees and the Academic Senate will: identify and prioritize the most serious areas of concern related to the district's support to the college." In this regard, change related to budget processes has been made, and the district has been responsive to college concern.

This is demonstrated by the following:

- The planning segment of BAPR was reinforced during the 2010-11 fiscal year. There is a regular accreditation report; the agenda is expanded to include planning reports (DR1. 26a-j—BAPR Minutes).
- BAPR receives documents and reports from the other participatory governance committees of the district prior to District Council approval, creating a closer integration of all planning elements and more information dissemination among the constituency groups of the colleges and district (District Strategic Technology Plan was approved—DR1.45—BAPR Minutes, 04-14-10; DR1.26g—BAPR Minutes 01-19-11).
- Receipt of changes to plans by BAPR aligns better with Tentative Budget creation.
- District participatory governance charts and documents have been updated and created; they have been more closely integrated with college documents (charts, particularly timelines integration chart) (DR1.28—District and College Participatory Governance Planning & Budget Processes Chart).
- The BAPR Workgroup has reviewed the Budget Allocation Model and is currently drafting a BAM based on the SB361 model; BAPR WG plans to conduct review regularly (DR1.36a-i—BAPR Workgroup Notes S11; DR1.39—BAPR Workgroup Notes 08-10-11).

V. College-Wide Communication: (Standards II.A.2.f; III.D.2)

To keep the college community informed of budget and human resources issues, the Chancellor held forums at SAC and SCC (DR1.35a,b—Employee Forum SAC, 04-05-11). To keep the college-wide community informed about accreditation, on August 24, 2011 and August 31, 2011, the IE&A Coordinator/ Accreditation Chair/ALO reported to College Council regarding the status of the *Midterm Report*; the Annual *ACCJC Financial Report* as well as the *ACCJC Annual Report;* and plans for fall 2011 submission to ACCJC. On August 29-30, 2011 college-wide forums were held to receive input (DR1.65—College Council Minutes, 08-24-11; DR1.81—College Council Minutes, 08-31-11).

On August 18, 2011, the college President disseminated the *Midterm Report* to the Chancellor and district leadership. The report was also made available to the SAC college-wide community via InsideSAC.net (http://www.insidesac.net/ http://www.insidesac.net/academic/vice_president/accreditation/default.asp) Forums were held at SAC August 29 and at Centennial Education Center August 30, 2011 (DR1.82a—Forums; DR1.82b—email related to posting of Midterm Report; DR1.82c—Open Forums August 2011 Attendance). On August 24, 2011 the IE&A Committee conducted a review and approved the *Midterm Report* of Santa Ana College (DR1.24). After the colleges vetted the reports through their respective participatory governance structures, the status of the reports was shared at BAPR and sent to the Chancellor for approval (DR1.33—BAPR Agenda, 09-07-11). The Chancellor's Cabinet approved the *Midterm Reports* of Santa Ana College and Santiago Canyon College on September 1, 2011 (DR1.83—Chancellor's Cabinet Agenda, 09-01-11; DR1.81—SAC College Council Minutes, 08-31-11). On September 26, 2011 the Board of Trustees received the *Midterm Reports* of Santa Ana College and Santiago Canyon College for a first reading. The reports were approved on October 10, 2011 (DR1.84a—BOT Summary, 09-26-11; DR1.84b—BOT Summary, 10-10-11). After approval, a copy was placed in the Nealley Library for the entire college community and the community at large.

Note: Noteworthy is that President's Cabinet consists of the Vice Presidents, all of whom are members of the IE&A Committee. The VP of Administrative Services also co-chairs the Planning and Budget Committee as well as the Facilities Committee; the VP of Student Services co-chairs the Student Success Committee as well as the BSI Committee. Likewise, the Executive Committee of the Academic Senate is made up of the co-chair of the Planning and Budget Committee, the co-chair of the Facilities Committee, and the chair of the IE&A Committee/ALO. The President and Secretary/Treasurer of the Academic Senate serve on College Council. The CSEA classified leadership serves on College Council as well.

EVIDENCE—DISTRICT RECOMMENDATION 1

Number	Name
DR1.1	District Accreditation Oversight Group Notes, 11-02-10
DR1.2	Timelines Midterm Report 2011
DR1.3	BOT Minutes, 02-01-10
DR1.4	BOT Vision Statement and Goals 2010
DR1.5	12 Measures of Success
DR1.6	RSCCD Budget Allocation Model
DR1.7	District Planning & Budgeting Timelines 2010-2011
DR1.8	BOT Minutes, 07-26-10
DR1.9	BOT Self-Evaluation Timeline for 2010
DR1.10	District Planning Timelines 2010-2012
DR1.11a,b	BP 9022 and BP 9022.5
DR1.12	BOT Self-Evaluation Meeting Minutes, 11-08-10
DR1.13a	BOT Planning Retreat Agenda, 02-07-11
DR1.13b	BOT Planning Retreat Minutes, 02-07-11
DR1.14	Accountability Reporting for the Community Colleges (ARCC) Report 2010
DR1.15	BOT Community Survey Instrument, Distribution List and Results
DR1.16	BOT Internal Survey and Results
DR1.17a	Strategic Directions for Planning in the RSCCD, 04-08-11; in Planning Retreat Materials, 04-08-11
DR1.17b	Planning Retreat Materials, 05-06-11
DR1.18	RSCCD Strategic Plan 2011-2013 Draft
DR1.19	Strategic Planning Retreat Agenda, 05-06-11
DR1.20	RSCCD District Goals Measurement Document
DR1.21	BOT Docket, 07-25-11: Update on District Vision Statement and Goals for 2011-2012
DR1.22	BOT Minutes, 07-25-11
DR1.23	College Council Minutes, 08-10-11
DR1.24	IE&A Minutes, 08-24-11
DR1.25	Minutes Oversight Committee, 03-15-10
DR1.26a	BAPR Minutes, 02-24-10
DR1.26b	BAPR Minutes, 05-26-10
DR1.26c	BAPR Minutes, 07-28-10
DR1.26d	BAPR Minutes, 09-15-10
DR1.26e	BAPR Minutes, 11-10-10
DR1.26f	BAPR Minutes, 12 08-10
DR1.26g	BAPR Minutes, 01-19-11

DR1.26h	BAPR Minutes, 02-23-11
DR1.26i	BAPR Minutes, 03-16-11
DR1.26j	BAPR Minutes, 05-04-11
DR1.27	Oversight Committee Minutes, 03-30-10
DR1.28	District and College Participatory Governance Planning and Budget Processes Chart
DR1.29	RSCCD Planning and Budget Integration Processes Chart
DR1.30	District and College Participatory Governance Guidelines Manual
DR1.31	SAC Participatory Governance Schedule
DR1.32a	BAPR Minutes, 05-25-11
DR1.32b	BAPR Minutes, 06-08-11
DR1.33	BAPR Agenda, 09-07-11
DR1.34	RSCCD Strategic Technology Plan 2011-2012
DR1.35a,b	Employee Budget Forum Handouts
DR1.36a	BAPR WG Notes, 10-06-10
DR1.36b	BAPR WG Notes, 12-01-10
DR1.36c	BAPR WG Notes, 01-05-11
DR1.36d	BAPR WG Notes, 02-09-11
DR1.36e	BAPR WG Notes, 03-09-11
DR1.36f	BAPR WG Notes, 04-06-11
DR1.36g	BAPR WG Notes, 04-13-11
DR1.36h	BAPR WG Notes, 05-11-11
DR1.36i	BAPR WG Notes, 06-01-11
DR.1.37	BAPR WG Notes, 07-14-10
DR1.38	BAPR WG Notes, 08-11-10
DR1.39	BAPR WG Notes, 8-10-11
DR1.40a	RSCCD Budget Update, 09-27-10
DR1.40b	RSCCD Budget Update, 10-11-10
DR1.40c	RSCCD Budget Update, 11-15-10
DR1.40d	RSCCD Budget Update, 01-18-11
DR1.40e	RSCCD Budget Update, 03-28-11
DR1.40f	RSCCD Budget Update, 05-10-11
DR1.40g	RSCCD Budget Update, 05-23-11
DR1.40h	RSCCD Budget Update, 06-20-11
DR1.40i	RSCCD Budget Update, 09-12-11
DR1.41	BOT Minutes, 04-12-10
DR1.42a	RSCCD Budget Assumptions 2011-2012
DR1.42b	RSCCD Tentative Budget 2011-2012

DR1.43 BOT Minutes, 05-23-11
DR1.44 RSCCD Strategic Technology Plan 2010-2011
DR1.45 BAPR Minutes, 04-14-10
DR1.46 District Council Minute, 04-12-10
DR1.47 BOT Minutes, 04-26-10
DR1.48 BOT Minutes, 01-18-11
DR1.49 District Human Resources Committee Minutes, 09-22-10
DR1.50 District Human Resources Committee Minutes, 04-20-11
DR1.51 FTF by College 2000-2009
DR1.52a District Facility Planning Committee Minutes, 11-02-10
DR1.52b District Facility Planning Committee Minutes, 12-01-10
DR1.52c District Facility Planning Committee Minutes, 01-05-11
DR1.52d District Facility Planning Committee Minutes, 02-09-11
DR1.52e District Facility Planning Committee Minutes, 03-16-11
DR1.52f District Facility Planning Committee Minutes, 04-13-11
DR1.52g District Facility Planning Committee Minutes, 06-01-11
DR1.53 Santa Ana College Facilities Committee Minutes, 09-21-10
DR1.54 SAC Facilities Master Plan Sub-committee Notes, 10-28-09
DR1.55 SAC Facilities Master Plan Sub-committee Notes, 11-11-09
DR1.56 Santa Ana College Facilities Master Plan May 2011
DR1.57 SAC Facilities Master Plan Sub-committee Notes, 12-03-10
DR1.58 SAC Facilities Committee, 08-16-11
DR1.59 Notes, SAC Project Coordination Meeting, 07-28-10
DR1.60 HMC Architects Timelines and Goals in Minutes, 03-17-10
DR1.61 HMC Architects Handout, 04-13-10
DR1.62 IE&A End-of-Year Report S10, Appendix E
DR1.63a,b,c Selected Slides from HMC Architects PowerPoint Presentation
DR1.64a BOT Minutes, 08-23-10, Item 5.26
DR1.64b SAC Five-Year Plan 2010-2014
DR1.65 College Council Minutes, 08-24-11
DR1.66a RSCCD Tentative Budget Assumptions 2010-2011
DR1.66b RSCCD Adopted Budget 2010-2011
DR1.67a BOT Minutes, 06-21-10
DR1.67b BOT Minutes, 10-11-10
DR1.68a BOT Minutes, 06-20-11
DR1.68b RSCCD Tentative Budget Assumptions 2011-2012
DR1.68c RSCCD Tentative Budget 2011-2012

DR1.68d	RSCCD Adopted Budget 2011-2012
DR1.68e	BOT Summary, 09-12-11
DR1.69	College Council Minutes, 05-12-10
DR1.70	Santa Ana College Mission Statement
DR1.71	SAC Planning & Budget Processes Chart
DR1.72a	Strategic Plan Update S10
DR1.72b	Strategic Plan Update S11
DR1.73a	Strategic Plan Update with Budget Analysis S10
DR1.73b	Strategic Plan Update with Budget/Facilities Analysis S11
DR1.74*	Program Review Documents
DR1.75	IE&A End-of-Year Report S11
DR1.76a	SAC Planning and Budget Committee Minutes, 09-07-10
DR1.76b	SAC Planning and Budget Committee Minutes, 10-05-10
DR1.76c	SAC Planning and Budget Committee Minutes, 11-02-10
DR1.76d	SAC Planning and Budget Committee Minutes, 03-01-11
DR1.76e	SAC Planning and Budget Committee Minutes, 09-06-11
DR1.76f	SAC Planning and Budget Committee Agenda, 10-04-11
DR1.77	SAC Participatory Governance Structure
DR1.78	Educational Master Plan & Update S11**
DR1.79	Budget Think Tank Agenda 03-29-10
DR1.80	Joint Cabinet-Leadership Retreat 01-18-11
DR1.81	College Council Minutes, 08-31-11
DR1.82a	Forums for Midterm Report
DR1.82b	email related to posting of Midterm Report
DR1.82c	Open Forums August 2011 Attendance
DR1.83	Chancellor's Cabinet Agenda, 09-01-11
DR1.84a	BOT Summary, 09-26-11
DR1.84b	BOT Summary, 10-10-11

Note: External jump drives with all evidentiary documents have been provided for each hard copy of this *Midterm Report,* or documents may be accessed directly at SAC.edu/Accreditation/evidence.htm. In the electronic version of the *Midterm Report*, documents are *hot linked.*

*Five examples of quadrennial capstone program review (PA/PR 19QT) are provided on the electronic evidence list. They may also be accessed at SAC.edu/Accreditation/evidence. All department DPPs, Program Review Documents, including Statistical Reports and semesterly Direct-SLO Assessment documents are available electronically on InsideSAC.net—Department Index/ Program Review; however, this is an internal site.

**The SAC *Educational Master Plan 2007* is an aggregate document which contains multiple documents, and therefore, cannot be linked. It is updated annually. The original EMP and the EMP Spring 2011 Update are provided on disk.

RESPONSE TO ACCJC DISTRICT RECOMMENDATION 2
COMPUTER-BASED STUDENT ATTENDANCE RECORDING SYSTEM

In order to maintain stable financial resources, the Team recommends that the District reviews its computer-based student attendance recording system to ensure that repeated courses are being appropriately reported for state apportionment funding consistent with existing regulations. (Standards III.D.1.b, III.D.2.a, III.D.2.g)

Workgroup:

Aracely Mora, Ed.D., Vice President, Academic Affairs; ALO, SCC

Norm Fujimoto, Vice President, Academic Affairs, SAC

John Weispfenning, Ph.D., Dean of the Library and the Division of Arts, Humanities & Social Sciences

Linda Miscovic, Associate Dean, Admissions and Records, SCC

Progress toward Recommendation

Santa Ana College and Santiago Canyon College worked collaboratively to satisfy this recommendation in their respective *Follow-Up Reports* in October 2009. Since the time those responses were prepared, the colleges have continued to refine and monitor their performance in this area.

Although a board policy on Course Repetition was being prepared at the time of the *2009 Follow-Up Report,* continuing changes from the state Board of Governors have resulted in almost annual modifications to the number of course repetitions eligible for apportionment payments (DR2.1—Proposed Title 5 Repeatability 2011). In lieu of a board policy that would need to be regularly updated, the college has instituted policies and procedures that conform to current state regulations (DR2.2—Title 5 Repeatability 2009).

The XRPC report was created in the Datatel Colleague system specifically to track course repetitions (DR2.3—XRPC). This report tracks coursework taken back to 1986. Additionally, a registration rule was created in Datatel to prevent students from registering beyond two course attempts after the student receives a grade of W, D, F, CR, NC, P, or NP. Any two combinations of these grades are counted, which is stricter than the current California Title 5 regulations on course repeatability. Notably, the repetitions are counted district-wide, as opposed to counting repetitions within each college. This was done through a process of equating courses at the two colleges, to ensure students cannot exceed the maximum repetition by repeating the class at the other college in the District.

The Datatel Colleague system also has been configured to manage approved course repetitions that are not eligible for apportionment funding from the state. The Registrar or the Associate Dean of Admissions and Records identify the appropriate enrollments in a course section using the code NFR (non-funded repeat). A repetition is completed, but no state funding is requested or collected on this repeat. Repetitions completed under the NFR coding require the approval and signature of a dean.

The District has fulfilled the recommendations of the independent auditor's *Finding 08-2 Minimum Conditions – "Standards of Scholarship,"* by including the policy on the limitations of remedial course work in the college catalog and by tracking students taking remedial courses (DR2.4—Report on Audit

of Financial Statements, June 30, 2009, p. 62). A Datatel Colleague report has been developed to identify students who have reached the maximum-allowed 30 units of remedial coursework (DR2.5—Student Remedial Units Report). This report uses the credit types of BS (Basic Skills) and PBS (Pre-Basic Skills) to identify these courses and the enrolled students to prevent further enrollments once they reach the 30-unit limit. Each college's Curriculum Office identifies the remedial courses. This policy is printed in the college catalog (DR2.6—Santa Ana College Catalog, 2011-2012, p. 25). A waiver must be completed by the student, including those in Disabled Students Programs and Services, and signed by a counselor before the student is allowed further registrations. Alternatively, the student who has reached the 30-unit limit can be advised to pursue further remedial coursework at the colleges' noncredit centers.

EVIDENCE—DISTRICT RECOMMENDATION 2

Number	Name
DR 2.1	Proposed Title 5 Repeatability 2011
DR 2.2	Title 5 Repeatability 2009
DR 2.3	XRPC
DR 2.4	Report on Audit of Financial Statements, June 30, 2009
DR 2.5	Student Remedial Units Report
DR 2.6	Santa Ana College Catalog, 2011-2012, p 25

RESPONSE TO ACCJC DISTRICT RECOMMENDATION 3
COMMUNICATION PROCESS BETWEEN TRUSTEES AND DISTRICT EMPLOYEES

The Team recommends that a set of written policies and regulations be created that establishes appropriate communication processes between the trustees and district employees. The Team further recommends that Board adherence to these regulations and procedures be assessed within a systematic culture of evidence and cycle of continuous improvement. (Standards IV.B.1.a, IV.B.3.a, IV.B.3.e, IV.B.3.f)

Workgroup:

Raúl Rodríguez, Ph.D., Chancellor, RSCCD

Bonita N. Jaros, Ph.D., IE&A Coordinator; Accreditation Liaison Officer, SAC

Progress toward Recommendation

Several board policies are of particular relevance to this recommendation. One of these is BP9002 – Statement of Ethical Conduct (DR3.1). The purpose of the Statement of Ethical Conduct is to promote "trust, confidence, and integrity in the working relationship between Trustees, administrators, faculty and Staff." Toward that end, this policy outlines standards for the conduct of Trustees and defines some of the limits to their role as Trustees. This policy covers topics such as conflict of interest, civility, confidentiality, student and community interests, and transparent decision making.

Another Board Policy of relevance to District Recommendation 3 is BP7020 – Code of Ethics (DR3.2). This Board Policy is intended to apply to all employees as well as to the Board of Trustees. The first four items of this policy are of relevance to the relations between members of the Board of Trustees and district employees.

The policies mentioned above were in place prior to the accreditation visit of October 2008 and prior to the delivery of District Recommendation 3. In specific response to District Recommendation 3, the Board of Trustees has taken several specific actions. The Board of Trustees amended BP 9022 – Board of Trustees Self Evaluation on April 27, 2009 (DR3.3). This policy calls for a broad evaluation of the Board of Trustees by constituent groups. One section of the evaluation instrument is entitled, *Board Relations with the Chancellor, Presidents, Faculty, and Staff*. In this section, there are several items related to the role of the Board and whether or not the Board understands its role versus the role of others. The questionnaire also queries respondents about whether or not the Board follows communication procedures (DR3.4—BOT Vision–Goals Survey Results).

The information gathered in the Board of Trustees Self Evaluation questionnaire is provided to the Board of Trustees on an annual basis. This information is one method the Board of Trustees utilizes to demonstrate that it is following board policy and acting within the prescribed limits of their role as trustees. Toward that end, the information gleaned in the questionnaire informs the creation of board unit goals for the calendar year (DR3.5—BOT Goals 2010-2011). The current calendar year, 2011, will be the first year that the Board has implemented this step (DR3.6a—BOT Planning Retreat Docket, 02-07-11; DR3.6b BOT Planning Retreat Agenda, 02-7-11; DR3.7—BOT Planning Retreat Minutes, 02-17-11). The Board has selected three unit goals for 2011. The three unit goals are contained in a separate document, but they are briefly listed below:

1. *Regularly seek opinions of student trustees.*
2. *Understand our role in the collective bargaining process.*
3. *Follow proper communication procedures with staff.* (DR3.8—BOT Unit Goals)

The third board unit goal directly addresses the concerns expressed in District Recommendation 3. That is, it is the vehicle for the Board of Trustees to monitor adherence to a staff communication protocol on an ongoing basis. Although no issues with improper communications have been identified, putting proper communication forward as a unit goal increases the visibility and accountability on this issue.

The Board of Trustees hired a new Chancellor in June of 2010 with a starting date of August 2010. The new Chancellor requested a retreat with the Board of Trustees, which was held on September 18, 2010 (DR3.9—BOT-Chancellor Retreat Agenda, 09-18-10). Among other issues, the purpose of this retreat was to clarify the working relationship between the Board of Trustees and the new Chancellor. A summary of that retreat was prepared by the facilitator (DR3.9—BOT–Chancellor Retreat Agenda, 09-18-10; DR3.10—BOT–Chancellor Retreat Minutes, 09-18-10; DR3.11—Chancellor's Goals). Item number two in that summary pertains to District Recommendation 3 as can be seen in the passage cited below:

> 2. *The Board of Trustees has one employee, the Chancellor. It is not appropriate for a board policy to ask staff and faculty to accomplish their ideas; the Chancellor does this for the Board.*
>
> *Action:* *The Chancellor is comfortable with board members seeking information from staff; staff will advise the CEO of these contacts and board queries. It is the intent of the RSCCD Board not to micromanage. They do not want to create an additional workload for district employees, staff. Questions and the information sought by an individual trustee will be reported to the trustees as a whole, often asked through the Chancellor.*

The understanding between the Board of Trustees and the Chancellor, which was documented in the summary of the retreat, was that the individual members of the Board of Trustees have a right to seek information from staff. However, the other members of the Board of Trustees and the Chancellor have to be informed of such requests for at least four reasons: (1) so as to ensure that staff members are not overburdened with information requests; (2) so that the information can be shared with all of the trustees; (3) so that the Chancellor can ensure that proper responses are provided for the requests, and; (4) so that such requests are openly shared and scrutinized to ensure that they are transparent and appropriate. In this way, it is assumed that clear expectations and open boundaries contribute to an awareness of the proper role of trustees, administrators, and other employees when matters of appropriate communications are of concern.

Analysis

The existing board policies outline the ethical and expected communication interactions between members of the Board of Trustees and employees of the district. Several new board policies outline the self-evaluation process for the Board and procedures for follow-up, analysis, and continuous improvement. Specifically, the board self-evaluation process is now linked to a process where the Board adopts a unit plan, based upon constituent feedback, aimed at monitoring board behavior in selected areas. One of the selected areas for the 2011 calendar year has to do with the trustees following proper communication procedures with staff. The proper procedures were defined in a September 2010 retreat held by the Board of Trustees. These procedures will be reviewed periodically at regularly scheduled meetings of the Board of

Trustees (DR3.12—RSCCD BOT Policies Committee Agenda, 02-17-11; DR3.13—RSCCD BOT Policies Committee Minutes, 02-17-11; DR3.14—RSCCD BOT Minutes 03-14-11, Item 6.2: Board Policies First Reading; DR3.15—RSCCD BOT Docket, 03-28-11, Item 6.2; DR3.16—BOT Minutes 03-28-11, Item 6.2).

EVIDENCE—DISTRICT RECOMMENDATION 3

Number	Name
DR3.1	BP9002 – Statement of Ethical Conduct
DR3.2	BP7020 – Code of Ethics
DR3.3	BP 9022 – Board of Trustees Self Evaluation
DR3.4	BOT Vision-Goals Survey Results
DR3.5	BOT Goals 2010-2011 (ongoing for 2011-2012)
DR3.6a	BOT Planning Retreat Docket, 02-07-11
DR3.6b	BOT Planning Retreat Agenda, 02-17-11
DR3.7	BOT Planning Retreat Minutes, 02-07-11
DR3.8	BOT Unit Goals for 2011
DR3.9	BOT-Chancellor Retreat Agenda, 09-18-10
DR3.10	BOT-Chancellor Retreat Minutes, 09-18-10
DR3.11	Chancellor's Goals
DR3.12	RSCCD BOT Policies Committee Agenda, 02-17-11
DR3.13	RSCCD BOT Policies Committee Minutes, 02-17-11
DR3.14	RSCCD BOT Minutes, 03-14-11, Item 6.2: Board Policies First Reading
DR3.15	RSCCD BOT Docket, 03-28-11, Item 6.2
DR3.16	BOT Minutes, 03-28-11, Item 6.2

RESPONSE TO ACCJC DISTRICT RECOMMENDATION 4
BOARD SELF-EVALUATION POLICY*

The Team recommends that the district review its board evaluation policy to ensure integrity and effectiveness, and that its self-assessment results are widely communicated and applied within a systematic culture of evidence and cycle of continuous improvement. (Standards IV.A.5, IV.B.1.g)

Workgroup:

Bonita N. Jaros, Ph.D., IE&A Coordinator; Accreditation Liaison Officer, SAC

Nga Pham, Director of Research, RSCCD

***Note:** As this recommendation was addressed in the Santa Ana College *Follow-Up Report* October 15, 2009, the response for this *Midterm Report* October 2011 will amplify the status of this recommendation. For clarity, however, and continuity, salient elements of the *Follow-Up Report* October 15, 2009 are repeated.

I. October 2009 Follow-Up Report Summary

The October 2009 Follow-Up Report Response to Santa Ana College District Recommendation 4/ Santiago Canyon College District Recommendation 6: Board Evaluation Policy was prepared collegially under the aegis of the District Board Self-Evaluation Task Force, a sub-group of the District Accreditation Steering Committee (DR4.1—Minutes 02-10-09). The Board of Trustees reviewed and revised its policies on board evaluation and successfully completed an evaluation cycle in the period February-August 2009. As such, the District and colleges put the processes in place to satisfy the requirements of this recommendation, and the Board demonstrated the capacity of the processes to lead to the desired outcomes. On February 10, 2009, then-Chancellor Edward Hernandez, Jr. convened a meeting of the District Accreditation Steering Committee, comprised of key district and college leaders from SAC and SCC, to plan the tasks of responding to the common district recommendations for Santa Ana College and Santiago Canyon College (DR4.1—District Accreditation Steering Committee Minutes, 02-10-09).

Regular reports of the District Board Self-Evaluation Task Force were made to the Board of Trustees by the Chancellor, the college Presidents and the Academic Senate Presidents of each college. The chair of the SAC Accreditation Committee kept in close contact with the Chancellor and attended board meetings. The chair of the SCC Accreditation Committee also attended board meetings and kept in contact with the chair of the SAC Accreditation Committee.

The first accreditation update to the Board of Trustees was at the February 23, 2009 meeting. In *Item 5.2 Accreditation*, the Board reviewed the material provided, including accreditation timelines, and the body discussed the process it would undertake to complete a board self-evaluation prior to the October 15, 2009 deadline established by the Commission (DR4.2—BOT Minutes, 02-23-09; DR4.3—Timeline for Accreditation Report/Visit). The Task Force on Board Self-Evaluation met on February 25, 2009 to review all Commission exigencies regarding Board Self-Evaluation; review the existing Board Policy 9022: Evaluation of the Trustees; analyze the standards of good practice regarding Board Self-Evaluation of other community colleges in the State of California; and make a recommendation to the Board that President of ACCJC, Barbara Beno, be invited to conduct a workshop (DR4.4—District Task Force on Board Self-

Evaluation Minutes, 02-25-09). On February 26, 2009, the Accreditation Steering Committee was apprised of these issues and recommendations.

The Task Force on Board Self-Evaluation met on March 4, 2009. Items and recommendations for the Board meeting of March 9, 2009 included: a chart related to Board Self-Evaluation for each district in the state; a recommended revision to BP9022: Evaluation of the Trustees; a recommendation to approve the workshop presentation of President Barbara Beno for March 23, 2009; a recommendation to create a survey. It was also determined that the task force would create a draft survey for the Board for the March 23, 2009 board meeting (DR4.5—District Task Force on Board Self-Evaluation Minutes, 03-04-09). At the March 9, 2009 meeting of the Board of Trustees, *Item 4.1 Accreditation* provided the above information. *Item 4.2 Presentation by Dr. Barbara Beno* was approved. *Item 4.3 Evaluation of the Trustees* was an information item related to the task force recommendations of BP9022 (DR4.6—BOT Minutes, 03-09-09).

The District Accreditation Steering Committee met March 17, 2009 to review the status of all recommendations. The Chancellor reported that the Board approved the workshop of President Barbara Beno for March 23, 2009; BP9022 would be an action item at the following meeting; the task force would create a survey for board review; and a follow-up PowerPoint presentation would be created for the April 13, 2009 board meeting (DR4.7—District Accreditation Steering Committee Minutes, 03-17-09).

At the March 23, 2009 board meeting, President of ACCJC, Barbara Beno, conducted a workshop *Accreditation and Trusteeship: What Every Board Should Know.* Item 2.6 Informational Presentation on Accreditation followed. *Item 6.3 BP9022—Evaluation of the Trustees* was postponed for further fact finding (DR4.8—BOT Minutes 03-23-09). The Board Policy Committee held a meeting on March 30, 2009 to review new or revised board policies. The amended BP9022—Evaluation of the Trustees was discussed for the first time at this committee. It was recommended that the amended policy be presented to the Board for a first reading at the April 13, 2009 board meeting (DR4.9—BOT Policy Committee Meeting Minutes 03-30-09).

At the April 13, 2009 board meeting, an informational PowerPoint presentation was conducted as a follow-up to President Barbara Beno's workshop on accreditation and trusteeship (*Item 2.6*) (DR4.10—BOT Accreditation PowerPoint Presentation). BP9022—Evaluation of the Trustees (*Item 6.2*) was also presented for a first reading (DR4.11—BOT Minutes 04-13-09). At the April 27, 2009 board meeting, BP9022—Board of Trustees Self-Evaluation was approved (DR4.12—BOT Minutes 04-27-09; DR4.13—BP9022). BP9022.5—Board of Trustees Evaluation of District Goals was presented for a first reading (DR4.12—BOT Minutes 04-27-09). BP9022.5 was approved at the board meeting of May 11, 2009 (DR4.14—BOT Minutes 05-11-09; DR4.15a,b,c—BP9022.5).

At the May 26, 2009 board meeting, the Board approved the accreditation recommendation regarding revised planning/budget processes and timelines (*Item 3.4*). The Board also scheduled a special meeting for June 8, 2009 for the purpose of meeting accreditation timelines relating to the Board's self-evaluation process (DR4.16—BOT Minutes, 05-26-09). The Task Force on Board Self-Evaluation met May 28, 2009 to create a recommendation regarding the board self-evaluation survey and timelines (DR4.17—District Task Force on Board Self-Evaluation Minutes, 05-28-09). At the special board meeting of June 8, 2009, the Board Policy Committee was directed to recommend to the full Board a self-evaluation instrument and process to be used for the Board's self-evaluation at the regularly scheduled meeting of June 22, 2009 (DR4.18—BOT Special Meeting Minutes, 06-08-09). At the June 22, 2009 board meeting, the Board Policy Committee recommended approval of the 2009 Board of Trustees Evaluation Survey and Process/Calendar

to be used in Board Self-Evaluation (*Item 6.4 Board Self-Evaluation/Process*). It was approved with an amendment. The discussion of self-evaluation results was scheduled for the July 27, 2009 board meeting (DR4.19—BOT Minutes 06-22-09). After approval of the board self-evaluation survey on June 22, 2009, a letter was sent to designated persons in accordance with BP9022 (DR4.20—BOT Evaluation Survey Letter; DR4.21a,b—Board Self-Evaluation Survey; DR4.13—BP9022).

The July 13, 2009 special meeting of the Board was held as a Planning Retreat to review:

- Board Vision and Goals
- *12 Measures of Success*
- Student learning outcomes/core competencies
- Enrollment management
- Annual report to the Board
- Other strategic initiatives

Board goals for 2009-2010 were established. (DR4.22a—Special BOT Planning Retreat Minutes 07-13-09; DR4.22b—BOT Minutes 07-13-09; DR4.23—BOT Planning Retreat PowerPoint Presentation; DR4.24a,b—RSCCD BOT Vision Statement and Goals 2009-2010).

On July 16, 2009 the accreditation chairs of Santa Ana College and Santiago Canyon College met to coordinate the district responses of the colleges' *Follow-Up Reports.* The Executive Vice Chancellor of Human Resources & Educational Services and the Vice Chancellor of Business Operations & Fiscal Services attended to discuss the responses to planning & budget and attendance recording.

At the July 27, 2009 board meeting, the results of the 2009 Board Self-Evaluation was received and reviewed (*Item 6.7—Receive and Review the RSCCD Board of Trustees Evaluation Survey*) (DR4.25—BOT Minutes 07-27-09). Fifty-four surveys were sent out internally and externally; fourteen responses were received and tallied by the Research Office (DR4.26—RSCCD Board of Trustees Self-Evaluation Survey Results (Internal & External Respondents). After discussion of the quantitative results as well as the written comments, the Board approved Item 6.7. The Board also determined that all the board members would fill out the survey and send it to the Board Secretary, who would then refer it to the Research Office for compilation of results (DR4.25—BOT Minutes 07-27-09).

As the final step in the board self-evaluation process, at the August 24, 2009 board meeting, the results of the Board's response to the Board Self-Evaluation was received and discussed (DR4.27—BOT Minutes 08-24-09—*Item 6.4*; DR4.28—RSCCD Board of Trustees Self-Evaluation Survey Results—Board Members). In-depth, public discussion ensued, revealing clearly that the members of the Board feel they have benefited from the entire self-evaluation process and that the concept of continuous improvement is an explicit annual goal.

The Board of Trustees received the reports for the first reading on September 28, 2009. As a result of months of collegial work, an additional item was included in the Board Self-Evaluation Processes: item 6.9 "Continuous Improvement Process," which established a continuous improvement process that would focus on areas of improvement and establish the process leading up to setting the District's goals and objectives for 2010 and beyond (DR4.29—BOT Minutes 09-28-09, Item 2.6, 6.7, 6.8, 6.9). The Board approved the *Follow-Up Report* of Santa Ana College and the *Follow-Up Report* of Santiago Canyon College on October 12, 2009 (DR4.30—BOT Minutes 10-12-09, Item 6.4)

II. Update 2010-2011

To better align with district budget timelines, the Board of Trustees revised the calendar for planning and self-evaluation as follows:

Board of Trustees Annual Self-Evaluation Timeline for 2010 Alternative Calendar

October 26, 2010	Board approves recommendations from the Board Policy Committee regarding the self-evaluation instrument and list of designated individuals who will receive a copy of the instrument.
October 26, 2010–November 4, 2010	Designated individuals provide input to the Board using the self-evaluation instrument
November 8, 2010	Board conducts annual self-evaluation meeting (Special Board Meeting)
November 9-12, 2010	Board members complete self-evaluation instrument.
November 15, 2010	Board reviews and discusses tabulated self-evaluation results.

A. Board Evaluation of Internal Operations

The board self-evaluation process was devised to analyze internal operations of the Board of Trustees. As a follow-up to the 2009 process, a survey was sent to selected community members and district staff (DR4.31—Survey to Community and District Staff (email online link); DR4.32—Results of Survey to Community and Staff). After reviewing the results of the community and staff survey, the Board conducted the same self-evaluation survey internally (DR4.33—Nov 2010 RSCCD Board of Trustees Self-Evaluation Report Results). Question categories included: Board Organization and Operation; Policy Role; Strategic Planning; Board Relations with the Chancellor, Presidents, Faculty and Staff; Community Relations Advocacy; Board Leadership, Ethics, and Standards of Conduct.

As a result of the comparison between 2009 and 2010, the Board of Trustees established internal goals in December 2010 for the body to utilize for continuous improvement (DR4.34—RSCCD Board of Trustees' Unit Goals for 2011). The three goals entailed: regularly seeking opinions of student trustees; understanding the board role in collective bargaining; following proper procedures in communicating with staff. The goal related to communicating with staff has been addressed (Please see Response to District Recommendation 3, page 34). In 2011, the Board continued to follow the procedures outlined by the Chancellor in September 2010, and will continue this process. The other two goals will be addressed and assessed over the course of the 2011-2012 year. Adjustments will be made as necessary.

B. Evaluation of District Goals

In January 2011, to maintain compliance with BP9022.5, members of the colleges and leaders from the student body as well as the community were invited to give input to the status of the achievement of goals (DR4.32). The results of the survey were shared with the Board and the public on February 7, 2011 at the annual Board of Trustees Planning Retreat (DR4.35—BOT Minutes 02-07-11).

The February 7, 2011 Annual Board of Trustees Planning Retreat was held to review:

- 2010-2011 Board Vision and District Goals (DR4.36)
- 2010 Accountability Reporting for the Community Colleges (ARCC) (DR4.37)

- *12 Measures of Success,* February 2011 (DR4.38)
  College Presidents and Chancellor: Progress towards Goals (DR4.35—Minutes 02-07-11; DR4.39—Chancellor's Goals)
- Results of Community and Staff Input of 2010-2011 District Goals (DR4.40)

District goals were reaffirmed for 2011-2012 (DR4.35—Annual Board of Trustees Planning Retreat Minutes 02-07-11; DR4.41—Plan to Plan 2011 PowerPoint Presentation; DR4.42—RSCCD BOT Vision and District Goals 2011-2012). In addition, a workgroup of district and college representatives was designated by Chancellor's Cabinet to define quantitative and/or qualitative measures to evaluate each District Goal in order to establish trend data for strategic planning (DR4.43—District Goals Measurement Document).

Shortly after his arrival to the district in August 2010, Chancellor Raúl Rodríguez identified the need for the district to develop a Strategic Plan. Two consultants from the Community College Brain Trust, Darroch Young, retired Chancellor of the Los Angeles Community College District, and Eva Conrad, retired President of Moorpark College, assisted the district in that process during March through May 2011.

The process began with personal interviews of college leadership on Friday, March 18, 2011. Participants were questioned about their current concerns and their vision for the future of the College/District. Reponses were compiled into seven strategic directions to guide college and district planning (DR4.44—Strategic Directions for Planning in the Rancho Santiago Community College District 04-8-11).

These directions were presented at a strategic planning retreat held on Friday, April 8, 2011 (DR4.45—Strategic Planning Retreat Agenda 04-08-11; DR4.44—Strategic Directions for Planning in the Rancho Santiago Community College District 04-08-11). Based upon the input received during the staff interviews, the consultants recommended that the retreat participants develop a simpler planning model for the district. The participants broke into four smaller groups and developed recommended steps and sequence for a planning cycle, explicating each district goal with objectives, responsible party and timelines. In addition, a new planning cycle was developed to integrate the various district and college plans (DR4.46—RSCCD Annual Planning Design—"limacon" RSCCD Strategic Plan p1).

The four versions created at the April 8, 2011 meeting were subsequently merged into one and a draft planning cycle was presented to the participants at a follow-up strategic planning retreat held on Friday, May 6, 2011 to refine the work begun at the April 8, 2011 retreat. (DR4.47—Strategic Planning Retreat Agenda 05-06-11). The participants also reviewed potential strategic directions for the district that were drafted at the first planning session, as well as a list of potential metrics that were developed for each of the Board's eight goals. To assist the four break-out groups in developing a more comprehensive assessment plan, a document created by a workgroup of district and college representatives designated by Chancellor's Cabinet to define quantitative and/or qualitative measures to evaluate each District Goal (DR4.43—District Goals Measurement Document). The strategic directions identified by each group formed the basis for the district's *Strategic Plan*, which was reviewed by BAPR and submitted to the Chancellor in September 2011 (DR4.47—Strategic Planning Retreat Agenda 05-06-11; DR4.48—RSCCD Strategic Plan 2011-2013).

The Board reviewed the District *Strategic Plan* on July 25, 2011 (DR4.49—BOT Minutes, 07-25-11). The RSCCD Strategic Plan will provide the trustees and the entire district/college community will a theoretical framework to guide and inform future planning efforts. The Board will continue to evaluate planning efforts cyclically (DR4.48).

EVIDENCE—DISTRICT RECOMMENDATION 4

Number	Name
DR4.1	District Accreditation Steering Committee Minutes, 02-10-09
DR4.2	BOT Minutes, 02-23-09
DR4.3	Timeline for Accreditation Report/Visit
DR4.4	District Task Force on Board Self-Evaluation Minutes, 02-25-09
DR4.5	District Task Force on Board Self-Evaluation Minutes, 03-04-09
DR4.6	BOT Minutes, 03-09-09
DR4.7	District Accreditation Steering Committee Minutes, 03-17-09
DR4.8	BOT Minutes, 03-23-09
DR4.9	BOT Policy Committee Meeting Minutes, 03-30-09
DR4.10	BOT Accreditation PowerPoint Presentation, 04-13-09
DR4.11	BOT Minutes, 04-13-09
DR4.12	BOT Minutes, 04-27-09
DR4.13	BP9022
DR4.14	BOT Minutes, 05-11-09
DR4.15a	BP9022.5
DR4.15b	email re BP9022.5
DR4.15c	Request for Approval BP9022.5
DR4.16	BOT Minutes, 05-26-09
DR4.17	District Task Force on Board Self-Evaluation Minutes, 05-28-09
DR4.18	BOT Special Meeting Minutes, 06-08-09
DR4.19	BOT Minutes, 06-22-09
DR4.20	Board of Trustees Evaluation Survey Letter
DR4.21a	Board Self-Evaluation Survey Email
DR4.21b	Board Self-Evaluation Form
DR4.22a	Special Board of Trustees Planning Retreat Agenda, 07-13-09
DR4.22b	BOT Minutes, 07-13-09
DR4.23	BOT Planning Retreat PowerPoint Presentation, 07-13-09
DR4.24a,b	RSCCD BOT Vision Statement and Goals 2009-2010
DR4.25	BOT Minutes, 07-27-09
DR4.26	RSCCD Board of Trustees Self-Evaluation Survey Results (Internal & External Respondents)
DR4.27	BOT Minutes, 08-24-09
DR4.28	RSCCD Board of Trustees Self-Evaluation Survey Results (Board Members)
DR4.29	BOT Minutes, 09-28-09
DR4.30	BOT Minutes, 10-12-09

DR4.31 Survey to Community and District Staff November 2010 (email online link)
DR4.32 BOT Survey Results of Survey to Community and Staff
DR4.33 November 2010 RSCCD Board of Trustees Self-Evaluation Survey
DR4.34 RSCCD Board of Trustees' Unit Goals for 2011
DR4.35 Annual Board of Trustees Planning Retreat Minutes, 02-07-11
DR4.36 2010-2011 Board Vision and District Goals
DR4.37 2010 Accountability Reporting for the Community Colleges (ARCC)
DR4.38 *12 Measures of Success,* February 2011
DR4.39 Chancellor's Goals
DR4.40 Results of Community and Staff Input of 2010-2011 District Goals
DR4.41 Plan to Plan 2011 PowerPoint Presentation
DR4.42 RSCCD BOT Vision and District Goals 2011-2012
DR4.43 RSCCD District Goals Measurement Document
DR4.44 Strategic Directions for Planning in the Rancho Santiago Community College District 04-8-11).
DR4.45 Strategic Planning Retreat Agenda, 04-08-11
DR4.46 RSCCD Annual Planning Design Strategic Plan p1 "limacon"
DR4.47 Strategic Planning Retreat Agenda, 05-06-11
DR4.48 RSCCD Strategic Plan 2011-2013 (SEE DR1.46 in entirety)
DR4.49 BOT Minutes, 07-25-11

RESPONSE TO ACCJC COLLEGE RECOMMENDATION 1
PLANNING AND BUDGET INTEGRATION

The Team recommends that the college evaluate its planning processes, including the integration of technology, staffing, and facilities master plans, to ensure the budget is used as a planning tool to achieve its strategic goals and that the outcomes from these activities be formally and broadly communicated to ensure quality. As part of this integration, the Team recommends that the college resource allocation be based on plans, program reviews (DPPs), and actual budgetary performance. This requires that the college evaluate the outcomes of its planning/budget process and use that data in subsequent budget development. (Standards I.A.1, I.A.3, I.B.4, I.B.6, II.A.1, II.A.2.f, III.B.2.d, III.D.1, III.D.2, III.D.3, IV.B.3.a, IV.B.3.b)

Workgroup:

Paul Foster, Vice President, Administrative Services, Co-chair Planning and Budget Committee, SAC

Raymond Hicks, President-Elect, Academic Senate, Co-Chair Facilities Committee; Professor of English, SAC

Bonita N. Jaros, Ph.D., IE&A Coordinator; Accreditation Liaison Officer, SAC

Jeff McMillan, Ph.D., Co-chair Planning and Budget Committee, SAC; Professor of Chemistry, SAC

John Zarske, President Academic Senate; Professor of Mathematics, SAC

In addressing Response to **ACCJC College Recommendation 1**, the following categories were addressed:

- **I.** Evaluation of Processes
- **II.** Brief Historical Background
- **III.** Planning and Budget Integration, including
  - **A.** Governance;
  - **B.** Program Review
- **IV.** Evaluation of Outcomes for Subsequent Budget Development
- **V.** Communication of Outcomes*

* **Note:** As this recommendation was addressed in the Santa Ana College *Follow-Up Report* October 15, 2009, the response for this *Midterm Report,* October 2011 will amplify the status of this recommendation. For clarity, however, and continuity, salient elements of the 2009 *Follow-Up Report* response are repeated.

I. Evaluation of Processes (Standards: I.B.1, I.B.4, I.B.6)

The Santa Ana College Accreditation Workgroup of the Institutional Effectiveness and Assessment Committee (IE&A) conducted formal analysis of college and district planning and budget processes in preparation for Response to WASC Recommendations for the *Follow-Up Report* of October 2009 (CR1.1a-d—SAC Accreditation Workgroup Agendas and Minutes S09). As a result of research and dialogue at the workgroup level regarding college as well as district processes, and then through consultation with the college participatory governance committees, the Academic Senate, and the district Budget and Planning Review Committee (BAPR), changes were made to further juxtapose the college's planning and budget processes and to demonstrate clearer integration between strategic planning,

outcomes and budget development (CR1.2a—Participatory Governance Structure, CR1.2b—Governance Structure Presentation; CR1.3—Planning & Budget Processes Chart). This work has been ongoing through 2010 and 2011 (CR1.4a,b—IE&A End-of-Year Report S10; S11; CR1.5a-d—Planning and Budget Committee Minutes; CR1.6a-m—BAPR WG Notes). In addition, the Board of Trustees rescheduled the annual planning retreat to February to align with the district budgeting cycle, which is aligned with the state. Thus, budget is more clearly used as a planning tool to achieve strategic goals at the district as well as college level, and subsequent budget development is more aligned with subsequent strategic planning (CR1.7a—12 Measures of Success; CR1.7b—Alignment of Santa Ana College's Goals and Vision Themes with RSCCD 12 Measures of Success and the Board of Trustees' 2011-2012 Goals; CR1.8 Vision Themes Aligned to BOT Goals 2010-2012; CR1.9—RSCCD Planning Timelines 2010-2012; CR1.10a—RSCCD Adopted Budget Assumptions 2010-2011; CR1.10b—RSCCD Adopted Budget 2010-2011; CR1.10c—RSCCD Tentative Budget Assumptions 2012; CR1.10d—RSCCD Tentative Budget 2011-2012; CR1.11—RSCCD Revenue Allocation Model Simulation—SB361; CR1.12—SAC Strategic Plan Update S10 with Budget/Facilities Analysis; CR1.13—Strategic Plan with S11 Progress on Goals with Budget/Facilities Analysis).

II. Brief Historical Background: SAC Mission Statement and Vision Themes (Standards: I.A.1, I.A.3, I.B.4, II.A.1, IV.B.2.b, IV.B.3.a)

The *Mission Statement* and *Vision Themes* of Santa Ana College (CR1.14; CR1.15) are in alignment with the BOT *Vision Statement of the RSCCD* and the RSCCD Board of Trustees District Goals 2010-2012 (CR1.16; CR1.8). District and college participatory governance structures and functions mapping of district/operational responsibilities are an underpinning of goal planning at all levels (CR1.17—District and College Participatory Governance Chart; CR1.18—RSCCD Functions/Mapping of Responsibilities; CR1.8—SAC Vision Themes Aligned to RSCCD BOT Goals 2010-2012).

The mission of the college is reviewed annually and updated as needed. On April 13, 2007, as a result of ongoing dialogues at the department, division and service-area levels, the President of the college and the Institutional Effectiveness and Assessment Committee (IE&A) sponsored a planning retreat, with representation from all constituency groups, including students. The purpose was to review the mission of the college and develop vision themes, which would serve as the basis of a strategic planning document. Discussion was informed by review of the Board of Trustees *Vision Statement* of the RSCCD and Board of Trustees District Goals 2007-2009; community needs assessment based on demographic analysis, enrollment trends, and various student satisfaction surveys; workforce education needs; and evaluations of student learning outcomes. The existing *Facilities Master Plan* and *Technology Plan* were also considered. As a result, the mission statement was revised and six *Vision Themes* were created (CR1.15). The mission statement was approved by the Board of Trustees on November 19, 2007 (CR1.19—BOT Minutes 11-19-07). The *Vision Themes* document was then referred to the IE&A Committee, which led the college in the development of the *SAC Strategic Plan 2007-2015* (CR1.20). In addition to the development of the *Strategic Plan,* all college planning documents and budget documents were reviewed and revised through the participatory governance committees and then included in the SAC *Educational Master Plan* (CR1.21a; CR1.22b—EMP Update S11—disc only).

The Institutional Effectiveness and Assessment Committee (IE&A) was formed as the planning oversight 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. 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.

Prior to the formation of the IE&A Committee, historically, the Mission Statement was reviewed annually by the Curriculum and Instruction Council (C&I). Although the IE&A Committee conducts mission statement review in relation to the *Strategic Plan*, the C&I Council continues to review the Mission Statement in relation to the college-wide Core Competencies (CR1.14 Core Competencies with Mission Statement). The last review conducted by C&I was November 2, 2010; it was determined that no changes were necessary (CR1.22—Minutes C&I Council 11-02-10).

The *Strategic Plan* is updated every spring by the IE&A Committee. The EMP is also updated every spring by the IE&A Committee (CR1.23a—Strategic Plan Update S09; CR1.23b--Strategic Plan Update S10; CR1.23c—Strategic Plan Update S11; CR1.24—Sac Educational Master Plan Table of Contents; CR1.25a—EMP Update S09; CR1.25b—EMP Update S10; CR1.21b—EMP Update S11—disc only). The IE&A Committee also aggregates all program review efforts and makes recommendations to all other participatory governance groups through the IE&A End-of-Year Report (CR1.4b—IE&A End-of-Year Report S11).

III. Planning and Budget Integration (Standards: I.B.6, II.A.1, II.A.2.f, II.B.2.b, II.D.3, IV.A.2, IV.A.5, IV.B.2.d, IV.B.3.a)

III. A. Governance Overview: (Standards: IV.A.2, IV.B.3.a, IV.B.2.d, IV.B.3.b)

The organizational structure of the college includes formal mission-centered participatory governance committees, such as College Council, the Institutional Effectiveness and Assessment Committee (IE&A), the Planning and Budget Committee, the Facilities Committee, the Student Success Committee, the SAC Technology Advisory Committee (SACTAC), the Safety & Security Committee, and the Accreditation Committee (CR1.2a—SAC Participatory Governance Structure).

The integration of planning and budget at the college is an ongoing endeavor which flows through the governance structure of the college from the department level through the participatory governance committees to the President's Cabinet level (CR1.2a—SAC Participatory Governance Structure, CR1.3—Planning & Budget Processes Chart). Integration continues to the district participatory governance level, when appropriate, as the Presidents of Santa Ana College and Santiago Canyon College (SCC) are members of Chancellor's Cabinet and the Budget Allocation and Planning Review Committee (BAPR). There are also six representatives from each college on BAPR. The BAPR Workgroup is conducting ongoing review of the *Budget Allocation Model* (BAM). BAPR is considering expanding membership to include a more integrated bi-lateral function, one part of which will continue to work on budget issues, the other part of which would solidify the RSCCD Strategic Plan and work on planning issues (CR1.26a—BAPR Minutes, 06-08-11; CR1.26b—BAPR Agenda, 09-07-11). Also included in district-wide participatory governance are the District Human Resources Committee, the District Facility Planning Committee (DFPC), which coordinated the plans of SAC and SCC, and the District Technical

Advisory Group (TAG), which has developed an RSCCD Strategic Technology Plan (CR1.17—District & College Participatory Governance Chart; CR1.27—RSCCD Strategic Technology Plan 2011-2012).

Each SAC committee is responsible for the development, management and revision of planning and budget documents, all contained in the *Educational Master Plan* (CR1.24; CR1.1.4b—IE&A End-of-Year Report S11—contains the End-of-Year Reports of each governance committee). In addition, committees maintain oversight of goals, activities and timelines of the planning documents as appropriate; information flow to College Council and the IE&A Committee and other participatory governance groups as appropriate; and making recommendations for annual *Strategic Plan* updating (CR1.23a, 23b; CR1.28—Minutes IE&A Committee 9-03-08: Strategic Plan Cycle for IE&A; CR1.29—Facilities Master Plan).

The governance bodies responsible for the planning/budget elements of the *Educational Master Plan* are:

1. IE&A—*Strategic Plan* (CR1.12—Strategic Plan with Progress on Goals and Budget Analysis; S10, CR1.13—Strategic Plan Update with Budget Analysis S11; CR1.20—SAC Strategic Plan 2007-2015; CR1.23b—Strategic Plan with Progress on Goals S11);
2. Facilities Committee—*Facilities Master Plan* (CR1.29; CR1.30a-d—HMC Facilities Handout, Maps, Project List and Project Goals). The goals of the Facilities Committee also include: Monitor efforts to maintain existing facilities and equipment; monitor efforts to maintain and improve campus appearance; work with IE&A and Environmental Workgroup to initiate green efforts on campus; complete and begin implementing the Facilities Master Plan; review the ADA Transition Plan and proceed with modifications to correct known deficiencies; create a plan to abate graffiti at SAC and review prevention alternatives (http://insidesac.net/support_services/adm_svr/facilities_committee.asp).
3. The Planning and Budget Committee—*District Planning Budgeting Timeline* (CR1.31a; CR1.31b—SAC Budget Committee Flowchart). The Planning and Budget Committee also reviews the tentative budget and the adopted budget of the district and disseminates the information.
4. SACTAC—*Technology Plan* (CR1.32—SACTAC Technology Strategic & Action Plan).

In addition, the Teaching Learning Committee (TLC), a committee charged by the IE&A Committee, with a reporting link to IE&A and an informational link to the Curriculum and Instruction Council, is the oversight committee for the college-wide *Core Competencies* (CR.1.14), SLOs at the course and program levels, and analysis of the academic program review model (CR1.33a—Part I: Academic Program Review; CR1.33b—Direct Assessment of SLOs; CR1.34—Department Portfolio Database; CR1.35 PA/PR Meta-analysis TLC Minutes, 05-16-11). The TLC makes recommendations for annual strategic planning updates to the IE&A Committee from Academic Program Review PA/PR reports. The IE&A Committee then aggregates the program review reports of Student Services (CR1.36), Administrative Services (CR1.37) and President's Cabinet (CR1.38; CR1.39a,b,c—TLC Minutes/Report to IE&A Regarding Academic Program Review; CR1.39d-i—Examples of PA/PR Reports; CR1.4b—IE&A End-of Year Report S11). The TLC also makes recommendations for *Core Competencies* revisions to C&I. It recommended a change to *Core Competency 3*: *Information Management*, which was approved by the Curriculum

and Instruction Council on October 26, 2009 (CR1.14—Core Competencies as of 10-26-09 with Mission Statement). This core competency change was then infused into the Direct-SLO Analysis for the PA/PR review cycle.

The formal participatory governance structure is augmented with an annual Participatory Governance Retreat with President's Cabinet, the Academic Senate Executive Committee and CSEA representatives, in which the governance structure is reviewed and issues of concern are discussed (CR1.40a,b,c—Agenda President's Cabinet/Academic Senate Executive Committee/ CSEA Leadership Retreats, 02-03-09 & 06-09-09; 02-02-10; 01-18-11).

III.B.1 Budget

For two years, the unstable state budget crisis has challenged the District Office and both colleges of the district to meet all obligations, while trying to plan for the future. To that end, the SAC Planning and Budget Committee met on September 7, 2010 to discuss the state and district budget update, the District Budget Allocation Model and operational stabilization. The committee also adopted goals for the 2010-2011 fiscal year (CR1.5b—SAC Planning and Budget Committee Minutes, 09-07-10; CR1.41a—SAC Planning and Budget Committee Year-End Report, 05-03-11; CR1.41b—SAC Planning & Budget Committee Goals 2011-2012).

The SAC Planning and Budget Committee then met on November 2, 2010 to discuss details of the District's current budget process. Fundamental budget components were reviewed and concerns with the current District Budget Allocation Model were discussed. Requirements for meeting the full-time Faculty Obligation Number were also discussed. Campus personnel have been monitoring this calculation under the newly-proposed SB361 Revenue Allocation Model (CR1.5d—SAC Planning and Budget Meeting Minutes, 11-2-10).

Budget Update is a consistent agenda item for SAC's President's Cabinet and for SAC's College Council (CR1.42a,b—Examples: College Council Agenda 02-10-11; 03-9-11). Handouts were provided to College Council Committee members on April 27, 2011 showing (by means of the budget calendar) how SAC departmental planning incorporates into the local budget and becomes part of the district budget. Administrative Services is also developing a process anticipating the change to a pending SB 361 Revenue Allocation Model shift from the current district Budget Allocation Model (CR1.43a—SAC Budget Calendar 2011-2012; CR1.43b—SAC Budget Calendar 2012-2013; CR1.44—SAC College Council Minutes 04-27-11).

The SAC Planning and Budget Committee conducts meetings on a regular basis to discuss the most recent budget information and how the state budget crisis impacts local operations and make recommendations to the college President or to BAPR when appropriate. Regardless of the state situation, departments have continued the planning process. The College President attended the SAC Planning and Budget Committee on March 1, 2011. An overview of the budget cycle and the planning and budget process was presented at this meeting, along with a *Draft SAC Budget Calendar for 2011-2012*. It was also emphasized that departments should focus on completing Departmental Portfolio Plans since the DPP process is the vehicle used to identify college fiscal, facilities and staffing needs. In spite of the fact that there are morphing budget details from the District as a result of the unstable state budget, departments have been instructed to continue submitting annual portfolio plans including requests with spending implications (i.e.,

FTE, facilities, equipment) (CR1.45—SAC Planning and Budget Committee Minutes 03-01-11; CR1.43a—SAC Budget Calendar 2011-2012; CR1.43b—SAC Budget Calendar 2012-2013).

The SAC Planning & Budget Committee has been continually emphasizing a culture in which even in uncertain and poorly funded financial circumstances, planning for what is actually needed to achieve the college mission must drive the planning and budget development process (CR1.43b; CR1.43c—ITS Request; CR1.43d—Sample Budget Request DPP; CR1.43e—Administrative Services Example). This will continue even if funding is not likely to be readily available in the near future.

In spring 2011, the Vice President of Administrative Services investigated the functionality of the existing current electronic Departmental Planning Portfolio (DPP) System, which campus users access via InsideSAC.net. The system assigns a number to each Budget Request Application. The Vice President of Administrative Services is working with ITS to modify the system in order to allow Administrative Services to extract the budget requests for all departments into a combined summary report for SAC. After review campus review, an aggregate report would be submitted to BAPR for information.

Administrative Services will continue developing the process in order to implement the plan in time for the 2012-2013 Tentative Budget. This will require departments to complete Budget Request Applications by the end of the fall semester. The Vice Presidents of Academic Affairs, Student Services and the School of Continuing Education will review and prioritize requests. Administrative Services will compile and distribute the data to the Planning and Budget Committee for approval prior to submitting to College Council. The final planning document will be submitted to the district in time for BAPR review in April. This procedure will ensure that SAC planning is linked to the district budgeting process.

III.B.2. Facilities

The *SAC Facilities Master Plan* has been updated. The RSCCD engaged HMC Architects, and working with the Santa Ana College Facilities Committee, has created a 2011 Facilities Master Plan that was released to the President in May 2011 (CR1.29).

The 2011 Santa Ana College Facilities Master Plan has been created to serve as a guide for future campus development. It provides a graphic and narrative description of the college's strategy to support the initiatives of the Educational Master Plan, address the growth in enrollment that is anticipated in the next decade, and position the college to maximize funding opportunities (CR1.29).

The SAC Facilities Committee formed a Facilities Master Plan Subcommittee in October 2009 (CR1.46—Minutes, SAC Facilities Committee 09-21-10). The Facilities Master Plan Subcommittee met in October 2009 to begin formulating the contents to be incorporated into the updated SAC Facilities Master Plan (CR1.47—Notes, SAC Facilities Master Plan Subcommittee, 10-28-09). The Facilities Master Plan Subcommittee then met in November 2009 to review Facilities Master Plans from other community colleges (CR1.48—Notes, SAC Facilities Master Plan Subcommittee 11-11-09).

In February 2010, HMC Architects, Inc. was contracted to assist both colleges, SAC and SCC, in updating their respective Facilities Master Plans. These revised plans reflect current educational

master plans as well as department planning portfolios. The Facilities Master Plan Subcommittee was expanded and became the core group to work with HMC Architects. A series of meetings was conducted throughout spring 2010 culminating in a open forum on June 2, 2010, during which ideas formulated during the semester were conveyed to the SAC community (CR1.49a—Notes, SAC Facilities Master Plan Subcommittee Notes, 12-03-10). The Facilities Master Plans of both SAC and SCC were approved by BAPR on September 7, 2011, with a recommendation for Board of Trustees approval at the September 26, 2011 meeting (CR1.49b—BAPR Agenda 09-07-11).

IV. Program Review (Standards: II.A.1, II.A.2.f, II.B.3, II.D.3)

IV.A.1 Overview

Between the years 2002-2007, two major goals were accomplished at Santa Ana College:

1. The development, implementation and systematic assessment of college-wide *Core Competencies* (CR.1.14), which are in concert with the mission statement;
2. The development and implementation of institutional program review models for: I. Academic Affairs; II. Student Services; III. Administrative Services; and IV. President's Cabinet Portfolio (CR1.33a; CR1.33b CR1.50; CR1.51; CR1.52).

By spring 2008, all academic departments had completed an electronic Department Planning Portfolio (DPP) analysis of goals and activities with plans for improvement. Twenty-five percent of all academic departments had conducted a complete PA/PR cycle embedded within the DPP. (Since the academic PA/PR cycle is quadrennial, by spring 2009, 50% of all departments had conducted complete *Portfolio Assessment/Program Review*, and 75% had conducted *Portfolio Assessment/Program Review* by spring 2010. In spring 2011, 100% of all departments had conducted quadrennial capstone Portfolio Assessment/Program Review (PA/PR) (CR1.33a—See I: Academic Program Review Form F: PA/PR Department Cycle; CR1.53—Academic PA/PR Future Timelines). All units of Student Services, Administrative Services and President's Cabinet have successfully conducted four complete program review cycles within the department/unit portfolios (done annually) (www.InsideSAC.net). The recursive cycle is ongoing, and the second cycle will commence spring 2012 (www.InsideSAC.net).

As a result of the October 2008 ACCJC team visit, it was determined by the Commission that although good planning efforts were in place with several planning documents (*Strategic Plan, Technology Plan, Facilities Plan, Budget Development Calendar*), and the program review processes were functioning well, the linkage between the planning documents, program review processes, and budget development was not clearly expressed. Since the ACCJC team visit, more explicit linkages have been created for the Budget & Planning Processes at the college (CR1.3), clearly utilizing program review assessment and strategic planning for those processes. The *Educational Master Plan* (CR1.21a) contains the four program review models: I. Academic—Portfolio Assessment/Program Review; II. Student Services; III. Administrative Services; IV. President's Portfolio (CR1.33a; CR1.33b CR1.50; CR1.51; CR1.52), as well as all planning documents (CR1.54—Santa Ana College Educational Master Plan List of Planning Documents).

Program review is conducted at differing intervals, depending on the needs of the unit. Academic Portfolio Assessment/Program Review (PA/PR) is conducted quadrennially. The portfolios of Student Services are updated annually; complete program review is conducted triennially.

IV.A.2 The Academic Portfolio Assessment/Program Review Model

Fall 2007 the Academic *Portfolio Assessment/Program Review* model, a course-embedded approach for program-level review kept in alignment with the *Strategic Plan 2007-2015*, was created and juxtaposed with the existing Department Planning Portfolio (DPP). Departments systematically establish goals informed by the *Strategic Plan*, develop activities and timelines, and assess the status of goals for the purpose of continuous improvement annually (e.g., Academic DPP—www.InsideSAC.net). However, the full *Portfolio Assessment/Program Review* cycle, including the complete analysis of the *Direct-SLO Assessment* related to the college-wide *Core Competencies* and the *19-Question Template* (19QT) is conducted quadrennially and embedded within the DPP (CR1.33a, CR1.33b—I. Academic Program Review).

The purpose for *quadrennial* academic PA/PR review, in lieu of annual, is the imperative of Direct-SLO Assessment of the college-wide Core Competencies. A four-year analysis is essential for academic departments (i.e., instruction based) to properly analyze student learning outcomes at the course/program level. Important to note, however, is that even though the complete capstone academic PA/PR process is quadrennial, the annual Department Planning Portfolio (DPP) is forwarded to the division deans. The DPP, with annual goals, strategies and timelines, includes all requests with fiscal implications, thereby maintaining synchrony with the annual fiscal requests and budget development issued from the Student Services, Administrative Services and President's Cabinet portfolio reviews.

Therefore, each spring, every department embeds the Direct-SLO assessment portion of the program review into the DPP irrespective of when the department's full capstone PA/PR is due. Engaging in dialogue, departments commence the PA/PR process with a discussion of the college-wide *Core Competencies* (CR1.14) and *Vision Themes* (CR1.15), and the faculty create a timeline to determine how the course-level SLOs will be assessed within the context of the seven *Core Competencies* (CR1.14). To assess the individual core competency, individual instructors/departments select one major assignment/examination/demonstration to measure student learning. Instructors create/use a rubric to assess the performance. Individual instructors keep a record of the assessment and identify any needs or issues (CR1.33b—I. Academic PA/PR Form B). At a subsequent department meeting, discussion leads to a plan and timeline for appropriate strategies to improve teaching and learning, which is incorporated into the DPP. This may include curriculum changes, pedagogical discussions, concepts for professional development activities, facilities requests, faculty/staffing requests, supplies/technology/equipment, and all other requests with budget implications. Grant proposals or other ideas for income generation may also be an outcome of these discussions (CR1.55—Department/Division Requests for Equipment/Personnel—HSS S09). This repeats until all course-level SLOs in context of the *Core Competencies* are assessed. Academic DPPs also include department and division discussions about student demographics, enrollment patterns, grade distribution (i.e., indirect assessment data gleaned from research reports in the Academic Department Planning Portfolio) (CR1.7a—12 Measures of Success), and *Direct-SLO Assessment* (CR1.33b—Academic Portfolio Assessment/Program Review; www.InsideSAC.net Department Index).

In a quadrennial PA/PR reporting cycle, the 19QT is added to the portfolio. Departments which complete the PA/PR send the results to the division curriculum committee, which conducts a broader interdisciplinary dialogue. The *Vision Themes* and the *Strategic Plan* also inform

discussion, as overarching issues that go beyond a single department are formulated. The division curriculum committee certifies the reports, and they are sent to the Teaching Learning Committee (TLC) for even broader transdisciplinary dialogue regarding professional development, sharing of best practices as well as possible requests with budget implications such as facilities, technology, instructional equipment and human resources, all which affects the college broadly. The chair of the TLC sends a summary report, with direct references to *Strategic Plan* alignment, to the IE&A Committee (CR1.39a,b,c). There is also integration of college-wide professional development activities as a result of the program review efforts. The Academic Literacy/Basic Skills Coordinator serves on the TLC as does the IE&A Coordinator, who chairs the TLC. As a result of dialogue, the TLC has sponsored the "Best Practitioners' 45-Minute How to…" (CR1.56—Best Practitioners' Menu with Faculty Experts; CR1.57a—PA/PR Meeting Log 2009-2010; CR1.57b—Best Practitioners' Log 2010-2011).

In spring 2011 one complete cycle of PA/PR capstone review had been conducted. As a result:

1. Every department has undergone a capstone review. The second full cycle commences spring 2012;
2. On May 17, 2011, the TLC conducted a meta-analysis of the PA/PR process and made suggestions for enhancements to the data-collection portions of the 19QT document (CR1.35—PA/PR Meta-analysis TLC Minutes 05-16-11).

Recommendations for Strengthening the PA/PR Process for the 2012-2016 Cycle

The goals of analyzing the effectiveness of academic program review in the second full cycle of PA/PR review, 2012-2016, are to enhance mechanisms for departments to improve the quality of the 19QT PA/PR capstone reports in order to increase student success college-wide. To that end a PA-PR Clinic will be held fall 2011, similar to one held May 24, 2010, but emphasizing the enhancements recommended by the TLC (CR1.35—TLC Minutes 05-16-11; CR1.58a—TLC/Basic Skills Strand D Recommendations for elements to be included in the PA/PR reports, Minutes 11-29-10; CR1.58b—TLC Minutes 01-31-11; CR1.58c—C&I Special Meeting PA/PR Clinic 05-24-10).

As a result of the statewide Basic Skills Initiative, assessment at the course level has been intensified, and a culture of evidence has been made more explicit. One reason is that Basic Skills Initiative work has been infused into the PA/PR process. This initiative has, therefore, propelled Santa Ana College to become more data driven. Departments are being trained to develop benchmarks and achievable goals for improvement in course success rates as well as semester-to-semester retention and to review trends. This must be explicitly demonstrated within the PA/PR process (CR1.59—S11 Convocation PowerPoint; CR1.58—Basic Skills Strands Document; CR1.60—BSI Strand A Minutes, 01-25-11; CR1.61—Basic Skills Goals; CR1.58b—TLC Minutes 01-31-11; CR1.62—Convocation 2011 Faculty Professional Development Needs Survey Results 02-09-11; CR1.63—Spring 2011 Professional Development Schedule).

The Winter Convocation January 2011 had its theme in BSI work. The President of the college issued an "audacious goal" of increasing success and persistence rates 10% by the college centennial in 2015 (CR1.63—Convocation Professional Development Schedules). After the plenary session of the Convocation, there were break-out sessions, at the end of which a survey was given to explore professional development needs for faculty (CR1.62—Convocation 2011 Faculty Professional Development Needs Survey Results 02-09-11). Six faculty development activities were planned for S11 as a result (CR1.63—Spring 2011 Professional Development Schedule).

Several professional development workshops dedicated to assessment, data collection, benchmarking and equity issues have supported this initiative: Logic Modeling for Student Success in the Community Colleges (based on an outcomes approach); the University of Southern California Center for Urban Education (increased success based on an equity model utilizing classroom and institution-level data); Data Coaching, presented by the RP Group (utilized by the Collaborative Inquiry Faculty Inquiry Group project—classroom-level data and analysis); USC Syllabus Project (CR1.23b—Strategic Plan Update S11 Vision Theme IA-Student Achievement: Literacy Across Disciplines).

Since the college is dedicated to enhancing data-driven assessment in the second cycle, the PA/PR 19QT document, underwent some revision to reflect this imperative (CR1.64—PA/PR/ Direct-SLO Assessment docs 05-17-11—Please see Addendum A: PA/PR Process in Cycle II- Guidelines for Use of Data; and Addendum B: The Quick "How to do Program Review" Guide for Faculty and Deans). In addition, the TLC determined that the members of the TLC would also serve as their respective division "program review coaches." Together with the chair of the TLC, these representatives will attend department meetings and continue to demonstrate how to amplify and strengthen the use of direct and indirect data within the PA/PR model both in the quantitative and qualitative dimension (CR1.65—TLC Minutes 05-16-11). A professional development session will also be held fall 2011 for all TLC members and chairs whose respective department's capstone PA/PR review will be due spring 2012. The deans are also welcome (CR1.66—Departments scheduled for capstone PA/PR review spring 2012).

To advance lines of communication, the Teaching Learning Committee (TLC) has an ongoing agenda item related to BSI work and sponsors faculty development opportunities, when appropriate. In addition, since the TLC has membership from all divisions, regular reports are made at division curriculum committee meetings. Two deans also serve on the TLC, which creates a bridge to the administration. Regular reports are made at the Deans' Meetings. The chair of the TLC also makes regular reports to the Curriculum and Instruction Council and the Academic Senate.

The annual student services department planning portfolio analyses are directed to the Vice President of Student Services, who then sends a report to the IE&A Committee. A complete program review of all departments/units of student services is conducted triennially (CR1.50—II. Student Services PA/PR). Important to note, however, is that Special Services, EOPS and Sign Language programs, which are part of student services, have courses. Therefore, these programs participate in the Academic PA/PR process as well. Direct-SLO Assessment and the 19QT are sent through the Academic PA/PR process, and data is also included in the student services DPP.

Departmental surveys are completed by lead workers and forwarded to the Vice President of Administrative Services, who compiles the data, prepares the report, and forwards the finished document to the IE&A Committee.

In spring 2011, the Vice President of Administrative Services investigated the functionality of the existing current electronic Department Planning Portfolio System that campus users access via InsideSAC.net. The system assigns a number to each goal entered, so users can enter a Budget Request Application to each goal. The Vice President of Administrative Services is working with ITS to modify the system in order to allow Administrative Services to extract the budget requests for all departments, which will create a meta-view of all requests.

Annual DPPs are due April 1st and aggregated by the division deans who forward elements with fiscal impact to the Vice President of Academic Affairs. The Vice President of Academic Affairs reviews these

reports, and according to the system developed by the Vice President of Administrative Services for the 2012-2013 budget, they will be referred to the Planning and Budget Committee. After approval of the Planning and Budget Committee, all requests with fiscal impact will be referred to College Council.

Commencing spring 2012, after priority decisions are made, the IE&A Committee will receive a written report from the Vice President of Academic Affairs in tandem with the Vice President of Administrative Services to close the loop of communication.

The Administrative Services division conducts a program review and updates the DPP annually. The 2010-2011 Administrative Services DPP is posted on InsideSAC.net and has been forwarded to the IE&A Committee (CR1.67—Administrative Services Portfolio S11 link: http://www.insidesac.net/support_services/adm_svr/default.asp). Activities and Goals for 2011-2012 have been posted in the Department Portfolio System. Supplemental details have been posted to the budget application request where appropriate. An executive summary together with a summary of division budget applications is presented each spring to the Planning and Budget Committee, the Facilities Committee and the Safety Committee (CR1.68—Administrative Services DPP Executive Summary, April 2011).

The IE&A Committee aggregates the program review reports from all units and creates an end-of-year report for all the participatory governance committees (CR1.4a,b—IE&A End-of-Year Report S10, S11). The IE&A committee also utilizes this information to aid in creating the *Strategic Plan Update S11* (CR1.23b). While the IE&A Committee is utilizing the information to inform *Strategic Plan* updating, the Vice Presidents of Student Services and Administrative Services also send the program review analyses to the other governance committees (i.e., Budget, Facilities, Student Success, Safety & Security, SACTAC) (CR1.69—Minutes of Special Meeting of Budget Committee, 4-28-09). Issues with fiscal implications, therefore, are communicated with these groups. The Planning and Budget Committee uses this information in concert with information received from the aggregated IE&A End-of-Year Report (CR1.4a,b). Recommendations are then sent to College Council. The President of the college makes all final decisions which are then communicated back to the governance committees as well as the college community through frequent updates.

Critical to these processes are the planning and budget development activities for academic programs in the annual Department Planning Portfolio (DPP) (www.InsideSAC.net – See Art Department and Nursing Department), and the annual Department Planning Portfolios for Student Services and Administrative Services. Any needs for faculty/staffing, facilities, technology or any budget-driven requests must be included in the DPP as a result of analysis and department/unit dialogue (CR1.55–Department/Division Requests for Equipment/Personnel—HSS S09; CR1.69—Minutes of Special Meeting of Planning and Budget Committee—4/28/09). These requests are reviewed by the division deans/program managers, who aggregate the priorities of the division/unit and refer them to the appropriate vice presidents. The vice presidents then analyze the requests and send the information to the governance committees, including the Budget Committee and the Facilities Committee, SACTAC, the Safety & Security Committee and the Student Success Committee as appropriate. The Planning and Budget Committee also receives the *Strategic Plan* update from the IE&A Committee (CR1.4a,b), which it utilizes to do budget analysis of the items in the *Strategic Plan* that were accomplished (CR1.12; CR1.13). It is also determined if activities shall be ongoing. The governance committees send their analyses and requests to College Council, which refers information and recommendations to the President. The President, in consultation with her cabinet,

makes final budget decisions, meets with the Planning and Budget Committee, as appropriate, and broadly communicates those decisions (CR1.70—President Martinez's Communiqués about Budget). "Budget and Resources" was an agenda item at the SAC Leadership Retreat held on February 2, 2010 (CR1.40b Retreat Minutes). The current situation, future implications, SAC Planning and Budget Committee priorities, and pursuing resources for restoration were among the topics discussed. Stabilization was an agenda item for the shared governance joint retreat held on January 18, 2011 (CR1.40c—Leadership Retreat Agenda, 01-18-11).

To summarize, Academic PA/PR readily intersects with the program review models of Student Services, Administrative Services and President's Cabinet Portfolio, as the analysis of all program review is conducted through the participatory governance structure. Therefore, all program reviews include indirect data from research reports, as well as direct qualitative analyses where appropriate. This then informs the program review analysis. These annual reports are sent to the IE&A Committee, which aggregates the themes from the analysis with direct reference to the *Strategic Plan*. Academic Program Review is sent to the IE&A Committee through the TLC (CR1.39a,b,c—Report from the TLC to IE&A). The *IE&A End-of-Year Report* is sent to all participatory governance committees, the Academic Senate and President's Cabinet (CR1.4a,b—IE&A End-of-Year Report). This, in conjunction with the *Strategic Plan Update S11* (CR1.23b), is used for strategic planning, budget analysis of the previous year, and then budget development. Information gleaned from department/unit program review analysis plays a prominent role in the annual update of the *Strategic Plan* (CR1.23a,b).

All governance committees are apprised of the *Strategic Plan Update* and utilize the information for assessing achievement of goals of the respective documents overseen by the committee (i.e., Facilities Plan, Technology Plan, Budget Development Calendar), and development of future goals and activities. As a parallel activity, all participatory governance committees also conduct annual assessment of committee goals every spring (CR1.71—*Year-End Assessment of Committee Form;* CR1.4b—IE&A End-of-Year Report S11: SECTION III: End-of-Year Reports Participatory Governance). Of particular import is the analysis conducted by the Planning and Budget Committee, which provides an analysis of the budget implications in the attainment of the goals of the *Strategic Plan* (CR1.20). This demonstrates actual budgetary performance. In addition, synchronicity with district timelines and program reviews is demonstrated (CR1.72—RSCCD Strategic Plan and Framework; CR1.8—District/College Alignment to BOT Goals; CR1.9—RSCCD Planning Timelines 2010-2012; CR1.73—RSCCD Planning & Budget Integration Model; CR1.74—BOT and District Planning Timelines; CR1.75—SAC Planning Cycle Charts; CR1.76—District Planning Page with List of Documents).

V. Evaluation of Outcomes for Subsequent Budget Development (Standards: IIA.1, II.A.2.f, II.B.2.b, II.D.2, II.D.3, IV.B.3a, IV.B.3.b)

V.A Budget

The district is reviewing options for a new Budget Allocation Model based on the SB 361 revenue allocation model. This would replace the 12-year old budget allocation model that has been a source of controversy (CR1.11—2010-2011 Revenue Simulation Model SB361).

A budget component was developed within the Department Portfolio Planning system. With some minor adjustments, information submitted from departments can easily be downloaded by Administrative Services into a spreadsheet for use by President's Cabinet. This program will then provide the information Administrative Services needs to prepare budget projections.

Departments must also be prepared to handle contracting resources (CR1.77—Planning and Budget Committee Minutes 06-01-10). The current budget crisis has severely reduced discretionary operating budgets. As the state continues to constrict and downsize community colleges, departments need to be prepared to recommend program and staff reductions to help ensure impact on the educational mission is minimized.

The California budget crisis has seriously impacted Santa Ana College programs. Individual discretionary budget line items in all SAC departments were reduced by 10% (with a cumulative SAC reduction of $1,041,940) during the first round of budget reductions for the 2008-2009 tentative budget. SAC's funding was further reduced by $4,308,272 for the 2008-2009 adopted budget. The district implemented a mandatory hiring freeze, which has resulted in deficits in human resources throughout the campus, which has further impacted operations. Actual Santa Ana College general fund costs have decreased from $84.2 million in 2007-2008 to $72.3 million in 2009-2010. The district is currently preparing additional reductions for the 2011-2012 adopted budget. In anticipation of a further workload reduction, SAC credit instruction has been reduced by 7.5% for fall 2011.

The state budget crisis also altered the preparation of the 2011-2012 Tentative Budget. Due to the lack of details from Sacramento, a rollover budget was proposed, which was approved by BAPR in May 2011 (CR1.78—BAPR Minutes 05-04-11). In the meantime, budget information was extracted from SAC department portfolio planning documents and summarized for review and recommendations for the 2011-2012 Adopted Budget, which was approved at the September 12, 2011 Board of Trustees meeting (CR1.79a—Adopted Budget 2011-2012; CR1.79b—BOT Summary, 09-12-11).

A sample Budget Request Application from the electronic DPP program within InsideSAC.net was presented at the April 27, 2011 College Council meeting (CR1.44—College Council Minutes). With only minor modifications, the current program will provide the basic information needed to effectively link planning and budgeting. Administrative Services will extract DPP budget data and compile a summary report for distribution to campus and district constituent groups. Administrative Services will continue refining the process with full implementation expected in spring 2012 for the 2012-2013 budget. Departments were reminded to continue submitting portfolio plans in light of the fact that there are no budget details for 2011-12 (CR1.44—SAC College Council Minutes 04-27-11).

After the IE&A Committee submitted the *Strategic Plan Update Spring 2011*, the Planning and Budget Committee added a column which aligned budget information to the completed activities of the *Strategic Plan* (CR1.20). After Planning and Budget Committee analysis, this information was given to the President, who created her priorities. The President's tentative budget is presented to the Planning and Budget Committee (CR1.45—Planning and Budget Committee Priorities in Minutes, 03-01-11; CR1.5a—Minutes Planning and Budget Committee, 05-05-09). The SAC planning and budget cycle is also synchronized with the district cycle (CR1.72—RSCCD Strategic Plan and Framework; CR1.7b—District/College Alignment to Goals; CR1.9—RSCCD Planning Timelines; CR1.75—SAC Planning Cycle Charts).

V.B Planning Update

The district hired consultants to lead stakeholders through basic planning strategies for the development of the district Strategic Plan. The process began with interviews on Friday, March 18, 2011. Participants were questioned about their current concerns and their vision for the future of the College/District. Reponses were compiled into seven strategic directions to guide College and District planning. These directions (CR1.80a—Strategic Directions for Planning in the Rancho Santiago Community College District 04-08-11) were presented at a strategic planning retreat held on Friday, April 8, 2011 (CR1.80b—Strategic Planning Retreat Agenda 04-08-11). A summary and work session was held on Friday, May 6, 2011. (CR1.80c—Strategic Planning Retreat Agenda 05-06-11).

Board Vision and District Goals for 2011-2012 were approved on February 7, 2011. (CR1.81—BOT Minutes 02-07-11; CR1.16—BOT Vision and District Goals 2010-2011).

The February 7, 2011 annual Board Planning Retreat was held to review:

- 2010-2011 Board Vision and District Goals (CR1.16)
- 2010 Accountability Reporting for the Community Colleges (ARCC) (CR1.82)
- *12 Measures of Success, February 2011* (CR1.7a)
- College Presidents and Chancellor: Progress towards Goals (CR1.83—Chancellor's Goals)
- Results of Community and Staff Input of 2010-2011 District Goals (CR1.84). (CR1.81—BOT Minutes 02-07-11)

In light of the severe funding reductions imposed by the state budget, a great deal of time has been dedicated to budget reduction district-wide. As a result, the Board of Trustees has dedicated a portion of each meeting (CR1.85a-h—Board of Trustees Budget update Presentations) to consider state and local budget information overall and review reduction alternatives proposed by the colleges and district operations. The District's inability to rely on the state's capacity to meet its constitutional budgetary timelines has caused us to place great emphasis locally on the budget priorities established through the college's budget committee to maintain the integrity of the planning and budget processes during a period of historic volatility. BAPR WG began a complete review of the Budget Allocation Model in fall 2009. That process continues. The proposal will include a written implementation plan as well as a matrix identifying expenditure and budget responsibilities for each campus and the district (CR1.11—2010-2011 Revenue Allocation Model Simulation SB361).

VI. Communication of Outcomes (Standards: IV.A.3, IV.A.4, IV.A.5, IV.B.2.e)

Information flows from departments to governance committees as cited above. The President receives the information all along from meetings with the IE&A Coordinator and regular meetings with the President's Cabinet. Noteworthy is the cross-membership of the President's Cabinet members with the IE&A Committee. Also, in addition to membership on the IE&A Committee, the Vice President of Administrative Services serves as the co-chair of the Planning and Budget Committee as well as the Facilities Committee and the Safety Committee; the Vice President of Student Services serves as the co-chair of the Student Success Committee; the Vice President of Academic Affairs serves as the co-chair of

the Accreditation Committee (CR1.2a—Participatory Governance Structure). Also noteworthy is that the membership of the IE&A Committee includes the Institutional Effectiveness & Assessment Coordinator (serves as chair), the President and Past President or President-elect of the Academic Senate (also currently co-chair of the district BAPR and co-chair of the Facilities Committee), the Vice President of the School of Continuing Education, the RSCCD director of the Research Department, and two classified representatives appointed by CSEA. The President of the Academic Senate and the vice presidents also serve on College Council.

The chair of IE&A Committee also meets regularly with the President of the college and attends President's Cabinet meeting as needed. The President of the college is also a member of the Chancellor's Cabinet and district BAPR, which is an additional source of coordination and information. The President's exigency to communicate issues of import regularly is part of the culture at Santa Ana College (CR1.86—Chancellor's Budget Forum "Employee Forum" 04-05-11). The President communicated to members of College Council, the Board of Trustees, the college community and the public regarding Responses to ACCJC in the *Midterm Report* (CR1.87—President Martinez's Communiqués regarding Midterm Report). Between August 18-30, the *Midterm Report* was posted on the public drive of InsideSAC.net for all members of the college to review. Feedback was sent to the chair of the IE&A Committee. Open forums were held at SAC August 30 and at Centennial Education Center August 31, 2011 (CR1.88—Open Forums August 2011 Attendance). This was discussed with President's Cabinet and College Council August 24, 2011, and the document was approved on August 31, 2011 (CR1.89a,b). The respective accreditation chairs of Santa Ana College and Santiago Canyon College met to discuss editing for the district responses. Final editing was completed by September 10, 2011. The *Midterm Report* was placed on the Board of Trustees docket for a first reading on September 26, 2011, in tandem with the *Midterm Report* of Santiago Canyon College. The Board of Trustees approved both documents on October 10, 2011 (CR1.90a—BOT Minutes 09-26-11; CR1.90b—BOT Summary 10-10-11).

Evidence—College Recommendation 1

Number	Name
CR1.1a-d	Agendas and Minutes Accreditation Workgroup, 2/26; 3/1; 3/12; 4/2; 5/12
CR1.2a	Participatory Governance Structure
CR1.2b	Governance Structure Presentation
CR1.3	Planning & Budget Processes Chart
CR1.4a	IE&A End-of-Year Report S10
CR1.4b	IE&A End-of-Year Report S11
CR1.5a-d	Planning and Budget Committee Minutes (05-05-09; 09-07-10; 10-11-10; 11-15-10)
CR1.6a-m	BAPR Workgroup Notes (07-14-10; 08-11-10; 10-06-10; 12-01-10; 01-05-11; 02-09-11; 03-09-11; 04-06-11; 04-13-11; 05-11-11; 06-01-11; 07-13-11; 08-10-11)
CR1.7a	*RSCCD 12 Measures of Success*
CR1.7b	Alignment of SAC Vision Themes with *RSCCD 12 Measures of Success* to BOT Goals 2010-2012
CR1.8	SAC Vision Themes Aligned to BOT Goals 2010-2012
CR1.9	RSCCD Planning Timelines 2010-2012

CR1.10a	RSCCD Adopted Budget Assumptions 2010-2011
CR1.10b	RSCCD Adopted Budget 2010-2011
CR1.10c	RSCCD Tentative Budget Assumptions 2011-2012
CR1.10d	RSCCD Tentative Budget 2011-2012
CR1.11	2010-2011 Revenue Allocation Model Simulation SB361
CR1.12	SAC Strategic Plan Update S10 with Budget/Facilities Analysis
CR1.13	SAC Strategic Plan Update S11 with Budget/Facilities Analysis
CR1.14	SAC Mission Statement with Core Competencies
CR1.15	SAC Vision Themes
CR1.16	BOT/Vision and District Goals 2010-2012
CR1.17	District and College Participatory Governance Chart
CR1.18	RSCCD Functions/Mapping of Responsibilities
CR1.19	BOT Minutes, 11-19-07
CR1.20	SAC Strategic Plan 2007-2015
CR1.21a	SAC Educational Master Plan 2007-2015 (disc only)
CR1.21b	SAC Educational Master Plan Update S11
CR1.22	C&I Council Minutes, 11-08-10
CR1.23a	SAC Strategic Plan with Progress on Goals S10
CR1.23b	SAC Strategic Plan Update with Progress on Goals S11
CR1.24	SAC Educational Master Plan Table of Contents
CR1.25a,b	SAC Educational Master Plan and Updates S10, S11 (disc only)
CR1.26a	BAPR Minutes, 06-08-11
CR1.26b	BAPR Minutes, 09-07-11
CR1.27	RSCCD Strategic Technology Plan 2011-2012
CR1.28	Agenda & Minutes IE&A Committee 9-03-08: Strategic Plan Cycle for IE&A
CR1.29	Facilities Master Plan HMC Architects
CR1.30a	HMC Architects Handout
CR1.30b	HMC Maps
CR1.30c	HMC Project List
CR1.30d	HMC Project Goals
CR1.31a	District Planning Budgeting Timeline
CR1.31b	SAC Budget Committee Flowchart
CR1.32	SACTAC Technology Strategies & Action Plan
CR1.33a	Part I: Academic Portfolio Assessment/Program Review
CR1.33b	Direct Assessment of SLOs
CR1.34	SAC Department Portfolio Template & Database
CR1.35	PA/PR Meta-analysis: TLC Minutes, 05-16-11

CR1.36	Student Services Portfolio S11
CR1.37	Administrative Services Portfolio S11
CR1.38	President's Cabinet Portfolio S11
CR1.39a,b,c	TLC Minutes: Report to IE&A Regarding Academic PA/PR, 04-04-11; 04-18-11; 05-02-11
CR1.39d-i	Examples of PA/PR Reports
CR1.40a	Agenda President's Cabinet/Academic Senate Executive Committee/CSEA Leadership, February 3, 2009 & June 9, 2009
CR1.40b	Agenda President's Cabinet/Academic Senate Executive Committee/CSEA Leadership Retreat, February 2, 2010
CR1.40c	Agenda President's Cabinet/Academic Senate Executive Committee/CSEA Leadership Retreat, January 18, 2011
CR1.41a	SAC Planning & Budget Committee Year-End Report, 05-03-11
CR1.41b	SAC Planning & Budget Committee Goals 2011-2012
CR1.42a,b	College Council Agenda, 02-10-11; 03-09-11
CR1.43a	SAC Budget Calendar 2011-2012
CR1.43b	SAC Budget Calendar 2012-2013
CR1.43c	ITS Request
CR1.43d	Sample Budget Request DPP
CR1.43e	Administrative Services Example
CR1.44	SAC College Council Minutes, 04-27-11
CR1.45	SAC Planning & Budget Committee Minutes, 03-01-11
CR1.46	SAC Facilities Committee Minutes, 09-21-10
CR1.47	SAC Facilities Master Plan Subcommittee Notes, 10-28-09
CR1.48	SAC Facilities Master Plan Subcommittee Notes, 11-11-09
CR1.49a	SAC Facilities Master Plan Subcommittee, 12-03-10
CR1.49b	BAPR Agenda 09-07-11
CR1.50	II. Student Services Program Review
CR1.51	III. Administrative Services Program Review
CR1.52	IV. President's Cabinet Portfolio (i.e., analysis of goals) 2008
CR1.53	Academic PA/PR Future Timelines
CR1.54	SAC Educational Master Plan List of Planning Documents
CR1.55	Department/Division Requests for Equipment/Personnel—HSS S09
CR1.56	"Best Practitioners' 45-Minute How To…" with Faculty Experts
CR1.57a	PA/PR Meeting Log 2009-2010
CR1.57b	PA/PR Meeting Log 2010-2011
CR1.58a	TLC Minutes, 11-29-10
CR1.58b	TLC Minutes, 01-31-11

CR1.58c	C&I Special Meeting PA/PR Clinic, 05-24-10
CR1.59	Winter 2011 Convocation PowerPoint
CR1.60	BSI Strand A Minutes, 01-25-11
CR1.61	BSI Long-Term Goals for SAC
CR1.62	Convocation 2011 Faculty Professional Development Needs Survey Results
CR1.63	Spring 2011 Professional Development Schedule
CR1.64	PA/PR and Direct SLO Assessment Documents, 05-17-11
CR1.65	TLC Minutes, 05-16-11
CR1.66	Department PA/PR Schedule for 2011-2012
CR1.67	Administrative Services DPP: InsideSAC.net
CR1.68	Administrative Services DPP Executive Summary, April 2011
CR1.69	Special Meeting Budget Committee, 04-28-09
CR1.70	President Martinez's Budget Communiqué
CR1.71	Year-End Assessment of Committee Form
CR1.72	RSCCD Strategic Plan and Framework
CR1.73	RSCCD Planning & Budget Integration Model
CR1.74	BOT & District Planning Timelines
CR1.75	SAC Planning Cycle Charts
CR1.76	District Planning Page with List of Documents
CR1.77	Planning & Budget Committee Minutes, 06-01-10
CR1.78	BAPR Minutes, 05-04-11
CR1.79a	RSCCD Adopted Budget 2011-2012
CR1.79b	BOT Summary, 09-12-11
CR1.80a	Strategic Directions for Planning in the RSCCD (See CR1.80b, p7)
CR1.80b	Strategic Plan Retreat Agenda, 04-08-11
CR1.80c	Strategic Plan Retreat Agenda, 05-06-11
CR1.81	BOT Minutes 02-07-11
CR1.82	Accountability Reporting for the Community College, SAC 2010
CR1.83	Chancellor's Goals
CR1.84	Results of Community and Staff Input of 2010-11 District Goals
CR1.85a	BOT Budget Update Presentation, 09-27-10
CR1.85b	BOT Budget Update Presentation, 10-11-10
CR1.85c	BOT Budget Update Presentation, 11-15-10
CR1.85d	BOT Budget Update Presentation, 01-18-11
CR1.85e	BOT Budget Update Presentation, 03-28-11
CR1.85f	BOT Budget Presentation, 05-10-11
CR1.85g	BOT Budget Presentation, 05-23-11

CR1.85h	BOT Budget Presentation, 06-20-11
CR1.86	Chancellor's Budget Forum "Employee Forum," 04-05-11
CR1.87	President Martinez's Communiqué Regarding Open Forums for Midterm Report
CR1.88	Open Forums August 2011 Attendance
CR1.89a	College Council Agenda/Minutes, 08-24-11
CR1.89b	College Council Agenda/Minutes, 08-31-11
CR1.90a	BOT Minutes, 09-26-11
CR1.90b	BOT Summary, 10-10-11

RESPONSE TO ACCJC COLLEGE RECOMMENDATION 2
DIVERSITY PLAN

In order to fully meet standards II and III, the Team recommends that the college prepare and maintain an updated Diversity Plan. (Standards II.A.1.a, II.A.3.c, II.B.3.d, III.A.4.a, III.A.4.b)

On December 1, 2010, President Erlinda Martinez and ALO Bonita Jaros participated in a conference call with ACCJC Vice President G. Jack Pond to clarify the Commission's intent for this recommendation.

The following was concluded:

1. Federal and state regulations are not included in accreditation standards.
2. In consultation with the Commission, it was determined this recommendation has no direct link to Standard II. The college could not find citations with relevance to a recommendation connected to Standard II, nor was there any reference in the *Evaluation Report* of January 2009 to weakness regarding Diversity in the student body, curriculum (course level or program) or student services.
3. The only link to accreditation standards is related to Standard III.A.4.a. Since the recommendation is assigned at the district level, it is not feasible for Santa Ana College to develop a diversity plan.
4. The development of a diversity plan at the district level has been deferred until there is clear direction from the statewide System Office (i.e., State Chancellor's Office).
5. The college is in full compliance with accreditation standards.

RESPONSE TO ACCJC COLLEGE RECOMMENDATION 3
COMMUNICATION WITH CLASSIFIED EMPLOYEES

The Team recommends that the college strengthen its communication with classified employees regarding governance committee vacancies and service opportunity processes, deliberations, and outcomes. (Standards III.A, IV.A.1)

Workgroup:

Sara Lundquist, Ph.D., Vice President, Student Services, SAC

Janet Grunbaum, CSEA Representative

Sean Small, CSEA Representative

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

Progress toward Recommendation

The pinnacle for participatory governance at SAC is the College Council, which has two full-time classified employees serving as representatives to ensure that a voice is always present for classified employees in this consultation and decision-making venue. It is then of import that these representatives regularly share the deliberations, decisions and pending items of College Council with the entire classified staff. The participatory governance structure is reviewed at least once a year, and classified members have also been added in this venue to expand representation of these stakeholders in participatory governance committee work (CR3.1—2010-2011 Membership List for College Council; CR3.2a—College Council Minutes, 02-10-10; CR3.3b—College Council Minutes 03-09-11).

The bi-annual Strategic Planning Retreats, in which the SAC Cabinet and the Academic Senate consider possible changes to or improvements in the college's structure, resources, priorities and policies, have been expanded to include the two classified representatives that participate on the College Council. This action was taken to ensure that classified colleagues were included in the thinking and planning work that would carry forward into other governance venues and so that the group could benefit from classified perspectives (CR3.3a—Agenda 2010-2011 Cabinet-College Council Strategic Retreat; CR3.3b—Roster of Participants Cabinet-Leadership Strategic Retreat).

The college President has ensured that two-way communication is a regular part of the work life of classified employees at Santa Ana College and that they are connected to critical information about the college overall and the units they belong to organizationally. To accomplish this, the President has continued a series of Brown Bag lunches with the classified staff which are informal in nature and allow for dialogue across many college issues outside of the regular, more formal organizational and governance structures (CR3.4a—Promotional Materials President's Brown Bag Lunches; CR3.4b—Sample Evaluation Brown Bag Meeting with President, 03-16-11). As part of the process of preparing this report, classified staff expressed concerns about having less time to meet with the President to discuss issues than other groups at the college. As a result, the College Council representatives have been invited to participate in regular classified-specific meetings in the President's office. The first official meeting occurred with the two College Council classified employee representatives on August 25, 2011.

When critical developments at the college occur, larger college-wide and group-specific meetings are held to both inform and hear from the college community. Examples of such recent activities include the Winter Convocation, in which the President framed a critical set of mission-central challenges that require all members of our community to engage to help students succeed. After the Convocation, during the flexible calendar week, a special small group session on the subject was scheduled. The pre-semester period is one in which classified staff have less liberty to leave work locations as students are striving to solidify their upcoming semester of study (CR3.5—Classified Staff Development Invitation, March 16, 2011). Another example of such an activity was the recent Budget and Planning Committee joint event with the Academic Senate, in which classified representatives were invited. Subsequently, a college-wide budget and planning dialogue occurred with the RSCCD Chancellor (CR3.6—Joint Budget Committee/ Academic Senate Meeting, 02-08-11; CR3.7—Employee Forum, 04-05-11).

The college President has also emphasized with her management team the importance of continual communication with classified staff, including the inclusion of classified staff in strategic planning at the program and department levels throughout the year. This is intended to utilize the professional expertise that classified staff have as they perform their regular work and to be receptive to their perspectives regarding institutional-level operations. Managers are encouraged to help classified staff participate in a range of related activities and to communicate with them in an on-going way about college issues as well as departmental and division-specific work (CR3.8a—SAC Management Council Meeting Agenda, 03-17-11, Classified Employee Communication; CR3.8b—College Council Minutes 04-27-11).

A Classified Professional Development committee and program has been officially reinstated at SAC in spite of the lack of fiscal resources to ensure that priority items could be addressed and that opportunities for classified staff to participate in general professional development could be maximized. There was a college-wide open-house which allowed classified staff to participate. The open house featured the work of the committee, upcoming offerings, and ways to get involved and have a voice at SAC (CR3.9a—Classified Professional Development Summary; CR3.9b—Example of Classified Staff Development Workshop Invitation).

With regard to participatory governance, in 2010-2011, the Planning and Budget Committee increased classified representation from two to "up to four" (CR3.2a; CR3.10 Participatory Governance Handbook, 02-10-10). In addition, in the end-of-year analysis of the Institutional Effectiveness and Assessment Committee, it was determined that classified representation should be increased to two representatives appointed by CSEA. One is designated from student services and one from academic affairs. This was reported to College Council and took effect summer 2011(CR3.11—IE&A Minutes, 03-30-11).

In the dynamic environment that Santa Ana College has become over the last several volatile years and with a strong likelihood that this will continue, as the state's financial situation remains precarious, the college leadership will continue to give attention and scrutiny to communication with classified staff and invite continuous input to the work of achieving the SAC Mission together.

Evidence—College Recommendation 3

Number	Name
CR3.1	Membership List for College Council 2010-2011
CR3.2a	College Council Minutes documenting the annual governance structure review and membership updating process, 02-10-10

CR3.2b	College Council Minutes, 03-09-11
CR3.3a	Agenda 2010-2011 Cabinet-Leadership Strategic Retreat, 01-18-11
CR3.3b	Roster of Participants 2010-2011 Cabinet-Leadership Strategic Planning Retreats
CR3.4a	Promotional Materials related to the President's Brown Bag Lunches
CR3.4b	Sample Evaluation of the Brown Bag meeting with the President, March 16, 2011
CR3.5	Classified Staff Development Invitation, March 16, 2011
CR3.6	Joint Budget Committee/Academic Senate Meeting, 02-8-11
CR3.7	Employee Forum, April 5, 2011
CR3.8a	SAC Management Council Meeting Agenda, 03-17-11, Classified Employee Communication
CR3.8b	College Council Minutes, 04-27-11
CR3.9a	2010-2011 Classified Professional Development Summary
CR3.9b	Example of Invitation to Classified Staff Development Workshop Invitation
CR3.10	Participatory Governance Handbook, 02-10-10
CR3.11	IE&A Minutes, 03-30-11

PLANNING AGENDA OF THE SANTA ANA COLLEGE
REPORT OF THE INSTITUTIONAL SELF STUDY FOR ACCREDITATION 2008 (ANNOTATED VERSION FOR RESPONSE TO WASC RECOMMENDATIONS)

Writing Team: IE&A Committee

SELF STUDY PLANNING AGENDA	TEAM RECOMMENDATION THE TEAM RECOMMENDS THE DISTRICT/COLLEGE:	PERSONS RESPONSIBLE / IMPLEMENTATION SCHEDULE	CURRENT STATUS
Standard I:			
1. The *Portfolio Assessment/ Program Review* will be ongoing and consistent with interdisciplinary dialogue leading to systematic and continuous improvement at the program level.	To meet proficiency level for the next visit, all discipline program reviews must be conducted through established PA/ PR cycles and completed by 2012.	Under the aegis of the TLC and the guidance of the IE&A Coordinator, all departments will complete one complete cycle of the PA/PR by Spring 2011. The process will then be ongoing for all departments to undergo systematic, continuous improvement. The TLC will evaluate the process every year commencing spring 2009 and report any recommended changes to the process to IE&A.	All departments have kept an annual Department Planning Portfolio (DPP) with annual goals and the status of those goals. These have been referred to the Division Deans, aggregated and then sent to the Vice President of Academic Affairs. (Included are facilities, FTE, equipment requests based on goals.) Quadrennial capstone review of the DPPs, including the Direct SLO Assessments of the seven Core Competencies and the 19 Question Template (19-QT) has been completed by all departments as of spring 2011. The Teaching Learning Committee (TLC) has reviewed all PA/PR documents, has aggregated the results in the *TLC End-of-Year Report* (which it refers to the Institutional Effectiveness and Assessment Committee (IE&A), and has made recommendations for slight revision in the PA/PR process. Core Competency 3, formerly "Information Competency" is now "Information Management" and includes: A. Information Competency; and B. Technology Competency. In addition, BSI work will be incorporated into the PA/PR reports in the second cycle 2012-2016 for all academic departments. More course-level data will be utilized demonstrating improvement in course completion rates as well as semester to semester persistence rates. A 10% goal has been set college-wide through the next PA/PR cycle for all departments. The annual Administrative Services Departmental Portfolio Plan and Annual Program Review was completed and submitted to IE&A in April 2011.

SELF STUDY PLANNING AGENDA	TEAM RECOMMENDATION THE TEAM RECOMMENDS THE DISTRICT/COLLEGE:	PERSONS RESPONSIBLE / IMPLEMENTATION SCHEDULE	CURRENT STATUS
2. All departments will complete a cycle of PA/PR by spring 2011.	To meet proficiency level for the next visit, all discipline program reviews must be conducted through established PA/PR cycles and completed by 2012.	Under the aegis of the TLC and the guidance of the IE&A Coordinator, all departments will complete one complete cycle of the PA/PR by Spring 2011. The process will then be ongoing for all departments to undergo systematic, continuous improvement. The TLC will evaluate the process every year commencing spring 2009 and report any recommended changes to the process to IE&A.	One complete cycle of capstone quadrennial PA/PR analysis (including Direct-SLO Assessment and the 19-QT) has been completed by all academic departments as of spring 2011.
3. All departments will fully utilize the electronic Department Planning Portfolio process.		Under the aegis of the Technical Committee of C&I, all departments will utilize the electronic DPP. All departments will also submit all proposals on WebCMS in the 2008-09 academic year and ongoing.	All departments are utilizing the electronic Department Planning Portfolio. SAC has migrated from WebCMS to CurricUNET as of spring 2011. All new and revised courses and programs will be placed on CurricUNET by the faculty.
4. The Institutional Effectiveness and Assessment Committee will continue to provide the *Strategic Plan with Progress on Goals* document to the college President and appropriate governance committees every spring.		The IE&A committee will continue to follow the timeline established in 2007-08 to update the *Strategic Plan with Progress on Goals* every spring. The chair of IE&A will disseminate results and recommendations for change broadly. In addition, the *Strategic Plan with Progress on Goals* will be posted on the IE&A website on InsideSAC.net.	The IE&A Committee has provided the college President and all governance committees the *Strategic Plan with Progress on Goals* each spring. In addition, IE&A has provided the *IE&A End-of-Year Report* to each governance committee. This report aggregates information from all program review reports: Academic (referred by the TLC), Student Services, Administrative Services and President's Cabinet. IE&A also received the end-of-year reports from all the governance committees. The *Educational Master Plan*, which contains the *Strategic Plan 2007-2015*, is also updated to include this report and all governance committee end-of-year reports, under the aegis of the IE&A Committee.

SELF STUDY PLANNING AGENDA	TEAM RECOMMENDATION THE TEAM RECOMMENDS THE DISTRICT/COLLEGE:	PERSONS RESPONSIBLE / IMPLEMENTATION SCHEDULE	CURRENT STATUS
5. The Institutional Effectiveness and Assessment Committee will continue to aggregate all program review documentation and advise the appropriate governance committees every spring.		Under the guidance of the IE&A Coordinator, the IE&A will receive all Program Review Reports and synthesize recommendations which will be referred to President's Cabinet, Facilities, Planning & Budget and SACTAC committees, the Academic Senate and College Council.	The IE&A Committee has received and reviewed all institutional program review documents and created the *IE&A End-of-Year Report*, which is included in the annual update of the *Educational Master Plan* and sent to all governance committees (including College Council) and constituency groups (including the Academic Senate, CSEA and FARSCCD).
6. The IE&A committee will update the *Strategic Plan* annually. Upon completion of the first eight-year cycle of the Strategic Plan, IE&A will conduct a thorough evaluation which it will forward to College Council.		Utilizing the *Strategic Plan with Progress on Goals* and the aggregate program review reports (Academic, Student Services, Administrative Services, President's Cabinet), the IE&A committee will make recommendations to College Council. In 2015, a thorough college-wide evaluation will be conducted. As the *Strategic Plan* will be continually updated and revised, the evaluation will include efficacy of format.	In 2015, a thorough review will be conducted utilizing the BOT Vision and Goals as a guide for the SAC Mission Statement as well as the Vision Themes, which serve as the general heading of each section of the *Strategic Plan*. The SAC Mission Statement undergoes annual review apart from Strategic Plan Review, and remains in alignment with the Board of Trustees Vision Statement and Goals on an ongoing basis. In spring 2012 a Mid-Plan Planning Retreat will be held to review the strategies of the Strategic Plan. The Vision Themes will be maintained.

SELF STUDY PLANNING AGENDA	TEAM RECOMMENDATION THE TEAM RECOMMENDS THE DISTRICT/COLLEGE:	PERSONS RESPONSIBLE / IMPLEMENTATION SCHEDULE	CURRENT STATUS
7. In 2008-2009, under the aegis of IE&A, SAC will engage in a college-wide dialogue to evaluate the effectiveness of the *Strategic Plan* and to determine how that plan and its processes have affected the various departments, disciplines, programs and student learning.		Under the aegis of IE&A, a survey will be created and sent to all governance committees, President's Cabinet, College Council and the Academic Senate, IE&A will aggregate the results and provide them to the college community via the President of the college and the chairs of the governance committees.	The *Strategic Plan* was updated S08, S09, S10 and S11. At that time collegial dialogue occurred at all levels in workgroups as well as governance groups, and the *Strategic Plan* was revised as needed. Data was collected as needed. It was determined by the IE&A committee that discussion at the governance level, including College Council and the Academic Senate would be more beneficial than a survey. At least one IE&A member serves on all governance groups, President's Cabinet, the Academic Senate, and CSEA. The *Strategic Plan Update*, in concert with the *IE&A End-of-Year Report* is also included in the *Educational Master Plan* Update each spring. The Vision Themes serve as heading for each major section of the *Strategic Plan.* In March and April, under the guidance of outside consultants, district-wide RSCCD Strategic Planning sessions were held which yielded an RSCCD Strategic Plan. A college-level matrix demonstrating alignment with RSCCD *12 Measures of Success*, RSCCD Goals, the Vision Themes of the SAC *Strategic Plan 2007-2015* and the status of the activities to meet those goals was developed. As a result of these activities the IE&A Committee recommended to the college President that the *Midterm Review and Update of the SAC Strategic Plan 2007-2015* be held March 2012. The Santa Ana College *Annual Report* has also been organized by Vision theme with administrative areas as sub-themes. The Vision Themes also are posted on agendas of governance committees.

SELF STUDY PLANNING AGENDA	TEAM RECOMMENDATION THE TEAM RECOMMENDS THE DISTRICT/COLLEGE:	PERSONS RESPONSIBLE / IMPLEMENTATION SCHEDULE	CURRENT STATUS
8. The TLC will continue to sponsor training for faculty in direct SLO assessment, rubric development, best practices and other topics salient to student learning.		The TLC will sponsor faculty development and training activities (e.g., Best Practitioners Fair spring 2009) for faculty in direct SLO assessment, rubric development, best practices and other topics salient to student learning commencing spring 2009. The IE&A coordinator will meet with individual departments to discuss PA/PR, SLO assessment and rubric development commencing fall 2008. A log will be posted on the TLC website on InsideSAC.net.	The TLC has sponsored faculty development and training activities related to PA/PR, rubric development for course-level assessment, writing across the curriculum, Classroom Assessment Techniques (CATS). In addition, at this time, BSI and the Student Success Committee is also conducting faculty development activities related to faculty inquiry group activities, e.g., utilizing Reading Apprenticeship to increase student success and persistence rates; a collaborative inquiry FIG with interdisciplinary colleagues working together. In addition to the FIGs, professional development activities sponsored by Strand C of BSI include Data Coaching, Logic Modeling, Center for Urban Education Equity issues, Reading Apprenticeship training, On Course. Training in data collection at the course level is the emphasis, with the goal of increased success rates and increased semester-to-semester persistence rates. The BSI coordinator serves on the TLC; regular reports are also made to the Academic Senate.
9. The TLC will evaluate the effectiveness of the PA/PR model with regard to *Direct Assessment of SLOs*, and recommendations for model clarification will be made if needed.		The TLC will evaluate the PA/PR model every spring commencing spring 2009 and make recommendations as appropriate to the IE&A committee. If changes are recommended, prior to incorporating them, there will be broad-based dialogue at the Academic Senate and the division curriculum committees, which will report to C&I.	The TLC has evaluated the Core Competencies and the PA/PR. Recommendations to change Core Competency 3 were approved by the TLC and then the Curriculum and Instruction Council. In addition, recommendations to incorporate BSI into the PA/PR have been actualized spring 2011. More course-level data will be expected in the second cycle of PA/PR commencing spring 2012.

SELF STUDY PLANNING AGENDA	TEAM RECOMMENDATION THE TEAM RECOMMENDS THE DISTRICT/COLLEGE:	PERSONS RESPONSIBLE / IMPLEMENTATION SCHEDULE	CURRENT STATUS
Standard IIA:			
1. The Vice President of Academic Affairs and the Facilities Committee will consider alternatives to house the Writing Center, Math Study Center, Tutoring Center and Student Success Center in close proximity.		The Facilities Committee will consider incorporating housing the Writing Center, math Study Center, Tutoring center and Success Center in the Johnson Center. This concept may also be incorporated into a Title V grant proposed for spring 2009.	As SAC did not receive the Title V grant, alternative plans have been underway. Discussion of a *Teaching Learning Commons* is being investigated by several groups, including Strand A of BSI, the Academic Senate, the IE&A Committee and the TLC. The Facilities Committee will receive recommendations after all stakeholders have been in consultation as to how to repurpose space for consolidated function for increased student success. The English Department is in the process of seeking grants to expand and relocate the Writing Center.
2.All departments will complete PA/PR by 2011.	To meet proficiency level for the next visit, all discipline program reviews must be conducted through established PA/PR cycles and completed by 2012.	Under the aegis of the TLC and the guidance of the IE&A Coordinator, all departments will complete one complete cycle of the PA/PR by Spring 2011. The process will then be ongoing for all departments to undergo systematic, continuous improvement. The TLC will evaluate the process every year commencing spring 2009 and report any recommended changes to the process to IE&A.	All departments completed a cycle of capstone academic PA/PR by spring 2011. The TLC made a decision to evaluate the process after one complete cycle had occurred. Evaluation was conducted spring 2011 and recommendations were referred to IE&A with information to C&I.

SELF STUDY PLANNING AGENDA	TEAM RECOMMENDATION THE TEAM RECOMMENDS THE DISTRICT/COLLEGE:	PERSONS RESPONSIBLE / IMPLEMENTATION SCHEDULE	CURRENT STATUS
3. President's Cabinet, College Council and the Planning & Budget Committee will coordinate the process of prioritizing requests with fiscal implications from the DPP, student services portfolio and the administrative services portfolio.	The team recommends that the college valuate its planning processes, including the integration of staffing, technology and facilities master plans, to ensure the budget is used as planning tool to achieve its strategic goals and that the outcomes from these activities be formally and broadly communicated to ensure quality. As part of this integration, the Team recommends that the college resource allocation be based on plans, program reviews (Department Planning Portfolios, or DPPs), and actual budgetary performance. This requires that the college evaluate the outcomes of its planning/ budget process and use that data in subsequent budget development.	President's Cabinet and College Council will utilize information from the *Strategic Plan Progress on Goals* and the program review reports from IE&A in addition to information received from the DPP from the Vice Presidents of Academic Affairs and Student Services to integrate staffing, technology and facilities master plans. This information will be sent to the Budget Committee for prioritization in the 2008-09 academic year.	Review has occurred at College Council and President's Cabinet. The budget planning process will continue to be reviewed annually by the Planning & Budget Committee and College Council. The District BAPR is also reviewing the recommendations of the BAPR Workgroup related to a new Budget Allocation Model based on SB361. A budget component already exists in the automated Department Portfolio Planning system, and with some minor adjustments, will be the primary tool VPAS uses to compile and sort requests into a presentable format for President's Cabinet, College Council and the Planning & Budget Committee.
4. All departments will complete the direct and indirect assessment portion of the COR using multiple measures by 2011 utilizing the PA/ PR model.	To meet proficiency level for the next visit, all discipline program reviews must be conducted through established PA/ PR cycles and completed by 2012.	Under the aegis of the TLC and the guidance of the IE&A Coordinator, all departments will complete one complete cycle of the PA/PR by Spring 2011. The process will then be ongoing for all departments to undergo systematic, continuous improvement. The IE&A Coordinator will meet with individual departments to review SLOs on the COR and the multiple measures used to assess the SLOs for the annual DPP as well as the quadrennial PA/PR commencing fall 2008.	See I.1

SELF STUDY PLANNING AGENDA	TEAM RECOMMENDATION THE TEAM RECOMMENDS THE DISTRICT/COLLEGE:	PERSONS RESPONSIBLE / IMPLEMENTATION SCHEDULE	CURRENT STATUS
Standard IIB:			
1. Lead faculty, staff and administration will continue to develop and refine student services SLOs, especially assessment strategies as the planning and program review cycle continues.	To meet proficiency level for the next visit, all discipline program reviews must be conducted through established PA/PR cycles and completed by 2012.	Under the guidance of the Vice President of Student Services, program review will be conducted annually and all departments will have conducted a complete program review by spring 2012. IE&A will be apprised if all outcomes so the committee may make appropriate recommendations to all other governance entities and utilize the information for updating the *Strategic Plan*.	Student Services SLO's have received continuous attention since their inception. The VPSS is the primary trainer for the student services leadership team and has established a quarterly review process that consists of two group meetings for the teams in each department and two private meetings to do a customized case review of each specific portfolio with a focus on the specific framing of the student learning outcomes, the assessment of those learning outcomes and the application of the insights resulting from the assessment process to the planning portfolio overall. Evidence related to this continuous work includes the following: VPSS meeting agendas indicating the topic was scheduled to be addressed. VPSS calendar reflecting individual meetings with division leaders on the subject. Departmental meetings with staff to frame and refine and discuss SLO's. Revised charts displaying the life cycle and timeline for portfolios and program effectiveness review in student services. Drafts of portfolios to reflect revisions and improvements as the work advances.

SELF STUDY PLANNING AGENDA	TEAM RECOMMENDATION THE TEAM RECOMMENDS THE DISTRICT/COLLEGE:	PERSONS RESPONSIBLE / IMPLEMENTATION SCHEDULE	CURRENT STATUS
2. Lead faculty, staff and administration will conduct an assessment of the cluster of student success committees and task forces to glean recommendations from participants that will inform design and functioning for the subsequent program year.		Under the guidance of the Vice President of Student Services,	The SAC Student Success Committee and the sub-groups that report to it met in the 2009-2010 year and again in the 2010-2011 year to review the overall student success structure at the college and ways to refine and coordinate related work to yield the most elegant and efficient structure for thinking about and acting on strategies to improve student success. Evidence that documents this work includes: Student Success Committee agendas/ minutes/support materials Basic Skill Task Force Agendas and minutes Cabinet/Academic Senate/College Council retreat agendas Participatory Governance Handbook revisions and updates
Standard IIC:			
1. Library administration will work with the Facilities Committee to develop a plan to expand space for additional individual seating and group study rooms for students.		Under the guidance of the Vice President of Academic Affairs and the co-chairs of the Facilities Committee, the Facilities Committee will review all possibilities for expanding space for additional seating and group study rooms for students in the Library in spring 2009.	Office space has been rearranged to create additional group student study rooms.

SELF STUDY PLANNING AGENDA	TEAM RECOMMENDATION THE TEAM RECOMMENDS THE DISTRICT/COLLEGE:	PERSONS RESPONSIBLE / IMPLEMENTATION SCHEDULE	CURRENT STATUS
2. Library administration, in consultation with the Budget Committee, will establish a predictable materials base-budget that is not dependent upon lottery or block grant subsidies and is protected from inflation; is sufficient to serve general education classes and vocational programs; includes provisions for enrollment growth and support for new programs.			Budgetary issues remain due to decreased state funding.
3. The Success Center will seek additional ongoing funds for the renewal of licenses and up-to-date software programs.			PLATO software has become a "fixed cost" of the district.
4. The library department will expand its current library instruction program to include customized, course-specific, assignment-based library instruction.		Under the guidance of the Vice President of Academic Affairs acting as the dean of the Library, and under the aegis of the TLC, the annual Library DPP goals and updates, in addition to the quadrennial PA/PR, will be utilized for all recommendations flowing from the faculty and staff of the Library commencing spring 2009.	The hiring freeze has prevented expansion of the instructional program; however, a Library Faculty member was hired for fall 2011.

SELF STUDY PLANNING AGENDA	TEAM RECOMMENDATION THE TEAM RECOMMENDS THE DISTRICT/COLLEGE:	PERSONS RESPONSIBLE / IMPLEMENTATION SCHEDULE	CURRENT STATUS
5. Library administration will work with the Facilities Committee to develop a plan for providing greater seating capacity in its mediated classroom to meet the needs of the LIS and LT programs and library workshops.		Under the guidance of the Vice President of Academic Affairs and the co-chairs of the Facilities Committee, the Facilities Committee will review all possibilities for providing greater seating capacity in the mediated classroom of the Library to meet the needs of LIS and LT programs and library workshops in spring 2009.	Seating is at the maximum; more square footage is needed.
6. President's cabinet will investigate appropriate reorganization within the current administrative structure or create an appropriate-level administrative position for the library who will report directly to the Vice President of Academic Affairs.		Under the guidance of the President, President's Cabinet will investigate appropriate reorganization within the current administrative structure or create an appropriate-level administrative position for the library who will report directly to the Vice President of Academic Affairs in spring 2009.	There has been a hiring freeze; however, a reorganization is being investigated.
7. The President's Cabinet will also investigate restoring the library faculty complement to its 2001 status.			A position for one librarian was filled for fall 2011.
8. The Success Center will work with ITS to provide 24/7 remote access to students via the Success Center's web page.			The Success Center web page is on www.sac.edu under "Students/student services," which is available 24/7.

SELF STUDY PLANNING AGENDA	TEAM RECOMMENDATION THE TEAM RECOMMENDS THE DISTRICT/COLLEGE:	PERSONS RESPONSIBLE / IMPLEMENTATION SCHEDULE	CURRENT STATUS
9. The Vice President of Academic Affairs and the associate dean of information and learning resources, in conjunction with faculty leaders in learning resources departments, will develop a plan for all departments to collaborate easily when volume licensing is available.			The ILR retired in 2010 and was not replaced due to the workforce reduction. Volume licensing is being investigated by the district TAG.
Standard IIIA:			
1. The TLC will continue its work on student learning outcomes assessment and will continue to sponsor faculty development activities related to SLOs.		The TLC will sponsor activities (e.g., Best Practitioners fair spring 2009) for faculty in direct SLO assessment, rubric development, best practices and other topic salient to student learning commencing spring 2009. The IE&A coordinator will meet with individual departments to discuss PA/PR, SLO assessment and rubric development commencing fall 2008. A log will be posted on the TLC website on InsideSAC.net.	See I.1
2. FARSCCD/CEFA and the district will incorporate student learning outcomes and assessment in the evaluation process through the negotiation process.	Student progress toward achieving SLOs should be a component of faculty/staff evaluations. (This item was part of the exit interview remarks)	After a thorough review of the legality and appropriateness of this recommendation, FARSCCD is in the process of negotiating that SLOs be a component of faculty evaluation within the self-evaluation portion of the evaluation process (affirmatively voted upon by the faculty 11/25/08).	Participation in SLO assessment and other assessment activities has been incorporated into the self-evaluation portion of the faculty evaluation process.

SELF STUDY PLANNING AGENDA	TEAM RECOMMENDATION THE TEAM RECOMMENDS THE DISTRICT/COLLEGE:	PERSONS RESPONSIBLE / IMPLEMENTATION SCHEDULE	CURRENT STATUS
3. Based on current and anticipated future needs of both the credit and non-credit divisions, appropriate administrators and faculty leaders will review the needs of the college's growing and changing student population annually to provide appropriate hiring recommendations to the district. The President of Santa Ana College and the President of the Academic Senate will assess the prioritization process to ensure that they appropriately address staffing needs.		Under the guidance of the Vice President of Academic Affairs, the Vice President of the School of Continuing Education and the Academic Senate President, and with the help of the district Research Department, an analysis of student demographic information will be utilized for hiring recommendations. The President of the college and the President of the Academic Senate will assess the prioritization process commencing spring 2009.	Due to fiscal restraints and the need to cut the budget, the college had a hiring freeze for workload reduction up to July 2010, when the freeze was lifted to stabilize operations. Decisions of hiring of classified staff and managers occurs at the local level. The Faculty Priorities Committee has met to create a priority list. This is referred to the college President and then to the Chancellor, who considers the FON. SAC hired 15 faculty for fall 2011.
4. The college will offer appropriate staff development activities for classified and academic staff that will ensure they are kept informed of policies and procedures, as well as workshops and seminars that improve the work environment, support the college mission and goals, improve the skills of employees, and continue to integrate student learning outcomes and assessment into programs.	To evaluate mechanisms established that facilitate dialogue regarding the functions between the district and the colleges so that all members of the college community, especially classified staff, understand the responsibilities of each entity. (remark of exit interview) The team recommends that the college strengthen its communication with classified employees regarding governance service opportunities, processes, deliberations, and outcomes.	Under the aegis of the IE&A Committee, the associate dean of ILR and the IE&A coordinator will consult with classified staff to ascertain the type of staff development activities needed for classified staff. Under the aegis of the TLC, the FDC and the chair of TLC will continue to develop activities for faculty that support the college mission and integrate SLOs, outcomes and assessment of programs. This will be initiated spring 2009 and be ongoing.	Fall 2010 the Administrative Services department along with the maintenance staff participated in a seminar that focused on balancing work and home. The VP of Academic Affairs held a focus group with classified staff to determine the type of staff development desired and to seek feedback regarding staff development activities that have been offered, e.g., Heart to Heart; Excel training; Word training; safety issues.

SELF STUDY PLANNING AGENDA	TEAM RECOMMENDATION THE TEAM RECOMMENDS THE DISTRICT/COLLEGE:	PERSONS RESPONSIBLE / IMPLEMENTATION SCHEDULE	CURRENT STATUS
5. The associate dean of information and learning resources and a representative of CSEA will review the process and availability of professional development activities for classified staff for effectiveness.		To commence spring 2009.	A Classified Committee for Staff Development was developed; this committee reports to the VP of Academic Affairs and the VP of Student Services. Members are appointed by CSEA.
Standard IIIB:			
1. College Council and district administration will explore the possibility of another bond to carry out the facility plans that were established by *Measure E* and the failed *Measure O*.		After consultation with the President of SCC, the President of SAC will work with the Chancellor in any way deemed appropriate by the BOT and the Chancellor to explore the possibility of another bond measure. Since this is not a SAC-only initiative, timelines need to be established at the district level.	Discussion has occurred, and the college President has provided a recommendation to the Chancellor for Board of Trustees consideration.
2. President's Cabinet, the Planning and Budget Committee and the RSCCD will explore other funding options for maintenance operations and custodial services.		2009	

SELF STUDY PLANNING AGENDA	TEAM RECOMMENDATION THE TEAM RECOMMENDS THE DISTRICT/COLLEGE:	PERSONS RESPONSIBLE / IMPLEMENTATION SCHEDULE	CURRENT STATUS
3. The Vice President of Administrative Services and the Interim Plant Manager will establish, implement and maintain a plan which itemizes the scheduled maintenance plan.	The Facilities Committee to consult with **district** Planning Department to develop a process to clearly identify the total cost of ownership of major capital outlay and construction of facilities at the college.	2009	The Vice President of Administrative Services and the interim plant manager are developing a scheduled maintenance plan that includes monitoring to ensure the vital infrastructure systems remain fully operational. The fire alarm system was the first system to be thoroughly evaluated. Personnel worked with the vendor to validate monitoring, testing, and on-going maintenance at all three sites. The vendor is also providing understandable documentation listing deficiencies after each test. Corrections are being made on a timely basis. Preventative maintenance plans are being developed for backup generators, fire sprinklers, emergency lights, fire water lines, elevators, the energy management system, high voltage, plumbing, gas, heating, ventilation, air conditioning, sewer systems, storm drains, and irrigation systems. A current list of infrastructure and preventative maintenance items has been prepared for distribution at shared governance committees this spring. Restoring the Director position is essential to the full implementation of a successful preventative maintenance program.
4. The Academic Senate will appoint a DSPS faculty member to the Facilities Committee and the Safety and Security Committee as a representative. This appointment will also be added to the *Facilities Master Plan* and the re-established Safety and Security Committee.		Spring 2009	The Associate Dean of Disabled Student Program and Services is a member of the 2010-11 SAC Facilities Committee. A faculty member was appointed co-chair of the Safety Committee in 2009. The associate dean of DSPS became a member of the Facilities Committee February 10, 2010. The ADA Subcommittee of the Facilities Committee was established on August 14, 2008 and continues to meet monthly. Paul Foster, co-chair of the Facilities Committee and a member of the ADA Subcommittee also attends Facilities Master Plan meetings.

SELF STUDY PLANNING AGENDA	TEAM RECOMMENDATION THE TEAM RECOMMENDS THE DISTRICT/COLLEGE:	PERSONS RESPONSIBLE / IMPLEMENTATION SCHEDULE	CURRENT STATUS
5. The college President and the Vice President of Administrative Services will communicate more directly to faculty and staff regarding facility issues.	To evaluate mechanisms established that facilitate dialogue regarding the functions between the district and the colleges so that all members of the college community, especially classified staff, understand the responsibilities of each entity.	To commence spring 2009.	The Vice President of Administrative Services established a SAC Facilities Coordination Meeting (FCM) in Sept 2009. This weekly meeting includes the VPAS, the interim plant manager, the lieutenant and sergeant of campus security, the construction services from district facilities planning and the construction manager with Bernards, the construction management firm overseeing SAC projects. The purpose of the meeting is to share information so the campus remains informed. Whenever possible, the VPAS notifies campus users of shut downs that could impact operations. Information collected at the weekly FCM is also used for reports provided to the President for her weekly update to the Board, for President's Cabinet, and for shared governance committees.
6. The IE&A Committee and the Facilities Committee will communicate the expectations and requirements of the co-chair positions for sub-committees that report to these governance committees.		Under the guidance of the chair of IE&A, the chairs of committees (Environmental Workgroup) will be apprised of all requirements and responsibilities of goals and activities as well as reporting to IE&A. (done fall 2008)	The Environmental Subcommittee was established as a subcommittee of IE&A but after an evaluation of its activities, it was moved under the Facilities Committee. Significant documents presented at the Environmental Subcommittee are now being posted on Inside SAC. The Facilities Committee has reviewed goals and discussed co-chair requirements with the full committee. Also, the Environmental Workgroup was moved under the Campus Facilities Committee in Fall 2010.

SELF STUDY PLANNING AGENDA	TEAM RECOMMENDATION THE TEAM RECOMMENDS THE DISTRICT/COLLEGE:	PERSONS RESPONSIBLE / IMPLEMENTATION SCHEDULE	CURRENT STATUS
7. SAC College Council and the RSCCD will explore opportunities for the funding of facilities, equipment and supplies.	To evaluate its planning processes, including integration of Technology, Staffing, and Facilities Master Plans to ensure budget is used as a planning tool for budget allocation to fulfill the college's *Strategic Plan*.	The President of the college will discuss with the Chancellor ways in which this recommendation may be handled spring 2009. In addition BAPR will develop a planning workgroup to investigate the links between integrated planning and budget to commence spring 2009.	Non-Resident tuition provides the campus with between $125,000 and $150,000 per year for capital projects. According to the state's budget and accounting manual, capital project funds can be used for improvements or to extend the life of existing capital facilities, including major repair and remodeling projects, initial equipping of buildings and significant capital equipment purchases. During the last year capital projects that have been funded with non-resident tuition include: asbestos abatement, major plumbing repairs, storm drain connections, and high voltage maintenance. Measure E funds are being used for major sewer line improvements this winter. SAC received $377,352 in one-time Mandated Costs funds that was included in our allocation at P1, the end of February 2011. This "Mandated Cost payment" from the state is to offset outstanding mandated costs claims from prior years. This was included in AB1610 which was a trailer bill in the 2010-11 state budget. These are one-time funds that are unrestricted and based on 2009-2010 P2 FTES at a rate of $17.78 per FTES. Grants are continually investigated. Processes will be reviewed under the new SB361 Allocation Model, when adopted.

SELF STUDY PLANNING AGENDA	TEAM RECOMMENDATION THE TEAM RECOMMENDS THE DISTRICT/COLLEGE:	PERSONS RESPONSIBLE / IMPLEMENTATION SCHEDULE	CURRENT STATUS
8. The President of SAC will request that RSCCD administration identify a formula for "the total cost of ownership" concept, which is then made explicit.	To evaluate its planning processes, including integration of Technology, Staffing, and Facilities Master Plans to ensure budget is used as a planning tool for budget allocation to fulfill the college's *Strategic Plan*.	The President of the college will discuss with the Chancellor ways in which this recommendation may be handled. In addition BAPR will develop a planning workgroup to investigate the links between integrated planning and budget to commence spring 2009.	BAPR WG members continue discussing ways to integrate planning and budgeting. The foremost change is in the budget model that is expected to become a SB361 Revenue Allocation model. SB361 became law in 2006 replacing funding parameters in the California Education Code. The goal of SB 361 was to equalize funding for credit FTES, bring simplicity to the funding formula, and provide enhanced funding for qualifying noncredit FTES. The State Chancellor's Office prepares an Exhibit C document for every district within the California Community College system. To develop a simulation, District Fiscal Services used the Exhibit C document for the Second 2009-2010 Principal Apportionment that was released on June 17, 2010. Exhibit C shows the following base funding amounts: FTES > 20,000 = $4,428,727 (SAC) FTES < 10,000 = $3,321,545 (SCC) Adding the factors into the equation, and subtracting out current year expenses, shows that SAC would receive approximately $2m more and SCC would receive approximately ($1m) less. SCC will be funded at a higher rate when they reach 10k FTES (now at 8800). There will be a transition period to allow SCC to adjust. The amount District Operations will receive has yet to be determined. Ongoing discussions prior to implementation will establish initial guidelines for evaluating District Operations and address how often the district should be evaluated. Under this new allocation method, each site will receive a lump sum amount and be responsible for developing and managing their budgets. This new model will end the discussions about fixed and variable costs associated with the current Budget Allocation Model.

SELF STUDY PLANNING AGENDA	TEAM RECOMMENDATION THE TEAM RECOMMENDS THE DISTRICT/COLLEGE:	PERSONS RESPONSIBLE / IMPLEMENTATION SCHEDULE	CURRENT STATUS
			The District Office will no longer take care of things like COLA, Growth, and benefit increases. Each site will have to factor these amounts into their budgets each year. Each cost center would have a separate reserve (likely at a percentage mandated by the District with an additional prudent reserve established by each college).
9. College Council and RSCCD administration will explore the possibility of another bond to carry out the facility plans that were established by *Measure E.*		After consultation with the President of SCC, the President of SAC will work with the Chancellor in any way deemed appropriate by the BOT and the Chancellor to explore the possibility of another bond measure. Since this is not a SAC-only initiative, timelines need to be established at the district level.	Measure E funds have been used to acquire property, build buildings, and repair campus infrastructure; however, much more work is needed, especially at SAC. HMC Architects were contracted to update the SAC Facilities Master Plan, which is in the final stage of competition. The new plan has four phases ending in 2020, and assumes the passage of a bond measure in 2012. Initial discussions are underway proposing a bond measure
Standard IIIC:			
1. *Datatel* implementation management will include student electronic mail as part of the full implementation of the system.			Personal email is collected in the registration process with the intention of receiving better returns on surveys. A user's group met in December 2010 to discuss how data can be extracted from existing records to create position control documents.
2. The associate dean of ILR and the Institutional Research Department will further refine technology questions on student satisfaction surveys.		To commence spring 2009.	
3. The ILR training program will focus on pedagogy.			There has been continued training held in the center for Learning and Instruction (CLI), through BSI, the Distance Education office and the Teaching Learning Committee.

SELF STUDY PLANNING AGENDA	TEAM RECOMMENDATION THE TEAM RECOMMENDS THE DISTRICT/COLLEGE:	PERSONS RESPONSIBLE / IMPLEMENTATION SCHEDULE	CURRENT STATUS
4. The associate dean of ILR and district ITS will explore collaborative ventures such as a joint Help Desk.			The Associate Dean of ILR retired June 2010 and was not replaced. A common Help desk is being developed at the District Office; a SAC Help Desk will also be available.
5. The district ITS will provide readily accessible and accurate inventory records.			This is currently available.
6. The associate dean of ILR, SACTAC, the Vice President of Academic Affairs and district ITS will develop a replacement plan for technology equipment.	To evaluate its planning processes, including integration of Technology, Staffing, and Facilities Master Plans to ensure budget is used as a planning tool for budget allocation to fulfill the college's *Strategic Plan*.		A SACTAC and TAG plan has been developed to replace technical equipment; this is contained in the Strategic Technology Plan.
7. President's Cabinet will study feasibility of reassigning district ITS personnel stationed at SAC to a SAC vice president.			President's Cabinet has initiated review of these functions and has requested three SAC leads to meet and provide recommendations in bullet format to President's Cabinet.
8. SACTAC and the Facilities Committee will develop a plan for upgrading and expanding technology facilities.	To evaluate its planning processes, including integration of Technology, Staffing, and Facilities Master Plans to ensure budget is used as a planning tool for budget allocation to fulfill the college's *Strategic Plan*.		This is being addressed in the Facilities Master Plan update. TAG has a plan in place regarding wireless and other needs, e.g., switches. TAG received input from SACTAC.

SELF STUDY PLANNING AGENDA	TEAM RECOMMENDATION THE TEAM RECOMMENDS THE DISTRICT/COLLEGE:	PERSONS RESPONSIBLE / IMPLEMENTATION SCHEDULE	CURRENT STATUS
9. Technology goals from the DPP will be forwarded to SACTAC division representatives, through the division deans, so that DPP plans will be infused into the college-wide *Technology Plan*.		Under the aegis of the Vice Presidents of Academic Affairs and Student Services and the guidance of the academic deans and student services managers, all DPP technology goals/requests will be forwarded to division SACTAC representatives commencing spring 2009. PA/PR technology analyses will continue to be forwarded to IE&A via the TLC.	All requests from the DPPs are aggregated and are sent to SACTAC, if there are college-wide implications. SACTAC reports to IE&A at the end of the academic year.
Standard IIID:			
1. The President of the college will request dialogue to occur at Chancellor's Cabinet regarding the issue of dwindling state resources in a context of increasing fixed costs, which negatively impacts the resources available for discretionary funds available to the colleges.	To evaluate its planning processes, including integration of Technology, Staffing, and Facilities Master Plans to ensure budget is used as a planning tool for budget allocation to fulfill the college's *Strategic Plan*. To review BAM so resources based on plans and program reviews and sustainability of planning process. The team further recommends the district use outcomes of budget process and use data in subsequent budget development.		This is ongoing at all levels.

SELF STUDY PLANNING AGENDA	TEAM RECOMMENDATION THE TEAM RECOMMENDS THE DISTRICT/COLLEGE:	PERSONS RESPONSIBLE / IMPLEMENTATION SCHEDULE	CURRENT STATUS
2. The President of the college will include more discussion and input from all concerned constituencies regarding the nature of fixed expenditures, the impact of fixed and discretionary expenditures and funding priorities on the district and local college levels through College Council and regularly-published reports.			The SAC Planning and Budget Committee reviewed budget components and discussed fixed and variable costs during the fall 2010 semester (see Oct 5 2010 minutes).
3. The college and district will continue to seek ways to operate efficiently as well as pursue alternate sources of revenue through the DPP at the department level, the Budget Committee at the college level, and BAPR at the district level.	The college and district to use allocation model for resources based on plans and program reviews and sustainability of planning process.		The SAC Planning and Budget Committee set goals for 2010-11 (see Sept 7, 2010 minutes).
4. The SAC Budget Committee will conduct an annual review to ascertain that budget allocation is aligned with the *Strategic Plan* of the college.	The team further recommends the college evaluate outcomes of budget development process and use data in subsequent budget development.	To commence spring 2009.	The SAC Planning and Budget Committee met in May 2009. The SAC Planning and Budget Committee set goals for 2010-11 (see Sept 7, 2010 minutes).

SELF STUDY PLANNING AGENDA	TEAM RECOMMENDATION THE TEAM RECOMMENDS THE DISTRICT/COLLEGE:	PERSONS RESPONSIBLE / IMPLEMENTATION SCHEDULE	CURRENT STATUS
5. The vice presidents will send DPP/ student services portfolio budget priorities received from the division deans and student services managers to IE&A for information and alignment with the *Strategic Plan*, and the Budget Committee for prioritization. The Budget Committee will also be supplied the status of the *Strategic Plan* every spring by the chair of IE&A.	To evaluate its planning processes, including integration of Technology, Staffing, and Facilities Master Plans to ensure budget is used as a planning tool for budget allocation to fulfill the college's *Strategic Plan*. To use the allocation model for resources based on plans and program reviews and sustainability of planning process. The team further recommends the college use outcomes of budget process and use data in subsequent budget development.		The Vice President of Administrative Services has updated division plan. The administrative services departmental portfolio plan and annual program review was completed and posted on Inside SAC on April 1, 2011. A draft executive summary along with a spreadsheet of the budget applications posted within the budget component of the DPP has been presented to President's Cabinet and is will be presented for discussion at SAC Facilities, SAC Safety and Security, SAC Planning and Budget, College Council and District Facilities Planning.
6. BAPR will conduct an annual self review of its effectiveness together with a review of the ongoing effectiveness of the Budget Allocation Model in an environment that is conducive to voicing concerns and suggesting change without apprehension. The model developed by the BAPR workgroup should be utilized in concert with existing processes.	Review BAM so resources based on plans and program reviews and sustainability of planning process. The team further recommends the district use outcomes of budget process and use data in subsequent budget development	BAPR will conduct a review of the BAM. Since BAPR is a district committee, the timeline must be developed at the committee.	A planning workgroup will be created to investigate the links between integrated planning and budget to commence spring 2009. The planning workgroup will also develop a program review model. The BAPR WG reviewed budget allocation models from several districts and recommended to the full BAPRC on December 8, 2010, that RSCCD move toward adopting a SB361 model similar to the one used by the Contra Costa College District. The Work Group will analyze a RSCCD simulation and look at specific scenarios. It has already been agreed that a transition plan will be necessary so neither campus suffers as a result. The Work Group has expressed hope that there is time to make this transition in time for the 2011-12 budget cycle.

SELF STUDY PLANNING AGENDA	TEAM RECOMMENDATION THE TEAM RECOMMENDS THE DISTRICT/COLLEGE:	PERSONS RESPONSIBLE / IMPLEMENTATION SCHEDULE	CURRENT STATUS
Standard IVA			
1. The President of the college, the President of the Academic Senate and representatives of CSEA will continue to review the participatory governance framework and its operational flow annually.	The college will evaluate mechanisms established that facilitate dialogue regarding the functions between the district and the colleges so that all members of the college community, especially classified staff, understand the responsibilities of each entity.	Spring 2009 and ongoing annually.	A participatory governance retreat has been held bi-annually since January 2009 and includes President's Cabinet, the Academic Senate Executive Committee and Classified leaders appointed by CSEA.
2. The college President will conduct regularly-scheduled classified forums to facilitate communication among this constituency group.	To evaluate mechanisms established that facilitate dialogue regarding the functions between the district and the colleges so that all members of the college community, especially classified staff, understand the responsibilities of each entity.		The President held a Brown Bag luncheon with Classified staff on Wednesday, January 12, 2011 to discuss goals, vision, and to provide a Master Plan update.
3. The college President and all constituency group leaders will continue to review and refine the governance framework and its operational flow.	To evaluate mechanisms established that facilitate dialogue regarding the functions between the district and the colleges so that all members of the college community, especially classified staff, understand the responsibilities of each entity.		Membership is reviewed at least annually by Planning and Budget, Facilities, and Safety & Security.

SELF STUDY PLANNING AGENDA	TEAM RECOMMENDATION THE TEAM RECOMMENDS THE DISTRICT/COLLEGE:	PERSONS RESPONSIBLE / IMPLEMENTATION SCHEDULE	CURRENT STATUS
4. The college President will ascertain that the roles and responsibilities of relatively new administrators are clearly defined and understood.			There are six new managers. The President of the college has directed supervising managers to review job descriptions and responsibilities. September 2011, the President followed up at Management Council to ascertain it was accomplished.
Standard IVB:			
1. The college President will continue to meet with the Academic Senate Executive Board and classified staff leaders regarding participatory governance structures.	To evaluate mechanisms established that facilitate dialogue regarding the functions between the district and the colleges so that all members of the college community, especially classified staff, understand the responsibilities of each entity.	Ongoing every spring.	See IVA.2
2. The IE&A will continue to update the *Strategic Plan* and review its effectiveness in meeting the college's goals, objectives and mission statement.		Utilizing the *Strategic Plan with Progress on Goals* and the aggregate program review reports (Academic, Student Services, Administrative Services, President's cabinet), the IE&A committee will make recommendations to College Council. In 2015, a thorough college-wide evaluation will be conducted. As the *Strategic Plan* will be continually updated and revised, the evaluation will include efficacy of format.	See I.2

SELF STUDY PLANNING AGENDA	TEAM RECOMMENDATION THE TEAM RECOMMENDS THE DISTRICT/COLLEGE:	PERSONS RESPONSIBLE / IMPLEMENTATION SCHEDULE	CURRENT STATUS
3. The President of the college will make information regarding budget issues readily available on a regular basis, especially in these times of fiscal constraint.	To evaluate mechanisms established that facilitate dialogue regarding the functions between the district and the colleges so that all members of the college community, especially classified staff, understand the responsibilities of each entity.	Spring 2009 and ongoing.	"Budget Update" appears on every College Council and SAC Management meeting agenda. The President has scheduled a brown bag luncheon with classified employees on January 12, 2011 and budget will be discussed at that time.
4. To enhance communication, the President will ensure that budget requests brought to President's Cabinet by the vice presidents from the DPP are shared with the Planning and Budget Committee.	The team recommends that the district evaluate its planning processes, including integration of staffing, technology and facilities master plans to ensure the budget is used as planning tool to achieve its strategic goals. AS part of this integration, the Team recommends that the allocation model for resources be based on the plans, program reviews and sustainability of the planning process and that the outcomes from these activities be formally and broadly communicated to ensure quality. This requires that the District evaluate the outcomes of the budget process and use that data in subsequent budget development.	Spring 2009 and ongoing.	The Cabinet is working with priorities established by the Planning & Budget Committee for the contracting fiscal environment the colleges and district have experienced for the last two three years.
5. In meetings of all governance committees at the college and district levels, constituents should:			See District Response 1/College Response 1: Planning and Budget integration
• identify issues related to the delineation of functions between the district and the colleges that remain unclear, unknown, problematic, or less than optimally functional --SAC continues pursuing this objective, which is evidenced in SAC Planning and Budget minutes, in BAPRC minutes and in BAPRC WG notes.			
• create a plan for clarifying and optimizing the functions related to these issues			

SELF STUDY PLANNING AGENDA	TEAM RECOMMENDATION THE TEAM RECOMMENDS THE DISTRICT/COLLEGE:	PERSONS RESPONSIBLE / IMPLEMENTATION SCHEDULE	CURRENT STATUS
• create a timeline for completion of these plans			
• operationalize the plans			
• widely communicate the results to the aforementioned district committees and to the appropriate governance bodies at the colleges.-- "Budget Update" appears on every College Council and SAC Management meeting agenda. The President has scheduled a brown bag luncheon with classified employees on January 12, 2011 and budget will be discussed at that time. Budget is often discussed at division and department meetings.			
6. The college, through its governance committees and the Academic Senate will:	To evaluate mechanisms established that facilitate dialogue regarding the functions between the district and the colleges so that all members of the college community, especially classified staff, understand the responsibilities of each entity.		The new SB 361 Revenue Allocation Model will disseminate resources to the colleges. This will impact current structures at all three entities, the colleges and the district. The colleges and district will have to investigate which services reside at the colleges and which at the district level.
• identify and prioritize the most serious areas of concern related to the district's support to the college			
• present them at the district level through the appropriate governance and operational venues, including the Chancellor's Cabinet, District Management Council, the District Facility Planning Committee, the Human Resources Committee, the Budget Allocation and Planning Review Committee, the Technology Committee, meetings of the Chancellor with the Academic Senate Presidents from Santa Ana College and Santiago Canyon College, and meetings of the Board of Trustees			
7. In response, the Chancellor's Cabinet should:			The new Chancellor has developed goals which have been vetted through the Board of Trustees. Updates to the Board are ongoing. Please see evidentiary document DR4.39 of District Response 4. In addition, the Chancellor holds employee forums at the colleges as major budget/employee issues arise, e.g., Employee Forum 04-05-11. (Please see evidentiary document CR1.84 from College Recommendation 1.)
• create a plan for addressing the identified and prioritized areas of concern			
• create a timeline for completion of these plans			
• operationalize the plans			
• widely communicate the results to the aforementioned district committees and to the appropriate governance bodies at the colleges.			

SELF STUDY PLANNING AGENDA	TEAM RECOMMENDATION THE TEAM RECOMMENDS THE DISTRICT/COLLEGE:	PERSONS RESPONSIBLE / IMPLEMENTATION SCHEDULE	CURRENT STATUS
8. The President of the college will elicit clear information about staffing rationale and disseminate this information to SAC constituency group leaders through College Council.		Ongoing commencing spring 2009.	This is evidenced in the Department Planning Portfolio and Annual Program Review
9. The Chancellor's Cabinet will continue to evaluate district/system role delineation and governance to assure effectiveness of the decision-making structures and processes.	To evaluate mechanisms established that facilitate dialogue regarding the functions between the district and the colleges so that all members of the college community, especially classified staff, understand the responsibilities of each entity.		This is a continuing discussion as a result of pending adoption of the new SB 361 Allocation Model and the new Chancellor.

Santa Ana College

MIDTERM REPORT

October 15
2011

SANTA ANA COLLEGE
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