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1915-2015

SANTA ANA COLLEGE

Follow-Up Report
October 15, 2015





CELEBRATED PAST. BOUNDLESS FUTURE.

Follow-Up Report

**Submitted By:
Santa Ana College
1530 West 17th Street
Santa Ana, CA 92706**

**Submitted to:
Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges**

ACKNOWLEDGMENTS

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To: Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges

From:

 October 1, 2015

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

Santa Ana College
1530 West 17th Street
Santa Ana, CA 92706

I certify there was broad participation by the campus community and believe this Report accurately reflects the nature and substance of this institution.

Signatures:

 October 1, 2015

Lawrence "Larry" Labrado President Board of Trustees Date

 October 1, 2015

Raúl Rodríguez, Ph.D. Chancellor, Rancho Santiago Community College District Date

 October 1, 2015

Elliott Jones, D.M.A. President, Academic Senate Date

 October 1, 2015

Thomas S. Andrews President, California School Employees Association, Chapter 579 Date

 October 1, 2015

Oscar Cortes President, Associated Student Government Date

 October 1, 2015

Bonita Nahoum Jaros, Ph.D. Accreditation Liaison Officer/Accreditation Chair Date

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STATEMENT OF REPORT PREPARATION

After the ACCJC Team Visit of October 9-12, 2014, Santa Ana College received an *External Evaluation Report* dated November 19, 2014, 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 6, 2015: **Reaffirm Accreditation** with a **Follow-Up Report** due by **October 15, 2015**.¹ Three recommendations were issued for the College to resolve deficiencies and to improve Institutional Effectiveness. The *Midterm Report*, due October 2017, is to address all three recommendations of the 2014 ACCJC *External Evaluation Report*, as well as the internal Actionable Improvement Plans contained in the College's 2014 *Self Evaluation Report of Educational Quality and Institutional Effectiveness*.

A. The Accreditation Oversight Committee²

Ongoing Purpose: The Accreditation Oversight Committee (AOC) is a recommending body to College Council. The purpose of the AOC is to ascertain that the accreditation exigencies of ACCJC, the USDE, and other agencies and/or statewide or federal initiatives are met and that the College is in compliance at all times with Accreditation Standards and all accreditation and USDE policies. The AOC serves as the committee that will establish processes and timelines for creating accreditation reports as needed. Members serve as liaisons to respective constituency groups. Workgroups will be established with support of the AOC for Self Evaluation Reports and other reports as needed. College Council approves all reports prior to submittal to the Board of Trustees and official agencies.

Membership: The Accreditation Oversight Committee is comprised of the IE&A Coordinator/ALO, the Vice President of Academic Affairs, the Academic Senate President or designee, a Classified Staff representative appointed by CSEA, and one Academic Dean. The Accreditation Oversight Committee agrees to recommendations for College Council by consensus.

Follow-Up Report: The AOC kept timelines, monitored collection of evidentiary documents, and ascertained that all stakeholders were well informed of processes and outcomes.³ Members of the AOC attended constituency group meetings and participatory governance committee meetings, including College Council, which had an ongoing *Accreditation Report* on the agenda.⁴

Membership of the Oversight Committee:

Bonita Nahoum Jaros, Ph.D., Chair, Institutional Effectiveness & Assessment
Coordinator/ Accreditation Liaison Officer
Omar Torres, Co-Chair, Vice President, Academic Affairs (until June 2015)
Shelly Jaffray, Dean, Humanities and Social Sciences
Jimmy Nguyen, CSEA Representative
John Zarske, Academic Senate President, SAC

STATEMENT OF REPORT PREPARATION

The **writing team** consisted of Bonita Nahoum Jaros, Ph.D. and Shelly Jaffray.

A **timeline** was established for the processes:

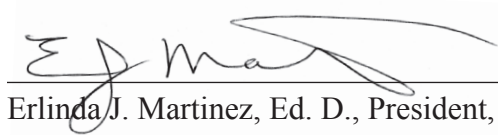
- Draft May 26, 2015: CSEA receives Report May 26, 2015 and submits input June 15, 2015; Academic Senate receives Report for May 26, 2015 meeting for input
- Report is completed July 2015
- Academic Senate receives final version of Report for August 19, 2015 Retreat
- CSEA receives final version of Report—August 20, 2015
- College Council Approval—August 26, 2015
- President Martinez’s Approval—August 2015
- Board of Trustees Approval—September 14, 2015 (first reading); September 28, 2015 (approval)
- Follow-Up Report received by ACCJC—October 15, 2015 (mailed October 10, 2015; electronic version sent October 10, 2015)

As the responses to the recommendations were written and charts were created, AOC members were in regular communication with constituency groups and participatory governance committees.^{5, 6, 7}

In addition to her regular email communiqués, the SAC President sent out a special edition of *Notes from the President* related to Accreditation.⁸ The Accreditation Oversight Committee met for final review on August 17, 2015.⁹ The final draft version of the *Follow-Up Report* was posted on www.sac.edu for the college community to review, and feedback was received by August 24, 2015. It was approved by the Academic Senate on August 19, 2015, the Classified Staff on August 20, 2015, and by President’s Cabinet and College Council on August 26, 2015.¹⁰

The *Follow-Up Report* was submitted to docket for Board of Trustees first reading on September 14, 2015. The Board of Trustees gave final approval of the *Follow-Up Report* of Santa Ana College on September 28, 2015.¹¹

Respectfully Submitted,



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

RESPONSE TO ACCJC COLLEGE RECOMMENDATIONS

RESPONSE TO ACCJC COLLEGE RECOMMENDATION 1

In order to meet the Standards, the team recommends that the College institutionalize a process with identified responsibility that ensures the integration, assessment, analysis and use of assessment results, and documented dialogue of learning outcomes. Learning outcomes include course learning outcomes, program learning outcomes, student services outcomes, administrative unit outcomes, and institutional learning outcomes. (Standards I.B.1, I.B.2, I.B.3, I.B.5, I.B.6, I.B.7, II.A.1.c, II.A.2.a, II.A.2.e, II.A.2.f, II.A.6, II.A.6.c, II.B.4, II.C.2, III.C.2, III.D.4, IV.A.5, IV.B.2.b, IV.B.3.g)

Ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes has been intensified through better integration of assessment results college-wide. This has included more cross-integration of the dialogue that occurs at each unit of the college: Academic Affairs, Student Services and Administrative Services. There is information flow at the council/committee and constituency group level.^{12, 13} College Council has been the unifying element within the participatory governance structure, which is reviewed every year.^{14, 15}

The College has made progress toward improving the dialogue, and therefore using assessment results of learning outcomes to inform all department/unit goals and resource allocation. Programs in Academic Affairs and the School of Continuing Education; Student Services; and Administrative Services have been conducting program review and utilizing results for resource allocation requests.^{16, 17} However, the integration among these units needed to be strengthened, and it has been addressed in the following ways. In Academic Affairs, department chairs assume responsibility for dialogue among faculty for course and program-level review. Now the division curriculum committees dialogue about student success regularly, not only when an annual or quadrennial program review report is due. They are also responsible for creating the ILO assessment chart, which documents analysis of the ILO of the year (i.e., 2014-2015—Communication Skills).^{18, 19, 20} For broader faculty discussion, there is a standing agenda item related to program review at the Academic Senate (i.e., Teaching Learning Committee—TLC Report).²¹

The process of assessment includes course-level SLO analysis done semesterly, program-level analysis done annually, goals updating done annually, and the quadrennial capstone program review cycle.^{22, 23, 24, 25} The Teaching Learning Committee (TLC) maintains ongoing responsibility for analysis of quadrennial program review reports as well as ILO reports for each division.^{26, 27} Interdisciplinary dialogue includes curriculum changes, pedagogy, faculty development and training (e.g., TracDat); pathways scheduling; and equity and student success.^{28, 29, 30} The Research Analyst and the Equity Coordinator have been added to the TLC as regular members to ensure that data analysis is included in discussions related to student success.³¹

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Resource allocation requests are made as a result of annual program review. The departments follow an annual calendar of goals/program review updating, which leads to their respective resource allocation requests (RAR). The deans of the divisions prioritize the requests with the department chairs and submit them to the appropriate vice president.^{17, 32}

Strategic planning and program effectiveness review occur in tandem in the Student Services Division as part of a continuous cycle of development, implementation, assessment, refinement, and refined implementation linked to the major college processes of budget allocation, strategic planning, and equity-centered impact assessment. The Student Services team undertakes this work as a group, with dialogues throughout the year as critical milestones are engaged (depicted in the chart below). New for the coming 2015-2016 year is a decision to update Planning Portfolios and Program Effectiveness Reviews annually to yield the maximum benefit for program development, innovations, and course corrections as needed.³³

	July 2014	Aug 2014	Sept 2014	Oct 2014	Nov 2014	Dec 2014	Jan 2015	Feb 2015	Mar 2015	April 2015	May 2015	June 2015
Overall		Final Portfolios due from 2013-2014	Launch current year portfolio work, using previous year as a point of departure. Special attention is given to SLO's, their assessment and the application of findings to program-specific planning.					Portfolio drafts submitted to VP				
Budget	Preliminary budget released		Portfolio work on 2014/2015 (including goals related to 2015-2016 budget requests) begins.			Final 2015-2016 budget requests submitted in alignment with SAC's budget process.		Cabinet & SS team & SAC Planning & Budget Committee work on priorities.			Constitutional deadline for State budget.	
Program Effectiveness	Final Program Effectiveness Review Materials are submitted as part of department planning portfolios and as a group for student services overall.		Launch Program Effectiveness cycle and prepare for activities in the coming academic year.			Program review continues as part of the overall department portfolio.		Program Review continues.				

RESPONSE TO ACCJC COLLEGE RECOMMENDATIONS

In Administrative Services, there is annual program review for each unit. For the 2014 update of goals, AUOs were specified to be more in alignment with the college paradigm of learning outcomes.³⁴ In addition, for 2015-16 two columns were added to the annual Resource Allocation Request (RAR) template to include relationship to the college mission as well as the SLOs/AUOs.³⁵ An Institutional Effectiveness Survey including elements salient to Administrative Services was also disseminated to students, faculty, and staff and placed on the Administrative Services website.³⁶ Results of the survey will be used for continuous quality improvement.

All learning outcomes are integrated through College Council. Institutional Standards are presented and approved; convocation updates are discussed; and Equity data is discussed.^{37, 38} Information from these discussions informs the update of the Strategic Plan.³⁹

After the self-evaluation process for the *Self Evaluation Report of Educational Quality and Institutional Effectiveness* was completed, the College community commenced work on the Actionable Improvement Plans immediately.⁴⁰ Since the October 6-9, 2014 External Evaluation Site Visit, the status of the Actionable Improvement Plans related to Recommendations 1, 2, and 3 has been updated. (Please see the **Appendix A.**)

Summary

The October 2015 External Evaluation Site Visit confirmed the College's need to better integrate and document the outcomes of processes that have been in place for ten years. Formal and informal dialogue has been ongoing from the department, program, and unit levels to the division level for academic programs to the Vice Presidents, College Council, and President's Cabinet. For credit and non-credit academic departments, formal processes are recorded in minutes, SLO course and program assessments, and annual department planning documents. The number of departments that have posted minutes has increased, and since the External Evaluation Site Visit took place October 6-9, 2014, PLO analysis has increased to 100%.^{41, 42, 43} A new protocol has also been established for ILO analysis.^{44, 45} The ILO for 2015-2016, Communication Skills, was discussed at the division level in order to aggregate the reports created by the departments. The Teaching Learning Committee (TLC) then conducted interdisciplinary dialogue on May 4, 2015 and created a report that was sent to the Academic Senate and College Council for consideration related to the Strategic Plan.^{31, 39, 45, 46, 47} As a result of program review analysis in all the units, the RAR process, and data analysis within the Annual Report, IEPI Report, Institutional-Set Standards, and Equity data, College Council reviewed and updated the Strategic Plan.³⁹

RESPONSE TO ACCJC COLLEGE RECOMMENDATION 2

In order to meet the Standards, the team recommends that the College establish, implement, and document a regular cycle of evaluation to include effectiveness of planning processes, training, decision-making, communication, resource allocation, and governance practices. (Standards I.B.3, I.B.6, I.B.7, II.A.6.c, III.C.2, III.D.4, IV.A.5, IV.B.3.g)

The College has established a regular cycle of evaluation for planning, training, decision-making, communication, resource allocation, and governance practices.⁴⁸ The Educational Master Plan 2007-2015 (EMP), which includes demographics, governance information, the Facilities Plan, the Budget Plan, the Technology Plan and the Strategic Plan, was updated in sections each year with the understanding the entire plan would be reviewed and rewritten in 2015.⁴⁹ The Institutional Effectiveness and Assessment Committee, the governance group formerly responsible for EMP updates, was eliminated from the participatory governance structure in 2014.⁵⁰ As a result, the EMP will be revised fall 2015 by a workgroup designated by College Council.⁵¹ The workgroup will be co-chaired by the IE&A Coordinator and the Vice President of Academic Affairs. It will have representatives from the governance groups and all constituencies to ensure communication.

The EMP will add a Planning Design Manual that parallels the RSCCD Planning Design Manual. The RSCCD Planning Design Manual outlines not only processes for planning, resource allocation, and governance, but it also addresses processes for assessment.⁵² The SAC EMP will contain the District Mission and Goals and an updated data section with not only demographic scans but achievement and success data (e.g., the Institution-Set Standards, the IEPI data, Equity data, and longitudinal achievement data). The Strategic Plan, Facilities Plan, the Budget Plan and the Technology Plan have also been updated since the creation of the 2007-2015 EMP, but they have not been incorporated into one document. The 2016-2022 EMP will incorporate them all into one document for ease of reference and communication to the college community and the public.^{39, 53, 54, 55}

A Planning Resource Allocation Calendar has been created to outline activities related to program review, strategic plan revision, accreditation, and resource allocation at the district and college levels annually.⁵⁶ Effectiveness of the college activities are the purview of College Council, while the effectiveness of the district processes are the purview of the RSCCD Planning and Organizational Effectiveness Committee.^{57, 58}

The SB361 Model has been in place for three years. Currently, the RSCCD Fiscal Resources Committee is reviewing the effectiveness of the model.⁵⁹ At Santa Ana College, the Budget and Planning Committee review the effectiveness of the model within the annual survey.⁶⁰ The deans have also been in discussion regarding the College's Resource Allocation Model (RAR) and the effect it has on their respective divisions.⁶¹ For example, it was recommended a category be established for "forced costs," which are costs predetermined to be necessary and must be funded.

Training is subsumed under the new professional development paradigm, which includes ongoing staff and faculty development.⁶² An Assistant Dean of Student Services and a

RESPONSE TO ACCJC COLLEGE RECOMMENDATIONS

Faculty Development Coordinator oversee the website as well as processes to ensure communication and follow-through.⁶³ A new process has also been created for conference attendance. After attending a conference, the attendee must submit the Conference Request Form Summary to disseminate the information to the college community.⁶⁴ If further information is requested, the attendee dialogues with individuals or presents a workshop. This relatively new process will be evaluated annually by College Council and the Academic Senate.

The effectiveness of governance practices are conducted in a twofold manner: 1. Each of the committees develops annual goals and creates an end-of-year report stating the status of the goals.⁶⁵ In so doing, the committee also makes recommendations regarding changes needed for the following year.^{66, 67} The Academic Senate also participates in this process.⁶⁸ 2. There is an annual governance retreat held by College Council to assess the effectiveness of governance processes. This may include the addition or deletion of a committee or workgroup (e.g., EMP workgroup will be established for 2015-2016 to report to College Council; the IE&A Committee was deleted in 2014), or it may entail a realignment of a committee (e.g., SACTAC, the Technology Advisory Committee, now reports to Planning and Budget). These changes were made to better align decisions within the participatory governance committee structure. One outcome is also that College Council, which has representation from each governance group and each constituency including students, has assumed a more integrated role. The Participatory Governance Structure Handbook revisions reflect updates.¹⁵ At the May 27, 2014 Governance Retreat, it was determined that the participatory governance structure would remain stable. Also, the representation for the Student Success and Equity Committee was amplified to reflect the addition of a Research component and the Equity Coordinator.¹⁴

The effectiveness of this communication is assessed through surveys.³⁶ As a result, communication at both the College and the District has improved continuously. At the college level, *Notes from the President* is an email newsletter distributed to the Santa Ana College administration, faculty and staff. The newsletter features news and notes on events and topics affecting the campus community. Suggestions or comments can be sent via email directly to the President.⁶⁹ On the President's web page, there is also an area where any member of the college community or the public may send "Comments."⁷⁰ In addition, all governance committees, the Academic Senate, professional development, departments, and other campus constituencies have an ongoing presence on the College website, which keeps the college community and the public apprised of action items at meetings as well as important events.⁷¹

At the District level, RSCCD has a Public Information Officer, who maintains a website for the public and sends frequent updates and e-blasts.^{72, 73} The RSCCD Chancellor sends the colleges and District the *Chancellor's Updates* regularly.⁷⁴ The Chancellor now holds forums on a regular basis in order to give the staff at the colleges the opportunity to dialogue about any college/district issues.⁷⁵ In addition, on May 14, 2014, there was a "Showcase: Resource Fair" at the College to amplify communication between the District and the College. Classified staff requested this type of professional development activity so the college community would be better apprised of district services.⁷⁶

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The College has reinforced processes for meta-evaluation and will continue to cyclically assess effectiveness of planning processes, training, decision-making, communication, resource allocation, and governance practices to systematically improve institutional effectiveness.

RESPONSE TO ACCJC COLLEGE RECOMMENDATION 3

In order to meet the Standards, the team recommends that the College make public all student learning outcomes for programs, certificates, and degrees, and ensure and document the regular cycle of assessment of all courses and programs in support of continuous quality improvement. (Standards II.A.1.c, II.A.2.a, II.A.2.e, II.A.2.f, II.A.6)

The program review repository www.sac.edu/program_review contains all course-level, program-level, and institutional-level documents (i.e., SLOs, PLOs and ILOs) by area, division, and department. The program review repository may be accessed on the Santa Ana College website under “Academics” and “Accreditation,” or directly through www.sac.edu/program_review. In addition, every department at the College has a web page that contains a department mission and all pertinent information related to programs and degrees. A link to the existing program review repository has been added to the existing division web pages, which have links to all the departments within the division.⁷⁷ The College Catalog also contains the PLOs for all degrees and certificates.⁷⁸

The Teaching Learning Committee (TLC), a committee with reportage to the Academic Senate through the Curriculum and Instruction Council, provides a forum for discussion of interdisciplinary issues such as student learning outcomes, assessment practices, rubric development, and teaching strategies. It serves as the oversight committee for assessment within the program review process. Analysis of quadrennial reports is documented in the minutes and may be accessed on the TLC web page.⁷⁹ The TLC also provides a page of Resources for Faculty related to program review.⁸⁰ The quadrennial program review cycle is housed there as well.

The cycle of course-level, program-level and institutional-level outcomes is posted in an introductory paragraph on the Program Review Repository for Academic Affairs. Student Services and Administrative Services have also posted processes for program review on their respective sections of the repository so all constituencies may be apprised of them.

Academic Affairs

Every semester all departments must assess student learning in each of the courses offered. The departments develop SLOs and assessment instruments. After assessing whether students learned a concept, acquired a specific skill, or changed an attitude, the department determines if changes need to be made to increase success rates (e.g., pedagogical changes, assessment instruments, method of delivery). At the end of the academic year, the departments assess their programs in a similar fashion. The assessment is ongoing, cyclical, and meaningful to both the instructor and the student.

Institutional Learning Outcomes are assessed annually at the division level by the division curriculum committees. The Academic Senate, through the Teaching Learning Committee, has developed a cycle of quadrennial assessment of the seven ILOs. Through this process, the College is able to ensure that the students are receiving a well-rounded education. The College can therefore certify to the public and the workforce community that degrees and certificates are rigorous and appropriate.

Departments assess the status of their goals annually on the Annual Program Review Report. Quadrennial Program Review Reports include a summary of analysis of the four-year cycle and include analysis of trend data.^{81, 82}

Goals analysis is also juxtaposed with resource allocation requests. From February to May, the Planning and Budget Committee incorporates the “Area Plans” of Academic Affairs, Student Services, Administrative Services, and the School of Continuing Education to prioritize allocation requests college-wide. All Area Plans are available to the college community and the public on the Planning and Budget Committee website (<http://www.sac.edu/AdminServices/budget/Pages/default.aspx>).

Student Services

The Student Services Division works as a team within the College’s overall budget planning framework to identify, prioritize, and realize revenue gains associated with increasing funds available to support student success. As a result of program review and assessment of goals, resource allocation requests are made.⁵⁶ Final program effectiveness review materials are submitted in July and August as part of the department planning portfolios for student success overall. The program effectiveness cycle commences again in September as the division prepares for activities in the coming year. From December to June, program review assessment is ongoing, and the recursive cycle continues. The program review cycle is aligned to the college-wide budget cycle, as the preliminary budget is released in July. Goals analysis from September to December yields rationale for the division’s final budget request priorities in January.

Administrative Services

The Administrative Services Area Plan is completed every fall and may be accessed on the administrative services website (<http://www.sac.edu/adminservices/Pages/default.aspx>) or through the Program Review Repository (http://www.sac.edu/program_Review/Pages/default.aspx). The plan, a direct result of program review, includes goals; measurable objectives and metrics; and projected personnel and budgetary needs necessary to meet the departments’ intended AUOs.

This vital planning component allows the Administrative Services team to assess progress, identify necessary adjustments for improvement, and strategically plan the resources needed to ensure that Administrative Services is supporting the mission of Santa Ana College. With limited resources, Administrative Services strives to be organized, effective, and efficient in the commitment to meet its

RESPONSE TO ACCJC COLLEGE RECOMMENDATIONS

stated goals. This Area Plan is a dynamic, living document in an ongoing process of assessing the current status in each department and anticipating future needs.

The College is transitioning to the assessment platform TracDat (<https://sac.tracdat.com>), which will replace the current public program review repository on Share Point at www.sac.edu/program_review.⁸³ The timeline is as follows:

1. Fall 2015 there will be a pilot including ten departments for the SLO/PLO analyses of the program review model.
2. The Annual Program Review and the Quadrennial Program Review revised pdf documents will continue to be placed on the public program review repository.
3. It is expected that all departments will utilize TracDat for SLO/PLO analysis spring 2016.
4. Fall 2016 there will be a pilot project for the fillable program review forms housed on SharePoint.
5. Spring 2017 it is expected that all program review-related documents will be housed on TracDat.

A TracDat coordinator has been hired to develop training materials and templates to coordinate the transition. It is also expected that data analysis related to the Institution-Set Standards will be more easily disaggregated by department. TracDat will also be easily accessed by all constituencies and the public.

In addition to the Program Review Repository and the forthcoming assessment platform (i.e., TracDat), there is a Research website aligned to Academic Affairs, Equity within Student Services and the IE&A page.⁸⁴ The website contains data tools using Tableau Public (Course success rates over time; degrees and certificates, both with data that may be disaggregated).⁸⁵

The College has worked to address all the ACCJC recommendations for the improvement of institutional effectiveness, and it has earnestly addressed the internal Actionable Improvement Plans from the October 2014 *Self Evaluation Report of Educational Quality and Institutional Effectiveness*. The annual Institutional Effectiveness Assessment Survey has amplified information related to institutional effectiveness as well, and dialogue will continue at College Council, the Academic Senate, and all the participatory governance groups.⁸⁶ All processes that have been developed are in alignment with these recommendations and will be cyclical and systematic.

APPENDIX A

ACTIONABLE IMPROVEMENT PLANS

From

Self Evaluation Report of Educational Quality and Institutional Effectiveness

Standards Cited in ACCJC College Recommendations 1, 2, and 3

Spring 2015 Update

STANDARD I: INSTITUTIONAL MISSION AND EFFECTIVENESS

I.B. Improving Institutional Effectiveness

Standard	Actionable Improvement Plans	Recommended Lead(s)	Status
I.B.1	<p>1. The program review process will be ongoing and consistent with integrated planning activities.</p> <p>2. Professional development activities will be offered to improve the collective understanding or the meaning of evidence, data, and research used in the evaluation of student learning.</p>	<ul style="list-style-type: none"> • Dept. Chairs/ Mgmt. Partners • Office of Institutional Effectiveness (OIE) 	<p>1.a. The program review process is ongoing for Academic Affairs, Student Services, and Administrative Services. Please see www.sac.edu/program_review.</p> <p>1.b. The college has obtained TracDat and will pilot use of this assessment platform fall 2015. (A change was needed here from spring 2015 to fall 2015)</p> <p>1.c. The Academic Program Review was modified to accommodate a transition to TracDat and also to streamline the process.^{82, 87}</p> <p>1.d. The new ILO analysis process, developed by the TLC, was implemented spring 2015. The designated college-wide ILO was Communication Skills.^{27,47,88}</p> <p>2. College Council, the TLC, and other participatory governance groups have worked with the Research Analyst and the Professional Development Coordinator and Assistant Dean of Student Services to develop professional development activities related to data and research. Please see http://www.sac.edu/facultystaff/professional-development/Pages/default.aspx</p>

Standard	Actionable Improvement Plans	Recommended Lead(s)	Status
I.B.2	<p>1. The college will continue to review the Strategic Plan to review the degree to which goals have been met.</p> <p>2. The college will continue to evaluate assessment processes of the institutional goals.</p>	<ul style="list-style-type: none"> • Cabinet • College Council • OIE 	<p>1.a. College Council has assumed the responsibility of Strategic Plan analysis and updating. This is done annually.¹⁴</p> <p>1.b. The 2014-2016 Strategic Plan was reviewed at the May 27, 2015 College Council meeting.¹⁴ It was also highlighted at the President's Winter 2015 Convocation, and it is being incorporated into college and departmental student success and planning work.^{30, 89}</p> <p>1.c. The IE&A Coordinator/ALO is a member of College Council as of fall 2014.⁹⁰</p> <p>2.a. ILO analysis has been made more transparent through a new protocol developed by the TLC. (See 1.d)</p> <p>2.b. Reportage and link to College Council is clearer, as the IE&A Coord./ALO has been made a regular member of College Council meetings and reports at every meeting. (See 1.c)</p> <p>2.c. College Council and the IE&A Coordinator will work with the Research Analyst to establish protocols for Institutional Set Standards analysis.⁹¹</p> <p>2.d. The Academic Senate has recommended that the participatory governance committees have a standing item for the accreditation standards that are linked to the functions and objectives of each committee.⁹²</p>
I.B.3	<p>1. An Office of Institutional Effectiveness should be established, and a college researcher should be hired to improve institutional planning.</p>	<ul style="list-style-type: none"> • Cabinet 	<p>1.a. The OIE has been established in A-101. The IE Coordinator has effectiveness issues, program review, research, and all information related to Accreditation. Please see http://www.sac.edu/AcademicAffairs/IEA_Office/Pages/default.aspx</p> <p>1.b. A separate Accreditation site has also been created. The IE Coordinator maintains these. Please see www.sac.edu/accreditation.</p> <p>1.c. The IE Coordinator is now a member of College Council and makes regular reports. (See I.B.2-1.c)</p> <p>1.d. A Research Analyst for Equity was hired fall 2014. An additional research analyst was hired summer 2015.</p>

Standard	Actionable Improvement Plans	Recommended Lead(s)	Status
I.B.5	1. The college will develop a formal mechanism to assess the effectiveness of communicating information about institutional quality to the public.	<ul style="list-style-type: none"> • Cabinet • College Council 	<p>1.a. A district-wide branding and marketing study was undertaken to learn how to best present the strengths of SAC to community members. The results of this work were presented to the SAC Management Council in September. A team was formed to identify action priorities, including the mobilization of the college community to broadcast SAC information to the community. The results were presented to the Board of Trustees in a report by the PIO.⁹³</p> <p>1.b. The President’s <i>Notes from the President</i> is sent frequently. A protocol will be developed through College Council with recommendations from the IE Coordinator, the RSCCD Research Department, and the Research Analyst to analyze the effectiveness of all mechanisms of communication.³⁶</p> <p>1.c. The 2015-2016 Catalog now includes a listing of all instructional services as a result of assessment of communication to students and the public.⁹⁴</p>
I.B.6	<p>1. The effectiveness of the SB361 Model will be reviewed at the college level.</p> <p>2. An Office of Institutional Effectiveness will be established to evaluate planning processes (See I.B.3)</p>	<ul style="list-style-type: none"> • Planning & Budget Committee • Cabinet 	<p>1. The District SB361 budget allocation model’s (BAM) effectiveness is being evaluated at both the District level at the Fiscal Resources Committee,⁹⁵ at the college level as discussed in College Council as well as SAC’s Planning and Budget Committee.⁹⁶ Actions to improve the model for the current year include evaluating the District’s 50% law compliance and its impact at the colleges, updating the language on growth, developing language related to District operation budget augmentation requests, and establishing a benchmark for the cost of District services. Work groups have been established and have undertaken work related to these specific areas of the BAM.</p> <p>2. An Office of institutional Effectiveness has been established and is staffed by a full-time faculty leader. A Research Analyst was hired fall 2014 to work with the Equity Coordinator on success and achievement data that can be disaggregated to close achievement gaps. (See also I.B.3)</p>

STANDARD II: STUDENT LEARNING PROGRAMS AND SERVICES

II.A. Instructional Programs

II.B. Student Support Services

II.C. Library and Learning Support Services

Standard	Actionable Improvement Plans	Recommended Lead(s)	Status
II.A.1.c	<ol style="list-style-type: none"> All departments and units will complete assessment of Program-level Learning Outcomes for degrees, programs and certificates. Outcomes will be developed for each GE area and connected to the ILO's. All ILO's will be assessed at 100 percent. The efficacy of the new Learning Center will be assessed. 	<ul style="list-style-type: none"> Dept. Chairs/ Mgmt. Partners IE Coord. Dean of H&SS 	<ol style="list-style-type: none"> <ol style="list-style-type: none"> The IE Coord., in conjunction with the TLC, has developed a protocol to cyclically assess ILOs and GE categories. ILOs and GE have been assessed in the PA/PR capstone process, but this protocol amplifies existing processes and sheds more direct light onto the process. Please see http://www.sac.edu/committees/TLC/Documents/Institutional_%20Learning_Outcomes_How_To_from_TLC%2009-15-14.pdf. All data are coordinated from the Scorecard, System-wide goals, Institution-Set Standards, Student Success and Support Programs, Student Equity, and the Basic Skills Initiative. These data are used for program review.⁹⁷ The Program Review Model has been revised to more easily access data.⁸ The TLC is considering developing GE outcomes; at this time, ILOs and GE outcomes are synonymous. The ILOs have been cross-walked to the GE Outcomes, and all divisions submitted a report to the TLC by March 31, 2015. The ILO for 2014-2015 is Communication Skills.⁹⁸ (See example Note 16: Social Sciences example.) The Learning Center submitted goals analysis to the Dean of Humanities and Social Sciences at the same time as every department in the division. This has been posted on http://www.sac.edu/AcademicProgs/HSS/LearningCenter/Pages/default.aspx. The quadrennial program review is due October 2017, as the Learning Center is in its second year in the 2014-15 academic year.

Standard	Actionable Improvement Plans	Recommended Lead(s)	Status
II.A.2.f	1. The English department will evaluate the efficacy of the new scheduling pattern from N50, through the sequence, to English 101 to determine if persistence rates increase.	<ul style="list-style-type: none"> English Dept. Chair Dean of HSS 	1. The English department in particular, and the college overall, are dedicating significant resources to study enrollment and success patterns in critical academic pathways. The information is being used to both right-size planned course offerings and to inform adjustments to the teaching and learning processes in specific courses. ⁹⁹
II.B.1	1. Each of the Student Services programs will incorporate review of the 2013 Student Satisfaction Survey into the annual Program Effectiveness Review and Program Plan within their respective planning portfolio.	<ul style="list-style-type: none"> VPSS 	1. The updated 2014 SAC Student Satisfaction Survey was recently uploaded to the website and has been receiving institutional attention in Management Council, on the Enrollment Management Team and is being utilized in Student Services Program Effectiveness Review. The College is analyzing the data historically and will use selected metrics as baseline measures for the current year. Please see http://rscsd.edu/Departments/Research/Documents/StudentSatisfaction/SACStudentSatisfactionStudy2014.pdf
II.B.4	<p>1. The Student Survey will be revised to include distance education student usage and feedback on services provided.</p> <p>2. The College will implement DE student access to Transfer Center resources and advisement and Financial Aid.</p>	<p>RSCCD Research/ DE Coord.</p> <p>VPSS</p>	<p>1. The DE Coordinator and the Director of Research both serve on the TLC. The TLC chair has asked the DE coordinator to develop a protocol for including DE into the next Student Survey.</p> <p>2. The Office of Distance Education together with Student Services has implemented enhanced resources for DE students. Please see http://www.sac.edu/AcademicAffairs/DistanceEd/Pages/StudentSupport.aspx</p>

Standard	Actionable Improvement Plans	Recommended Lead(s)	Status
II.C.2	<ol style="list-style-type: none"> 1. Future development and implementation of online student surveys accessible through each of the library and learning support service centers' web pages will be developed to provide continuous feedback for the improvement and enhancement of services. 2. DLA's in the Learning Center will continue to be assessed to improve student success and retention through a program review portfolio with goals based on assessment data. 3. The measures of assessment for the Math Center's pilot programs will be scaled to accommodate larger student groups. 4. The Learning Center needs more funding to maintain its current status and to expand its services to all students including DE, SCE, and DSPS students. 	<ul style="list-style-type: none"> • Cabinet • SACTAC 	<ol style="list-style-type: none"> 1. The DE Coordinator is working with the Learning Center and Math Center to develop surveys to enhance services. The LC is in process of switching from paper/pencil surveys to Survey Monkey. When this is complete, questions will be added for the DE student. The Math Center is in process of formalizing questions for their survey of DE students. Both surveys were completed and implemented by the end of May 2015.¹⁰⁰ The Library is in the process of switching from paper/pencil surveys to an electronic survey engine, probably Survey Monkey, with questions added for the DE student. This will be in place fall 2015. 2. The Learning Center Coordinator is working with faculty to continually assess the effect of DLAs on success rates both on assignments and overall. Please see http://www.sac.edu/AcademicProgs/HSS/LearningCenter/Pages/default.aspx 3. The math department continues to work closely with SAUSD on strategies to elevate math achievement in high school and related success in college. Ideas building on the 2013-2014 pilot programs were reviewed by an intersegmental team on Friday, September 26th and include building pathways for STEM and non-business majors; recalibrating testing schedules to maximize learning time; and incentivizing math courses taken during the senior year of high school. 4. The Learning Center has received augmented funding through Basic Skills and will continue to submit resource allocation requests (RAR) through the institutional planning and budget process.¹⁰¹

STANDARD III: Resources
III.C. Technology Resources

Standard	Actionable Improvement Plans	Recommended Lead(s)	Status
III.C.2	SAC will evaluate and determine how to improve college-wide technology planning so it is effectively integrated with institutional planning and can be utilized as a basis for institutional improvement. SACTAC will serve as the primary committee mechanism for implementing this actionable improvement plan.	<ul style="list-style-type: none"> Cabinet 	<ol style="list-style-type: none"> In the spring of 2014, SAC has worked through College Council to redesign the reporting structure for SACTAC, which is now a reporting entity to SAC's Planning and Budget Committee. This is better integrated with the college budget planning process. This connection is critical due to the institutional impact technology has on instruction, student success, and curriculum development and delivery. SACTAC now actively reviews RARs related to instructional technology, prioritizes them, and makes recommendations to the SAC Planning and Budget Committee to fund instructional technology needs as budget is available. A funded reserve in Fund 13 (SAC carryover budget) has been established in the last two years to fund investments in technology/innovation. (See http://www.sac.edu/committees/SACTACT/Pages/default.aspx)

STANDARD IV: LEADERSHIP AND GOVERNANCE**IV.B. Board and Administrative Organization**

Standard	Actionable Improvement Plans	Recommended Lead(s)	Status
IV.B.2.b	1. An Office of Institutional Effectiveness with the ALO and a researcher dedicated to the college will improve strategic planning and institutional effectiveness (See I.B.3 & I.B.6).	• Cabinet/IE Coord.	1. The IE Coordinator will work with the Research Analyst to make recommendations to College Council related to the data elements required for Strategic Plan analysis. (See I.B.3)
IV.B.3.g	1. To improve overall effectiveness within RSCCD, the college will increase the frequency and clarity of information disseminated from the District Office regarding program and service functions. 2. In addition, the 2014 RSCCD Functions/Mapping of Responsibilities will be broadly shared.	• Cabinet	1. The District completed a communication survey and is taking steps to increase opportunities for personal communication on the campuses with the Chancellor. All members of Management Council now submit items for the quarterly meetings. The Chancellor has also expanded the number of written updates by RSCCD to the District and the colleges, and all District Council Minutes are made public. ^{74, 102} 2. The IE Coordinator is a member of the RSCCD Planning and Organizational Effectiveness Committee (POE) and also a member of the Functions/Mapping of Responsibilities workgroup. The coordinator keeps the Cabinet apprised of any changes. Cabinet members contribute information and are responsible for distributing the final version to their respective areas. The Functions/Mapping of Responsibilities was revised in 2014. ¹⁰³

APPENDIX B

Evidentiary Documents

1. [ACCJC Reaffirmation Letter October 2014](#)
2. [Accreditation Oversight Committee Website](#)
3. [Accreditation Oversight Committee Minutes Notes Sample](#)
4. [College Council Website](#)
5. [Follow-Up Report Template](#)
6. [Academic Senate Meeting Agenda May 26, 2015](#)
7. [CSEA Meeting June 11, 2015](#)
8. [Notes from the President June 2015](#)
9. [AOC Minutes August 17, 2015 Final Review](#)
10. [College Council Minutes—August 26, 2015; Academic Senate Minutes August 19, 2015; Classified Staff Minutes August 20, 2015](#)
11. [BOT Minutes 09-28-15, Item 3.4](#)
12. [Shared Governance Committees Website](#)
13. [Academic Senate Website](#)
14. [College Council Minutes May 27, 2015 Governance Review Retreat; College Council Minutes 06-10-15](#)
15. [Participatory Governance Structure Handbook 2015-16 Edition](#)
16. [Example of the Communication and Media Studies Quadrennial Report 2014](#)
17. [Resource Allocation Request from Fine and Performing Arts](#)
18. [Institutional Learning Outcomes Template](#)
19. [ILO Assessment Chart for Fine and Performing Arts](#)
20. [Humanities Division Curriculum Committee Minutes April 22, 2015](#)
21. [Academic Senate Agenda November 25, 2014](#)
22. [Course-level SLO Assessment Form Chart](#)
23. [Program-level SLO Assessment Form Chart](#)
24. [Calendar for Course and Program Assessment](#)
25. [Quadrennial Schedule](#)
26. [Teaching Learning Committee Minutes March 16, 2015](#)
27. [Teaching Learning Committee Institutional Learning Outcomes Aggregated Chart Spring 2015](#)
28. [Student Equity Forums Flyer](#)
29. [January 2015 Convocation Student Equity Data Example for Psychology](#)
30. [Winter 2015 Convocation Data](#)
31. [TLC Minutes May 4, 2015](#)
32. [Resource and Planning Calendar 2015-16](#)
33. [Student Services SLO and Program Review Page](#)
34. [Administrative Services Area Plan 2014-15](#)
35. [Administrative Services RAR Form 2015-16](#)

APPENDIX B

36. [Institutional Effectiveness Survey Spring 2015](#)
37. [College Council December 10, 2014; January 28, 2015—Convocation](#)
38. [College Council March 25, 2014—IEPI Indicators and Institution-Set Standards](#)
39. [Strategic Plan Update 2015—College Council](#)
40. [Actionable Improvement Plans Status Report October 2014](#)
41. [Department Minutes Geography/Economics; Department Minutes Modern Languages](#)
42. [Criminal Justice PLO analysis; Kinesiology PLO analysis; Mathematics PLO analysis; School of Continuing Education Adult Secondary Education PLO analysis](#)
43. [Full Program Review repository](#)
44. [Institutional Learning Outcomes “How To” Form](#)
45. [Academic Senate Minutes May 12, 2015](#)
46. [College Council Minutes Special/New Items #4 SP 05-27-14](#)
47. [TLC Minutes May 18, 2015](#)
48. [Timeline for College-wide Key Planning and Assessment Activities](#)
49. [Updated Elements within the Educational Master Plan 2007-2015: Vision Themes Aligned to Board Goals; Strategic Plan with Budget Analysis; IE&A End-of-Year Report 2012](#)
50. [IE&A Website](#)
51. [Educational Master Plan Contents 2007-2015](#)
52. [RSCCD Master Planning Guide 2013](#)
53. [Facilities Master Plan 2011](#)
54. [Planning & Budget Manual; Comprehensive Planning & Budget Cycle](#)
55. [School of Continuing Education Technology Plan; SACTAC Technology Goals 2014-15; Technology Strategic Action Plan](#)
56. [Institutional Effectiveness Timeline](#)
57. [Planning and Organizational Effectiveness Committee \(POE\) website](#)
58. [POE District Planning Survey \(RSCCD Planning Survey distributed by Planning and Organizational Effectiveness Committee\)](#)
59. [Fiscal Resource Committee Review of the Budget Allocation Model](#)
60. [Budget Committee Survey 2012; 2013; 2014](#)
61. [Academic Affairs Agendas and Meeting Minutes with Documented Discussion of RAR Process](#)
62. [Santa Ana College Professional Development website; School of Continuing Education Professional Development website](#)
63. [Professional Development Calendar](#)
64. [Professional Development Conference Request Form](#)
65. [Example Goals: Planning and Budget Committee 2014-2015
<http://www.sac.edu/AdminServices/budget/Documents/P%20and%20B%20APPRVDcommittee%20goals%20for%20FY%2014%2015.pdf>](#)
66. [End-of-Year Reports: Committees that Report to Governance Groups—\[TLC\]\(#\); \[SACTAC\]\(#\) and \[IE&A Office\]\(#\)](#)
67. [Participatory Governance End-of-Year Committee Reports: \[Student Success & Equity\]\(#\); \[Planning & Budget End-of-Year Report\]\(#\); \[Facilities\]\(#\)](#)
68. [Academic Senate Goals Update](#)
69. [Notes from the President](#)

70. [President's website](#)
71. [Santa Ana College website](#)
72. [Rancho Santiago Community College District Public Affairs & Publications website](#)
73. [Questions about District for Rancho View](#)
74. [Chancellor's Updates website](#)
75. [Employee Forums](#)
76. [Flyer or info related to May 14th Resource Fair](#)
77. [Business Division Program Review site](#)
78. [College Catalog 2015-2016](#)
http://www.sac.edu/CatalogAndSchedule/Documents/2015-2016/SAC_Catalog_15-16_06172015.pdf
79. [Teaching Learning Committee website](#)
80. [Teaching Learning Committee Resources](#)
81. [SAC SLO Assessment Process: Brief Calendar](#)
82. [Program Review Templates and Data Portfolio: Quadrennial; Annual; Data Portfolio](#)
83. [TracDat Meeting May 11, 2015](#)
84. [Institutional Research; Fact Book](#)
85. [SAC Tableau Research Profile \(Please copy and paste into browser\)](#)
<https://public.tableau.com/profile/sacresearch#!/StudentEquityActionTool>—
https://public.tableau.com/views/CourseSuccessRetentionFall121314V3/SEAT?:embed=y&showTabs=y&:display_count=yes
86. [SAC Institutional Effectiveness Survey Results 06-29-15](#)
87. [Academic Senate Minutes May 26, 2015 Item VIIB Program Review Approval](#)
88. [Example ILO Analysis Social Sciences](#)
89. [Criminal Justice Department Program Review Aligned to the Strategic Plan](#)
90. [College Council webpage \(membership\)](#)
91. [Institution-Set Standards](#)
92. [Recommended Accreditation-Governance Committee Alignment Document](#)
93. [PIO Info RSCCD: PowerPoint for BOT; Marketing Analytics](#)
94. [List of Instructional Services in 2015-2016 Catalog](#)
95. [FRC Minutes: Feb. 20, 2013; March 20, 2013; April 17, 2013; May 29, 2013; Sept. 25, 2013; Sept. 24, 2014; Oct. 22, 2014](#)
96. [Planning and Budget Committee Minutes: Sept. 4, 2012; Oct. 2, 2012; Nov. 6, 2012; Dec. 4, 2012; March 5, 2013; April 16, 2013; Sept. 3, 2013; Oct. 1, 2013; Nov. 5, 2013](#)
97. [Metric Overlap Matrix \(MOM\) Chart](#)
98. [ILOs Mapped to GE; ILOs Mapped to SCE Programs](#)
99. [Retention Rate Report re: New Scheduling Pattern for English N50: fall 12; spring 13; fall 13; spring 14](#)
100. [Learning Center and Math Center Satisfaction Surveys](#)
101. [LC BSI & Equity Funding](#)
102. [District Council Agenda 06-01-15 with Minutes Related to Budget](#)
103. [RSCCD Functions/Mapping of Responsibilities Chart 2014](#)

