



SANTA ANA COLLEGE
Institutional Effectiveness and Assessment Committee
End-of-Year Report
May 26, 2010

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

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

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

From: Bonnie Jaros, Chair Institutional Effectiveness and Assessment Committee

Dear Colleagues,

The IE&A Committee has been 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 (See Appendix A and Appendix B). As such, it is the gatekeeper of the Santa Ana College Mission Statement, the *Strategic Plan 2007-2015* and all annual updates, Program Review (Academic Portfolio Assessment/Program Review—PA/PR, Student Services Program Review, Administrative Services Program Review, President’s Cabinet Portfolio), and the annual Department Planning Portfolio (DPP).

This year IE&A has led the charge to update the *Strategic Plan S10* (See InsideSAC.net/Institutional Effectiveness & Assessment Committee/College Plans/ Strategic Plan 2009-2010), which is based on the *Vision Themes* developed in the college-wide planning Retreat of April 13, 2007 (see Appendices C and D); it has reviewed and made recommendations regarding the *Accreditation Follow-Up Report* due October 15, 2010; it has reviewed the program review documents sent from the Teaching Learning Committee for Academic PA/PR, Student Services, Administrative Services and President’s Cabinet and created recommendations for the *Strategic Plan*; it has overseen the work of the Environmental Workgroup (see Appendix E); and it has aggregated all updated planning documents, including the budget plans, *Facilities Plan*, the *Technology Plan*, revision to college-wide Core Competencies (See Appendix F), the *Department Planning Portfolios*, into the *Educational Master Plan Update S10*.

As the planning oversight committee, IE&A is dedicated to informing all participatory governance groups of recommendations borne of the Academic *Department Planning Portfolios PA/PR* and the Student Services, Administrative Services and President’s Cabinet Portfolios program reviews. Noteworthy is that all recommendations are aligned with the themes of the *Strategic Plan*. This information may help clarify or amplify information received from the President’s Cabinet, College

Council, the annual Department Planning Portfolios, BAPR and other district-level participatory governance groups. It is understood that budget prioritization, for example, is very complex.

The following are the recommendations of the IE&A Committee as a result of the Academic PA/PR reports, Student Services Portfolio analysis (complete program review is conducted triennially and will be conducted again spring 2011), Administrative Services Program Review (conducted annually) and President’s Cabinet Portfolio analysis (conducted annually). Please keep in mind that the program reviews were extensive, and details may be found at InsideSAC.net by looking at the *Department Index* followed by *Program Review* and *Statistical Reports*. Only those items that require referral are listed. For example, the student services portfolio and the administrative services portfolio are very detailed and complete; however, many items will be handled internally.

The IE&A Committee respectfully recommends that this information be used in the context of the planning and prioritization processes of your respective participatory governance groups in addition to the other information utilized. Each governance committee is requested to review the *Strategic Plan Update Spring 2010*, *Strategic Plan with Budget Analysis Update S10*, as well as the *Planning & Budget Processes* chart (see Appendix B), and the recommendations of the IE&A Committee in these contexts, at the first meeting of fall 2010. A response to the chair of IE&A is then requested by the end of September.

President’s Cabinet Portfolio Assessment: This section is included in the complete portfolio to encourage continuous reflection on the practices of the College Cabinet and to improve its ability to meet established goals and serve the college community. Substantial work has been achieved in these areas; **continued** work is projected for 2010-2011.

1. To improve college-wide communication across all constituency groups.
2. To review and restructure as appropriate the college’s participatory governance model.
3. To meet or exceed FTES production targets across credit and non-credit instruction.
4. To improve the functional alignment between the planning and budgeting processes , including the development of supplemental resources for priority areas of the college.
5. To make substantial progress on improving the academic facilities of the college.
6. To support and expand collaborative work underway with partner agencies throughout the greater Santa Ana area to improve academic achievement, college access, and workforce/transfer success.
7. To expand the fundraising capacity of the SAC Foundation through strategic planning, Board development, & donor cultivation.
8. Build upon current community & school relations to expand benefits for residents of neighborhoods adjacent to the college.

All of these goals contribute to the *Vision Themes* and elements of the *Strategic Plan 2007-2015*. As the President’s Cabinet provides not only vision but support for the vision within the participatory governance mechanisms of the college, these goals permeate all entities of the college. They are also in alignment with the *Board of Trustees Goals 2010* (See Appendices C and D)

Implications for Participatory Governance are as follows:

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

- Budget/Facilities** 1. Analyze FTES production across credit and non-credit instruction; 2. Unify sources of funding to complete Facilities Plan/working document; 3. Improve partnership funding
- IE&A** 1. Continue to monitor functional alignment between planning and budgeting within the college and between the college and District; 2. Increase “Green” efforts as a campus; 3. integrate Facilities Plan into *Educational Master Plan Update S10* document
- Division/Departments** 1. Support and expand collaborative work with partner agencies throughout greater SA area to develop joint training projects; 2. Pursue funding through local, state, federal and private sources
- SAC Foundation** 1. Expand fundraising capacity; 2. Expand *President’s Circle*; 3. develop vehicle for estate donations
- Student Services** 1. Build current community and school relations to create expanded “good neighbor” benefits for residents adjacent to college

Academic Portfolio Assessment/Program Review:

The TLC has continued annual review of the Academic PA/PR Reports of 18 departments and has conducted discussion of the 19QT as well as the Direct-SLO Assessment reports of each from an interdisciplinary perspective. The departments reviewed are: 1. Physics; 2. TV/Video; 3. SCE-Parent Education; 4. SCE-Older Adults; 5. LIS; 6. Engineering; 7. Center for Teacher Education (Interdisciplinary Program);

8. Exercise Science—Analysis/Adapted Education; 9. Exercise Science-Theory/Lecture; 10. Psychology; 11. History; 12. EMT; 13. Library Technology; 14. Pharmacy Technology; 15. SCE—ABE; 16. SCE-DSPS; 17. Dance; 18. Special Services—Study Skills. The thematic issues and strategies that emerged, which are in alignment with the *Vision Themes* of the *Strategic Plan* include:
1. Full-time faculty hiring for replacement of faculty (Faculty Priorities Committee); replacement of classified staff; 2. Professional development activities for use of technology and the online delivery mode (Theme IIB, IIC); development of rubrics for assessment of written reports (Theme IA, ID, IIIA,VID) 3. Facilities Enhancement (Library, Performing Arts Center and other campus facilities); Study Centers (Theme ID, IIB, IIIA); 4. More interdisciplinary dialogue about programs (Theme VID); 5. More work with the Reading and Writing, Problem Solving Core Competencies (Theme IA, IC, VB, VIC);
 6. Continue to seek grants, other funding sources and cooperative projects with high schools and four-year institutions as well as the community (Theme IIC, VA); 7. Create materials for program promotion; develop/maintain outreach to Alumni (Themes IE, IIB, IIIC, IVA, IVB, IVC,VC).

It is again noteworthy that many of these themes are duplicative of the themes from the 2008-2009 report, due to the RSCCD fiscal imperative to make severe budget reductions resulting in: Reduction of sections within programs, inability to replace retiring faculty and staff, inability to replace or enhance equipment, and inability to fund conferences and outside faculty/staff development opportunities. However, it must also be stated that within this climate, a great deal of creativity has supported the imperative to exceed standards for accreditation while continuously seeking improvement through changing pedagogies, seeking alternative modes of funding, including federal and state grants, curriculum development and revision, creating and analyzing surveys, increased core competency assessment, internal professional development activities, and interdisciplinary dialogue.

Note: To view the complete PA/PR Reports, please go to the H drive—Title V Grant/ Program Review/ Academic Affairs/ 09-10 PAPR **or** insidesac.net to Department Index. Remember Statistical reports are located there as well. To access Department Portfolio Goals go to www.insidesac.net/portfolio.

Facilities 1. **General facilities enhancement:** More mediated classrooms, Library enhancement, building of an Arts Complex, Study Center, more classroom space, more appropriate classroom space for programs with special needs (e.g., music) (Theme ID, IIB, IIIA) 2. Increase Computer labs; (Theme IIA, IIB, IIC); 3. Need for off-campus site availability for Citizenship training (Theme IA, VIA); 4. Combine Learning Centers (Theme IA, ID, IIIB, IIIC, VID)

Budget

1. Full-time faculty hiring for replacement of retired faculty (Faculty Priorities Committee) (This is obviously not possible in this fiscal climate; however, it is on the list of needs.) **Note: Several of the issues for other participatory governance groups have budget implications.**

SACTAC

1. Increase use of Blackboard (Theme IIA, IIB, IIC); 2. Need for hardware and software updating (Theme IIA, IIB, IIC); 3. Faculty development training for use of technology (Web Advisor; CurricUNET) and the online delivery mode (Theme IIB, IIC); aggregate media resources (Theme VID)

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

1. Complete assessment of discipline specific technology competencies and integrate into curriculum; assess on exit.
2. Complete wireless installation throughout campus.
3. Fund upgrade of equipment as budget permits.
4. Follow up on Web Advisor enhancements.
5. Assess inclusion of technology areas into the Facilities Master Plan.
6. Develop requirements for student portal. (Involve Web Committee)
7. Obtain departmental technology goals in order to integrate them into SACTAC planning, as per accreditation internal recommendation.

Student Success

1. Need for infusion of reading-writing throughout the curriculum (Theme IA, IC); 2. Continue to seek grants, other funding sources and cooperative projects with high schools and four-year institutions as well as the community (Theme IIC, VA); 3. Help students become active members of the community and actively engaged in civic activities (Theme VIA); 4. Need for out-of-class tutors for SCE (Theme IA, IC)

Academic Senate; TLC (Staff Development); Curriculum Committees

1. Professional development activities for discipline-specific activities as well as basic skills and technology, including professional seminars and workshops (Theme I.A, I.D, II.B, II.C, III.A, VI.D); 2. Need for infusion of reading-writing and problem solving throughout the curriculum (Theme IA, IC); 3. Share activities, pedagogies, assignments, strategies, rubrics and other assessment tools; ask colleagues to critique assignments and outside activities (Theme ID, VID); 4. Maintain and expand curriculum to enhance AA degree as well as innovative occupational certificate/degree options

(Theme IC, IIA, VC, VIA, VIB, VIC); distinguish between AA and AS degree options; 5. Enhance low-level ESL training in SCE (Theme IC); 6. More interdisciplinary interface for adjunct faculty (Theme IIIA, VID); 7. Continued PA/PR Direct SLO Assessment training for departments (Theme IA, IC, IIIA, IVC, VB, VIA, VIC)

Student Services Portfolio:

Background and Context:

The Student Services Division is a rich blend of student access and support programs coupled with academic programs appropriate to the department in which they are housed. The summary and chart below reflects the Program Effectiveness Review work undertaken in relation to programs and services centered on current and future students throughout the greater Santa Ana area. To ensure the closest possible connection between the data gleaned through the Program Effectiveness Review process and departmental planning, analysis, and goals, the Program Effectiveness Reports are incorporated into the Department Planning Portfolio for all Student Services programs. Although these portfolios are completed annually, the Program Effectiveness Review is updated once every three years. This portion of the portfolio is annotated to reflect the last date a Program Effectiveness Review was completed for each area and the date when the next Program Effectiveness Review will be undertaken. Classroom-based academic programs located in student services do not follow this model but are included in the Academic Program Review Model which is reported separately for SAC.

Brief Summary:

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

In 2010 the following departments conducted comprehensive program review: Admissions & Records; Graduation; Upward Bound (TRIO); Talent Search (TRIO); Tutorial Center; International Students.

Admissions and Records

- To continue to manage costs while maintaining all accreditation standards and providing the best possible direct service
- New organizational structure should be implemented in 2010-2011 to effectively and efficiently service our student, while still maintaining and improving our new system to better support faculty and staff.
- Admissions & Records staff involved with the Datatel implementation to provide accurate feedback and suggestions, which is all imperative for a successful implementation.

TRIO

- Shared use of space and staff between both TRIO programs under the responsibility of the same faculty coordinator to ensure efficient and effective use of both space and staff.

- A day-long strategic planning retreat will be held before the fall semester in order to develop and establish a plan to monitor program goals and objectives and student learning outcomes.
 - This strategic plan will also include the identification of programs on campus that could further assist SSS students beyond what our program can offer to ensure our students are able to meet their graduation and transfer goals.
 - We will also establish a formal protocol for referring students and monitoring their participation in the other program(s).
 - The Faculty coordinator will work with the classified coordinator to create a SSSP Operating Manual to ensure all future new staff understands purpose of program, how students are recruited, the services provided, calendar of activities, and the protocol for linking students to other resources on campus.
 - The faculty coordinator will seek collaboration from the general tutoring center in creating a formal process for the training the SSS tutors and even consider shared space for SSS tutoring.

Upward Bound

- Faculty coordinator will work with the Dean of Student Affairs, as her supervisor, to review the current organizational chart for this program as well as that of SSSP to envision the most appropriate staffing configuration to meet the needs of the students and parents in this program and offer support to the small program staff.
- Faculty coordinator will develop a program manual for parents which includes timeline in college readiness that is appropriate for each grade in high school and serve as a resource for them as parents of college-bound students.
- Faculty coordinator will explore strategies, from current research, that successfully recruit and retain male student participation in college-bound programs. This might require the development of additional educational partnerships at the college, school district, and community levels.

Tutoring

- The Title V grant will include expanding tutoring services and maximizing space, as well.
- The foundation to these enhancements will primarily come from stronger partnerships with our faculty throughout our campus and an embracement of academic support as a partner to in-class instruction.

International Students

Economic downturn

- Alternative strategic recruitment plans have been made and employed to augment ISP's marketing deficiencies in this difficult economic period.
 - ISP is working with various individual educational agencies to recruit new students by phone and email.
 - A new strategy to attract new students through a short-term program has proved to be another great recruitment tool.
- Homeland Security Tightening of Immigration Policies

Summary of Recommendations

This section is included in the portfolio so that a department may

indicate future directions and needs. Recommendations result from self-study and can be used for developing annual goals and resource allocation priorities. Recommendations should be divided into those that are department or division-specific and others that might be college-wide. The ISP office faces a number of challenges in this unique economic environment. In an effort to combat and minimize unfavorable consequences, the above plans and strategies have been employed. However, there are a couple of additional recommendations to be implemented when appropriate.

- First, reinstate ISP's ability to travel abroad for international student recruitment.
- Second, reclassify the Admissions and Record Specialist position from part-time to full time to adequately serve the international student population.

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

Community Outreach (Theme IVA, IVB)

1. Combine efforts; 2. International Program Marketing Plan enhancement; 3. Increase network for continued support of scholarship program

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

1. Work to maximize resources as categorical funding is decreased by state mandate; 2. Development of new business model to accommodate efficiency and automation in *Datatel*

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

1. Continue to work on Facilities plan related to learning center incorporation

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

1. Communicate with faculty (especially English and math) regarding student progress as a result of tutoring; 2. Expand collaborative efforts with student services programs

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

Administrative Services Portfolio:

(All Themes are interwoven in the services and support given to instruction and student services)

Planning:

This annual ASDPP planning document identifies the goals and objectives of each department within the division. Goals are the general statements, objectives state specific things to be accomplished. Action plans are developed stating how objectives will be accomplished. The current vision statement and goals of the RSCCD Board of Trustees is reviewed as a preliminary step in the departmental planning process. Board goals adopted February 1, 2010 that specifically apply to this division include:

1. "Update and implement facilities master plans, maximize college and community use of facilities, and incorporate 'green' efforts into facilities development and other efforts when cost effective."
2. "Promote flexible, cost-effective educational programs and services including the use of cutting-edge technology and educational program delivery via technology."

Prioritized Administrative Services Staffing Needs: (Est. annual costs including benefits):

- 1.000 Operations Manager = \$106,266 (new position)
- 1.000 Plant Manager = \$106,266 (restored)
- 1.000 Graveyard Custodial Supervisor (Position exists)
- (1.00) Eliminate 1.000 Lead Custodian = savings of (\$80,992)
- 1.000 Administrative Clerk = \$68,252 (restored position)
- 1.000 Senior Custodian/Utility Worker (CEC) = \$60,145
- 1.000 Short-term substitute custodian = \$33,072 (restored position; 40 hrs per week)
- 1.000 Gardener/Utility Worker = \$61,870 (new position for new CDC)
- 0.475 Skilled Class III Asbestos Worker = \$21,765 (new position)
- 1.000 - Skilled Maintenance Worker = \$67,962 (restored position)
- 1.000 - Maintenance/ Utility Worker - SAC (restored position) = \$61,870
- 1.000 - Maintenance/ Utility Worker - CEC (new position) = \$61,870
- Total staffing needs = \$568,346 (Please see page 21 for details of staffing needs)

Prioritized Administrative Services equipment needs:

- 1 - Autoscrubber \$ 4,200
- 1 - Low-speed buffer 600
- 1 - High-speed buffer 750
- 1 - Carpet extractor 1,000
- 3 - Vacuums @ \$150 ea. 450
- 1 - Electric utility cart 10,000
- Total \$17,000

Prioritized Administrative Services Facilities Requests:

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

Division Goals for 2010-2011:

The following goals have been identified for 2010-2011:

- Reorganization and building proper structure throughout the division
- Develop preventative maintenance schedules for all departments
- Effective and efficient use of staff to reduce use of contractors
- Evaluate paper flow, purchase orders (including blankets), authorized buyers, and vendors
- Eliminate duplicate vacation, comp time, and sick leave tracking
- Improve energy management system
- Develop equipment replacement schedules
- Secure funds from the Foundation for an administrative clerk
- Develop goals with input from employees in each department
- Complete and maintain current Fire Safety Maintenance log
- Inventory equipment
- Better communication between departments
- Maintain high standards in all departments

- Create a master calendar
- Conserve resources through preventative maintenance and energy conservation

PROGRAM REVIEW: Issues Identified from Last Survey

Completed:

- Develop Mission Statement(s) for Administrative Services and sub-groups.
- Ask respondents with custodial concerns to indentify the specific location
- Custodial standards and procedures should be posted on-line.
- Prioritize projects for new construction and remodeling projects
- Log all keys

In Progress or Uncompleted:

- Clarify role of M&O at various satellites and look at M&O staffing at the satellites.
- Free up the Lieutenant for full-time supervisory work (see Al Chin's reorganization plan)
- Streamline Foundation reporting
- Develop a process for monitoring special projects

Division Summary:

The Administrative Services division is moving forward in spite of budget obstacles. This one page summary captures the needs and goals for 2010-2010.

This concludes the integrated *IE&A End-of-Year Report*. Thank you for your consideration.

Respectfully submitted,

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Bonita Nahoum Jaros, PhD
Chair, Institutional Effectiveness and Assessment Committee

bnj/06-01-10-10



APPENDIX A Santa Ana College Planning Documents

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

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

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

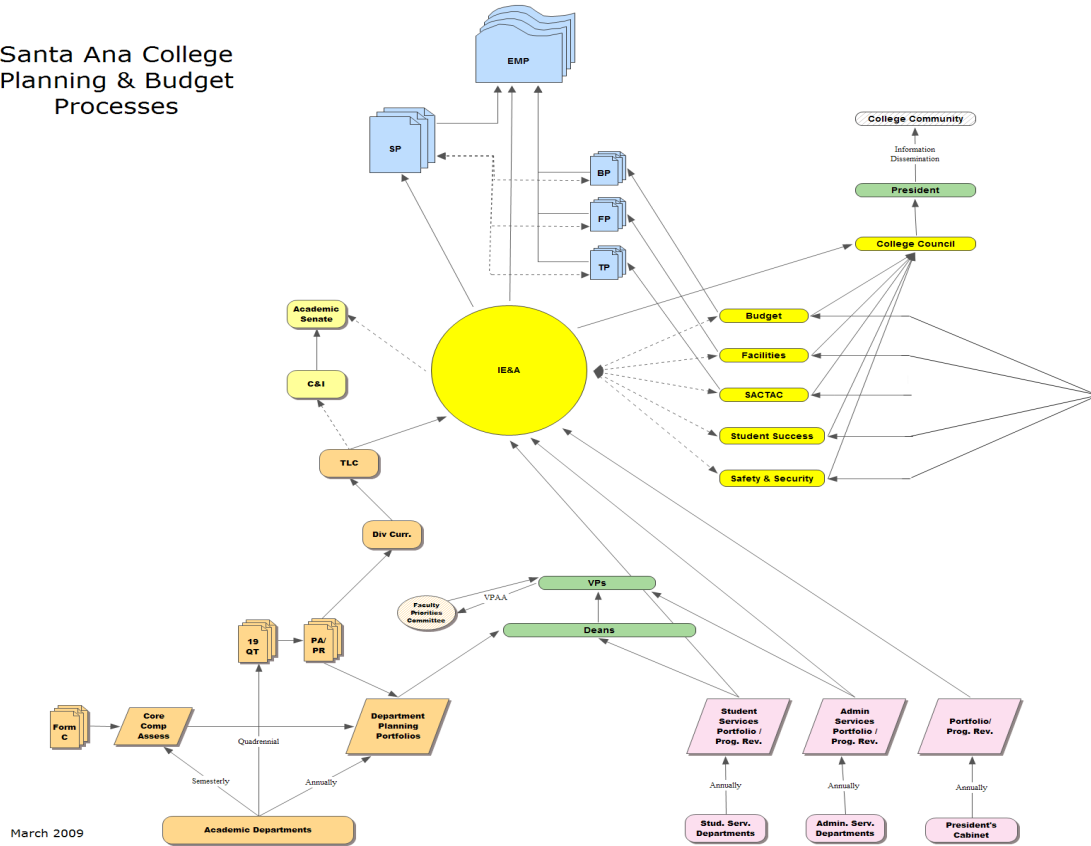
Plan Title	Brief Description	Lead(s)
Matriculation Plan	This plan details the college’s work across all components of its matriculation initiative.	VP of Student Services
Student Equity Plan	This plan identifies a series of measures for college access and success and identifies any differences among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

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

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APPENDIX B Planning & Budget Processes Chart

Santa Ana College
Planning & Budget
Processes



bnj/03-2009



APPENDIX C
Santa Ana College Vision Themes
Aligned to RSCCD Board of Trustees Goals 02/10

SANTA ANA COLLEGE
VISION THEMES
Aligned to RSCCD Board of Trustees Goals 2010

- I. Student Achievement [1, 2]**
 - A. Increase academic literacy and learning across disciplines
 - B. Eliminate economic barriers to student achievement
 - C. Increase program completion/transfer/employment rates for all students
 - D. Promote and sustain excellence in teaching/learning
 - E. Increase credit/non-credit articulation
- II. Use of Technology [4, 6]**
 - A. Graduate students with highly competitive skills for continuing education and professional life
 - B. Provide a technology-rich environment for faculty, staff and students
 - C. Provide innovative classroom technologies that will enable faculty to enhance and facilitate student learning
- III. Innovation [1, 2, 4, 7, 8]**
 - A. Increase development of innovative teaching techniques
 - B. Help students embrace scholarship, inquiry and a love of learning
 - C. Access/Outreach: Enhance opportunities for student access to non-traditional delivery modes
- IV. Community [1, 2, 5, 7, 8]**
 - A. Promote a higher “achievement attitude” among our prospective student population and supporting networks
 - B. Extend an awareness of the college as part of the community
 - C. Increase interest in lifelong learning/healthful living across the college
 - D. Increase awareness and practice of healthful living across the college and community
- V. Workforce Development [5, 7, 8]**
 - A. Expand and identify partners and collaborate with industry and communities to identify workforce needs
 - B. Integrate basic skills and workplace competencies
 - C. Support regional development by becoming the primary local source of skilled employees for high demand occupations
- VI. New American Community [1, 3, 5, 7, 8]**
 - A. Increase awareness and foster proactive civic responsibility

- B. Increase “Green” efforts throughout the college**
- C. Educate the faculty, staff, students and community of the *New American Culture*; develop an integrated community of learners throughout the institution.**
- D. Create an environment among faculty, staff and students that encourages cross-disciplinary collaboration, activities and dialogues**

bnj /update 05-20-10

APPENDIX D

RSCCD Board of Trustees Vision and Goals 2010

Vision

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

We will promote and extensively participate in partnerships with other educational providers, business, industry, and community groups. We will enhance our communities' cultural, educational, and economic well-being.

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

Goals

1. Promote a learning community environment that is innovative, student-centered, and celebrates student achievement.
2. Provide access and retention for completion programs, including transfer, vocational, and high school diploma programs; and prepare students for success in their academic, career, and personal life endeavors.
3. Update and implement facilities master plans, maximize college and community use of facilities, and incorporate “green” efforts into facilities development and other efforts when cost-effective.
4. Promote flexible, cost-effective educational programs and services including the use of cutting-edge technology and educational program delivery via technology.
5. Pursue alternative public and private funding sources to increase the district’s fiscal sustainability and to implement the district’s vision and goals, and encourage the foundations and district to create plans for capital and program campaigns and alumni association development.
6. Maintain a positive, productive working environment for employees, recognizing and embracing diversity and enhancing staff development opportunities that address innovation and technology.
7. Expand partnerships with business, labor, community groups, universities, schools, and other public and private agencies in order to enhance the district’s resource development; ensure

student access and success; ensure robust economic development programs; and be responsive to workforce development needs and high demand career fields.

8. Assess the educational needs of the communities we serve, and enhance awareness of the colleges and community involvement through outreach and advocacy among community constituencies and leaders.

Approved at February 1, 2010 Board of Trustees meeting



APPENDIX E

Academic Senate / Participatory Governance Committees 2010 Updates

Academic Senate 2010 Update of Goals:

Goal #1- The Academic Senate proactively participate in all aspects of reinventing SAC to support its mission. Making progress

1. Faculty serving as co-chairs and participants in college committees.
2. Ongoing collaboration with SCC regarding Curriculum

Goal #2- The Academic Senate maintain the effectiveness and integrity Of programs through increased cross collaboration. Making Progress

1. Collaboration with SCC regarding curriculum and maintenance of the integrity of programs
2. Cross collaboration with Title V proposal
3. Departments have demonstrated collaboration with other departments (e.g., ESL department working with CTE programs)

Goal #3- The Academic Senate will increase faculty attendance and participation in the Academic Senate as part of the participatory governance process. Making Progress

1. Establishment of sign up sheet for board meeting attendance
2. Senators encouraging other faculty to attend board meetings

Goal #4- The Academic Senate will encourage operational efforts of the Environmental workgroup. Making Progress

1. Workgroup established
2. Workgroup representative made presentation to Senate regarding “green” ideas

Goal #5- The Academic Senate will improve collegial consultation/communication with administration and the transparency of participatory governance. Making Progress

1. Shared governance retreat with administration

Goal #6: The Academic Senate will encourage all faculty and departments to be open and flexible in funding solutions to continued budget cuts. Making Progress

**SANTA ANA COLLEGE
Participatory Governance Committee
Year-End Assessment Form**

Committee Environmental Workgroup

Chairs Zachary Fish, Loy Nashua

Members Susan Sherod, Michelle Parolise, Chuck Ramshaw, Teresa Simbro, Roy Shahbazian

Date 5/26/10

Goals	Completely met	Partially met (Please explain)	Not met/ should be carried over (Please explain)	Not met/ should not be carried over (Please explain)
1. New Environmental Student Activities	x			
2. Food Service/Bookstore Sustainable Practices Recommendations		x		
3. PV/Solar Energy Issues Awareness		x		
4. Recycling/Conservation Practices Recommendations		x		

Recommended goals for next year:

1. Increased student activities/projects that raise sustainability awareness among our students.
2. Increased committee participation in/coordination with Academic Senate (i.e., regular reports), Facilities committee, and other relevant committees
3. Work for implementation of committee’s sustainable practices recommendations

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

1. New Environmental Student Activities

The Committee has long discussed helping to foster an environmental or recycling student club, or to work with existing student clubs on environmental activities. Toward that end, several members of the student Engineering Club attended two of our meetings at Susan Sherod’s request, and Susan worked with the Club to create project activities concerning energy conservation at SAC. Students researched campus energy practices and completed three projects: the Photo-Voltaic Energy Project, the SAC Swimming Pool Project, and the Night Sky Cooling Project. Additionally, early in the academic year, Loy Nashua invited members of the Student Government Association to a committee meeting who are interested in recycling issues on campus, and the committee has coordinated with ASG officers on recycling and sustainability proposals throughout the academic year.

2. Food Service/Bookstore Sustainable Practices Recommendations

The Committee has worked, together with the ASG’s Environmental Awareness Commissioner, to create a list of sustainable practices that should be implemented in the campus’ dining facilities areas and stores. We have studied what other California colleges and universities do with respect to sustainability in these areas and researched the potential financial costs that adopting these practices may carry. We have also researched the various sustainability practices that our dining facilities

company, Sodexo, provides to other colleges committed to environmental sustainability. While being cognizant of present budget concerns, we have agreed with the ASG to seek further discussion of our joint ideas and recommendations with the appropriate administration members within the immediate future.

3. PV/Solar Energy Issues Awareness

Photovoltaic panels have been installed at several community colleges in Southern California, and the committee has studied the feasibility of doing so here at SAC. On 3/11/10, we hosted a guest speaker, the head of an electrical contracting firm that has installed solar power plants at six local elementary schools, who gave a presentation on the economics of solar power installation in the context of California educational institutions. Two committee members also attended a daylong Green Faculty Regional Meeting at Long Beach City College on 3/5/10 concerning energy efficiency and photovoltaic energy. The committee was pleased to find out, through discussion with administration members, that the administration has already explored the possibility of PV panel installation, has had two energy companies deliver presentations on the issue, and is seriously considering proposals related to PV panel installation for inclusion into the latest Campus Site Master Plan.

4. Recycling/Conservation Practices Recommendations

The committee has collected information about the campus' recycling practices through campus and district officials, has researched the costs of quality recycling bins for the campus, has had conversations (for the purposes of information gathering) with Waste Management about programs to install recycling bins on campus for free in exchange for a share of profits from the contents of such bins, and has sought sponsorship for the procurement of recycling bins. The committee has also compiled a list of energy conservation practices that other California colleges employ, and has discussed some of these practices with campus administrators and with representatives on the site master plan committee.

**SANTA ANA COLLEGE
Participatory Governance Committee
Year-End Assessment Form**

Committee: SACTAC

Chairs: Brian Schroeder (Faculty), Maria Sugranes (Admin), Roy Shahbazian (Faculty) representative to District Technology Advisory Committee

Members: Joyce Norwood, Dennis Sadler, Nell Yang, Max Serrano, Jacque O’Lea, Philippe Andrade, Pilar Translavina, Vincent Nunez, Gary Bennett, Juli Macdonald, Crystal Jenkins, Roy Shahbazian, Don Dutton, Noel Dahlen, Fine & Performing Arts?

Goals	Completely met	Partially met (Please explain)	Not met/ should be carried over (Please explain)	Not met/ should not be carried over (Please explain)
1. Please see 09-10 Action Plan				
2.				
3.				
4.				
5.				

Date: May 19, 2010

Recommended goals for next year: Please see Action Plan for ideas for next year.

- 1) Complete assessment of discipline specific technology competencies and integrate into curriculum; assess on exit.
- 2) Complete wireless installation throughout campus.
- 3) Fund upgrade of equipment as budget permits.

Goals	Completely met	Partially met (Please explain)	Not met/ should be carried over (Please explain)	Not met/ should not be carried over (Please explain)
1. Update Student Spotlight			Without PIO it has been impossible to create new success stories	
2. Maintain current enrollment information		A&R is overloaded; the web is not their top priority.		
3. Update Construction information				See # 1; perhaps this section should be deleted from the Front page
4. Update Calendar information				See #1; District PR is now supporting

				information dissemination through such sources as Facebook and Twitter.
5. Update graphics		There is no central repository for SAC photos so updating is very difficult		
6. Simplify elements on the front page	Deleted graphic events advertising and registration ads	Decided to use former student spotlights to refresh look of the front page		

- 4) Follow up on Web Advisor enhancements.
- 5) Assess inclusion of technology areas into the Facilities Master Plan.
- 6) Develop requirements for student portal. (Involve Web Committee)
- 7) Obtain departmental technology goals in order to integrate them into SACTAC planning, as per accreditation internal recommendation.

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

- 1) Worked with TLC to expand core competency in the area of technology. Information Management is now divided into Information Competency and Technology Competency.
- 2) Created a list of enhancements to Web Advisor and met with SCC representatives to develop priorities. The list was submitted to the district's Technology Advisory Committee for implementation.
- 3) Launched SMPL (Student Media Production Lab) at the Academic Computer Center as a demonstration project that should serve to find alternative funding for the program.

Submitted by Maria Sugranes, May 2010.

**SANTA ANA COLLEGE
Participatory Governance Committee
Year-End Assessment Form**

Committee Web Development (sub committee of SACTAC)

Chair: Maria Sugranes (Admin),

Members: Dennis Sadler, Carol Sterenberg, Donna Cordia, Jacque O’Lea, Shirley Bowman, David Dobos, Susan Gaer, Vincent Nunez, Hang Le, Roy Shahbazian, Michael T. Nguyen, Michael Ward (ITS), Anh Dinh (ITS)

Date May 19, 2010

Recommended goals for next year:

- 1) Structure the responsibility for www.sac.edu around a dedicated staff member and governance based committee.
- 2) Plan for upgrade to Microsoft SharePoint software given that Microsoft is no longer supporting Front Page
- 3) Train all web authors on SharePoint

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

- The committee’s mission is to develop and maintain the college’s public web site so that users will find timely information in easily. This is a continuous quality improvement process.
- The committee took on the task of assessing the new Web Advisor interface and sending a list of improvements for SACTAC to review. SACTAC in collaboration with SCC forwarded those recommendations to the district Technology Advisory Committee in May.

Submitted by Maria Sugranes



SANTA ANA COLLEGE
Participatory Governance Committee
Year-End Assessment Form

COMMITTEE – PLANNING AND BUDGET
CO-CHAIRS – PAUL FOSTER and JEFF MCMILLAN
MEMBERSHIP

DATE: June 1, 2010

Paul Foster
 Jeff McMillan
 Tom Andrews
 Judy Arroyo
 Steve Bautista

Matt Beyersdorf
 Norm Fujimoto
 Andy Gonis
 Ray Hicks
 Sara Lundquist

Monica Porter
 Ed Ripley
 Osvaldo Vences
 George Wright
 John Zarske

Goals	Completely met	Partially met (Please explain)	Not met/ should be carried over (Please explain)	Not met/ should not be carried over (Please explain)
<u>SAC GENERAL PRIORITIES</u>				
1. Maintain Health & Safety of students & employees	X			
2. Retain comprehensive community college functions	X			
3. Keep cuts away from classrooms		X		
Duplicate programs within the district			X	
Classes that are not tied to degree, transfer, certificate or basic skills		X		
<u>SPECIFIC PRIORITIES</u>				
FTES Production	X			
1. Credit				
2. Non-Credit				
2a. Enhanced				
2 b. Non-Enhanced				
FTES Support	X			
1. A&R, FA, Counseling				
2. Tutoring, Library, Study Centers, Labs				
Support Services		X		
1. Health & Safety				
2. Maintain Existing Facilities & Equip				
3. Appearance				
4. Go Green				

Recommended goals for next year:

- Divisions and Departments should explore options, prepare recommendations, and/or develop mechanisms for potential budget reductions in the event that Santa Ana College is further impacted by the state budget crisis.
- Integrate College and District Planning and Budget groups.
- Roll over current goals with minor modifications as needed.
- Provide recommendations to the district Budget Allocation and Planning Review Work Group for their annual review and analysis of the Budget Allocation Model.
- Evaluate Program Cost and efficiency.

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

- Provided campus concerns with the current Budget Allocation Model to the district Allocation and Planning Review Work Group.
- Created and reviewed college spending priorities.
- Representatives from various college constituency groups attend the Campus Budget Committee and disseminate budget and planning information throughout campus.



SANTA ANA COLLEGE
Participatory Governance Committee
Year-End Assessment Form

COMMITTEE – FACILITIES
CO-CHAIRS – PAUL FOSTER and RAY HICKS
MEMBERSHIP

DATE: June 3, 2010

Paul Foster	Rhonda Langston	Ed Ripley	Karen Warner
Ray Hicks	Sara Lundquist	Sarah Salas	James Wooley
Norm Fujimoto	Jane Mathis	Sean Small	Security Supervisor
Bart Hoffman	Chirac Munganga	Valinda Tivenan	John Zarske
Elliot Jones	Luis Pedroza	Sylvia Turner	
Ron Jones			

Goals	Completely met	Partially met (Please explain)	Not met/ should be carried over (Please explain)	Not met/ should not be carried over (Please explain)
1. Receive updates on current District projects and SAC Work Orders (On-going)	System working as designed.			
2. Update SAC Facilities Master Plan (Spring)		X		
3. Review and recommend DPPs received from IE&A to College Council Spring)			X	
4. Conduct annual assessment of committee goals/progress toward goals (Spring)			X	

Recommended goals for next year:

1. Monitor efforts to maintain existing facilities and equipment
2. Monitor efforts to maintain and improve campus appearance
3. Work with IE&A and Environmental Workgroup to initiate green efforts on campus
4. Complete and begin implementing the Facilities Master Plan.
5. Review the ADA Transition Plan and proceed with modifications to correct known deficiencies
6. Create a plan to abate graffiti at SAC and review prevention alternatives.

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

1. Update the Santa Ana College Facilities Master Plan
2. Implementation of the ADA compliance requirements and made huge strides toward developing a Santa Ana College



SANTA ANA COLLEGE
Participatory Governance Committee
Year-End Assessment Form

COMMITTEE – SAFETY AND SECURITY
CO-CHAIRS – PAUL FOSTER and MONICA COLLINS
MEMBERSHIP

DATE: May 13, 2010

Paul Foster
 Monica Collins
 Avie Bridges
 Mary Ellen Bobp
 Norma Castillo
 John Finch
 Ricardo Foreman
 Sue Garnett
 Phil Hughes

Ron Jones
 Sara Lundquist
 Jane Mathis
 Don Maus
 Rich Pena
 Lucinda Pueblos
 Ed Ripley
 Sean Small
 Phien Vu

Arlene Warco
 James Wooley
 John Zarske
 CDC Rep
Ex-Officio Members
 Al Chin
 Don Mahany
 Leslie Piazza
 Ken Soltis

Goals	Completely met	Partially met (Please explain)	Not met/ should be carried over (Please explain)	Not met/ should not be carried over (Please explain)
1. Identify first responders and trainers to receive training. <ul style="list-style-type: none"> • Programs offered will be NIMS/SEMS compliant. Additional ongoing training should be made available to a cross-section of the campus community that includes the evening shift.		This goal is ongoing; initial 1 st Responders identified and trained. Training will be ongoing and initiated for new employees as appropriate.	This is an ongoing goal to be carried over from year to year.	
2. Identify safety items requiring regular inspections and preventative maintenance. Establish a master calendar noting inspection and service dates and the responsible department		This goal is in progress and is ongoing. Reports are being condensed into one folder. A master calendar has been purchased.	This is an ongoing goal to be carried over from year to year.	
3. Identity, plan and implement new and ongoing emergency preparedness training for faculty and staff during flex week activities.		Ongoing goal. Trainings provided 2009-2010: ACTIVE SHOOTER: SAC & CEC Faculty Senators, MCHS staff & SAC and CEC Classified, now on-line for presentations to groups and classes as desired. A new Emergency Notification	This is an ongoing goal to be carried over from year to year.	

		document was created by members of the Emergency Preparedness Subcommittee for use by instructors as part of classroom orientation.		
4. Establish a safety reporting mechanism and educate users.		Articles in the Administrative Services Newsletter have concentrated on the best way to report safety items to the Maintenance Department.	This is an on-going goal to be carried over from year to year.	
5. Review, revise and disseminate the Emergency Response Plan.		Newest version of Emergency Response Plan was revised by District staff and reviewed with the committee May 6 th . The plan is also posted on the district website.	This is an on-going goal to be carried over from year to year.	

Recommended goals for next year:

1. Monitor campus practices to ensure Health and Safety efforts are maintained, evaluated, and improved where possible.
2. Identify first responders and trainers to receive training and ensure that programs offered are NIMS/SEMS compliant.
3. Establish on-line/web-based trainings with universal access to the campus community
4. Monitor the master calendar for inspection and service dates
5. Identity, plan and implement new and ongoing emergency preparedness training for faculty and staff during flex week activities
6. Establish a safety reporting mechanism and educate users.
7. Review, revise and disseminate the Emergency Response Plan.

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

1. The committee has overseen and monitored the installation of the new fire alarm and emergency alerting systems on campus.
2. October 15, 2009: Great American Shake Out provided the opportunity to test the emergency alert system.
3. October 30, 2009: Point of Distribution event hosted on campus. Free flu shot offered to the Santa Ana community under a unified command structure.
4. The ADA Sub-Committee met on a regular basis developing a new ADA Transition plan. It was moved and approved that the committee be moved under the prevue of the Facilities Committee since addressing disability issues is an overall facilities matter, not just Safety and Security.

5. Shots Fired on Campus video presented to SAC Management Council, Academic Senate, ASG and classified staff at SAC and CEC. A link is up on the intranet for viewing of this video by staff at their convenience or to show in classes.

Student Services Committee Update:

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



APPENDIX F
Revised Core Competency #3

Educational Master Plan
Santa Ana College Mission Statement

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

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

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

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

Revision approved Curriculum and Instruction Council October 26, 2009.

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