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

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

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

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

Dear Colleagues,

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

This year IE&A has led the charge to update the *Strategic Plan S11* (See InsideSAC.net/Institutional Effectiveness & Assessment Committee/College Plans/ Strategic Plan 2010-2011), 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 Midterm Report* due October 15, 2011; it has reviewed the program review documents sent from the Teaching Learning Committee for Academic PA/PR; it has reviewed the Student Services, Administrative Services and President's Cabinet portfolios/program reviews; it has created recommendations for the *Strategic Plan*; it has received input from all participatory governance groups (see Appendix E); and it has aggregated all updated planning documents, including the budget plans, *Facilities Plan*, the *Technology Plan*, college-wide Core Competencies (See Appendix F), the *Department Planning Portfolios*, into the *Educational Master Plan Update S11*.

As the planning oversight/integration committee, IE&A is dedicated to informing all participatory governance groups of recommendations borne of the Academic *Department Planning Portfolios PA/PR* and the Student Services, Administrative Services and President's Cabinet Portfolios program reviews.

Noteworthy is that all recommendations are aligned with the themes of the *Strategic Plan.* This information may help clarify or amplify information received from the President's Cabinet, College Council, the annual Department Planning Portfolios, BAPR, TAG, District Facility Planning Committee and other district-level participatory governance groups. It is understood that budget prioritization, for example, is very complex.

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

The IE&A Committee respectfully recommends that this information be used in the context of the planning and prioritization processes of your respective participatory governance groups in addition to the other information utilized. Each governance committee is requested to review the *Strategic Plan Update Spring 2011, Strategic Plan with Budget and Facilities Analysis Update S11*, 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 2011. A response to the chair of IE&A is then requested by the end of September.

Respectfully Submitted,

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

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SECTION I: PROGRAM REVIEW 2011

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

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

The following Portfolio Assessment/Program Review Reports were reviewed: Theater Arts, Business Administration/Accounting, Business Applications and Technology, Communication and Media Studies, Biology, Business Skills (SCE), Economics/Geography, Ethnic Studies; Distance Education; Modern Languages; Reading; Health Education, Health & Safety (SCE), Medical Assistant, Physics, Analysis Circuit & Strength Center Lab, Criminal Justice, CJ Academies, Family and Consumer Studies and Nutrition

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 retired faculty.** Although the college is in process of hiring 20 new full-time faculty, the S11 reports do not reflect the benefits of this yet. In addition, some departments are still bereft of faculty and staff as a result of fiscal restraints. (Faculty Priorities Committee); **replacement of classified staff**;
> **2. Instructional Course Designer and Trainer position (Theme 1A, ID, IIA, IIB, IIC, IIIA,VB, VIC, VID [Planning and Budget Committee]);**
> **3. Professional development activities to improve access, completion and success** for use of technology and the online delivery mode (Theme IIB, IIC); development of assessment techniques (Theme IA,ID, IIB, IIC, IIIA,VID); professional development activities related to Basic Skills development, particularly reading skills (Theme IA, ID, IIIA,VID; BSI strands); **4.** More **interdisciplinary dialogue** about programs (Theme IA, IE, VID); more cross-disciplinary dialogue with colleagues (a Teaching/Learning Center; enhancement of the CLI) (Theme IA, ID, IE, IIB, IIIA, VID); More interdisciplinary dialogue about programs, e.g. within departments in SCE, credit and SCE, academic literacy across the curriculum (Theme IA,VID); more cross-disciplinary dialogue with SCC colleagues about common course offerings (Theme VID);
> **5.** More work with setting expectations for students **Core Competencies,** especially Life Skills (Theme IA, IC, VB, VIC), Reading and Writing, Critical Thinking, Problem Solving (Theme IA, IC, VB, VIC; BSI strands);
> **6.** Connecting skills to the labor market (Theme IA, V);
> **7.** More integration with **Nealley Library** (Theme IA, IC, IE, IIA, IVC, IVD, VB, VIC, VID);
> **8. More integration with DSPS** (Theme IA, IB, IC, ID, IIIA, IIIC, IVC, VB, VIC, VID);
> **9.** Continue to seek **grants, other funding sources and cooperative projects with high schools and four-year institutions as well as the community** (Theme IA, IIC, VA);
> **10.** Linkages to/partnering with tutoring and supplemental instruction (Theme IA, IC, ID; IIIA, VIC);
> **11.** Create materials for program promotion; develop/maintain outreach to Alumni (Themes IE, IIB, IIIC, IVA, IVB, IVC, VC);
> **12. Facilities Enhancement: (Performing Arts Center [Facilities Master Plan via Facilities Committee]; increase language lab hours and other lab hours; a Teaching/Learning Center;**

enhancement of the CLI [Planning and Budget Committee]) (Theme ID, IIB, IIIA)**; Study Centers** (Theme ID, IIB, IIIA)**;**
13. Develop/maintain outreach to Alumni (Themes IE, IIB, IIIC, IVA, IVB, IVC, VC);
14. Support of department websites for standardization, consistency and updating Theme I-IV);
15. Technology enhancement (Theme V); **16.** Make **InsideSAC.net** more user friendly.

It is again noteworthy that many of these themes are duplicative of the themes from the 2009-2010 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.

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

Note: The Teaching Learning Committee has also conducted a complete review of the PA/PR Process, which was scheduled to occur after one complete four-year cycle. Review will occur annually from this point on. Recommendations were made to include more explicit instructions related to the assessment process (e.g., selection of data elements and how to contextualize them for continuous improvement) for several of the 19QT questions. This is added as *Addendum A*. In addition, a document "How to do Program Review" Guide for Faculty and Deans is attached as *Addendum B* (See Appendix G).

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

Budget
    1.Replacement of faculty and classified staff **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);
    4. Aggregate media resources (Theme VID);
    5. Make InsideSAC more user friendly (Theme V); 6. Assistance for updating all college web pages (Theme V).

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

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

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

Section I.B
Educational Master Plan Program Review II: Student Services
Student Services Portfolio Spring 2011

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

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

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

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

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

• **Hiring a full time counselor** will not only add additional service hours for students, but will provide new leadership and innovation within the division.
• Strategic restructuring of job functions will also be examined for both classified and counselor positions to focus limited resources on the areas of greatest need.

• Additional areas will be reviewed for the feasibility of **providing group rather than individual services** to reach a maximum number of students. (This can include exploring online options, working with ITS to make needed Datatel changes such as reducing the need to enter waivers, and supporting the creation of a Degree Audit program that will allow counselors and students to formulate and alter educational pathways).

• Two years ago, counselors were not receptive to my suggestion of developing a formal internship program to help with staff shortages. Recently, some counselors brought this idea forward again, and it will most likely move forward in the near future. While such programs require additional counselor time initially, they usually enable greater resources for students.

• Exploring opportunities and funding for the **redesign of the Career Center into a CTE/Career Center** analogous to the Transfer Center could improve services for CTE students and provide support for CTE disciplines and their faculty.

• **External sources of funding** will continue to be developed, including state and federal grants, which can help address both funding and staff shortages while offering innovative support services.

• Maintaining and improving the quality of services offered will be explored in a variety of ways, including: (1) a current review has been undertaken to **standardize the forms** and approach used by all counselors in the development of an educational plan, and to provide feedback when errors are detected; (2) **increased training opportunities** will be provided for both full time and adjunct counselors to ensure that information is up to date. A website will be created to better inform counselors of changing information, especially to reach adjunct counselors who cannot always attend regular training.

Career/Job Resource Center:

• Research and analyze strategies in which to **consolidate experiential learning** sources at Santa Ana College.

• CTE funded part-time staff is doing employer outreach to develop job opportunities for students.

• Will develop additional **contacts with large companies** to arrange on-campus interviewing.

• Attempt to **increase rate of pay for students**, Career Center staff will negotiate with employers for higher wages when employers call to place job postings.

• Obtain institutionalized funding for all Career/Job Resource Center Staff.

• The Dean of Counseling and Vice President of Student Services are exploring institutional funding options.

• Continue **communication and collaboration** with peer programs.

• Continue **Employment Preparation Workshops** for graduates.

DSPS

1. Budget cuts have forced faculty and staff in DSP&S to re-evaluate and re-design the program. In the past, faculty tended to be specialists in one disability area, but now we have more individuals working with students based on disability related needs, instead of diagnosis. Currently we have our entire full time faculty teaching at least one class outside of DSP&S to help with our budget situation; however this decreases their contact hours with our students. One area of particular concern is our **Psychologically Disabled students**. Right now we have a full time faculty member that is assigned 50% to DSP&S, which equates to 15 hours of student contact. This is simply not enough time for our students. We are proposing a restructuring of this position to hire adjunct faculty (2 x 19 hours) to increase the availability of staff (at a reduced cost to the program).

2. Efforts continue to try and **reduce the costs associated with interpreting** and real time captioning. Students are advised and counseled regarding the need for them to contact the office if they are not going to be attending a class. The lost funding from students dropping classes or no-showing is a concern and education of the student has helped decrease the incidence.

3. The Adaptive Physical Education (APE) classes have been significantly reduced in the past, but there is a proposal to **hire a new FIT instructor**. The position will be housed in both DSP&S and Kinesiology, which may present some initial challenges.

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

EOPS/CARE/CaIWORKs:

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

Tutorial Learning Center:

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

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

Financial Aid:

- A new Assistant Superintendent of Secondary Education, new Director of Secondary Division, two new high school principals, one new middle school principal, and three high school principals who just completed their two years of service has brought new enthusiasm and a new opportunity to establish improved protocols for working together and for accountability in regards to our shared GEAR UP project.

- Time and resources must be utilized to provide strategic planning opportunities with the new leadership at each school. This will be accomplished through professional retreats planned in collaboration with the district Superintendent and renewed monthly meetings specifically with GEAR UP administrators and teachers.

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

Student Outreach Program:

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

TRIO:

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

- The Faculty coordinator will continue to work with the classified coordinator to ensure all **new staff understands purpose of program**. It is important staff participate in the development of program goals and objectives.

- If the hiring practices continue to restrict the program from hiring tutors as classified staff, Student Assistants hired as tutors must be fully trained, and additional expectations established.
- Review existing services and develop additional services to help students through difficult situations that impact learning and ultimately progress towards graduation/transfer.
- **Refer students to other programs** and departments for services SSS is not funded to provide.

Office of Student Life:

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

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

Community Services:

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

Scholarships:

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

Community Outreach (Theme IVA, IVB)
1. Combine efforts; 2. Increase network for continued support of scholarship program

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

Facilities (Theme IA, IC, IE, IIA, IIIA, IIIB, VID)
1. Continue to work on Facilities Master Plan related to learning center incorporation
TLC (Theme IA, IC, ID, IIIA, IVA, VID)
1. Communicate with faculty (especially English and math) regarding student progress as a result of tutoring; 2. Expand collaborative efforts with student services programs; 3. Integrate research and BSI FIG projects with student services; 4. Integrate with the Library

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

SACTAC 1. Help establish department web pages

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

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

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

Departmental Portfolio Plan
An Administrative Services Department Planning Portfolio (ASDPP) is completed every spring. This plan includes goals and projected personnel and budgetary needs for the upcoming fiscal year. Three-year and five-year goals will be incorporated into future plans.
The purpose of the ASDPP is to assess each department within the division in order to identify needs and opportunities for improvement. The ultimate goal is to become organized, effective, and efficient. A thorough annual review keeps our goals before us, identifies strengths and weaknesses, and helps determine functions that might be combined or eliminated. This ASDPP is a vital, living document in an on-going process of assessing the current status in each department and anticipating future needs.

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

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

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

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

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

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

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

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

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

II. Use of Technology: B. Provide a technology-rich environment for faculty, staff and students
IV. Community: A. Promote an "achievement attitude" among…supporting networks; C. Increase interest in lifelong learning
V. Workforce Development: B. Integrate basic skills and workplace competencies
VI. New American Community: A. Increase awareness and foster proactive civic responsibility;

B. Increase "Green" efforts throughout the college; D. Create an environment that encourages cross-disciplinary collaboration, activities and dialogues among faculty, staff, and students.

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

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

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

Impact of Current State Budget Crisis:
Actual expenditures in 2009/10 were only 73% of what they were in 2007/08. The breakdown by department appears below:
2007/08 2009/10 Dollar Percent

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

Administrative Services Division Office Staffing Needs:
Management Transition Plan with estimated annual costs (including benefits):
1 - FTE Director of Institutional Services = $132,982 (Restored; funding will exist)
1 - FTE Campus Budget Analyst = $101,757 (New position)
1 – FTE Senior Accountant (from CEC) = $84,584 (Transfer CEC position to SAC)
Future Staffing Needs with estimated annual costs (including benefits):
1 - FTE Administrative Clerk = $68,252 (Restored)
Please see Appendix F for the "Proposed" organization chart for Administrative Services Division.

Administrative Services Equipment Needs for 2010-11:
• Purchase a key inventory software program

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

Custodial Equipment Needs for 2010-11:
• Vacuum for HVAC screens
The Custodial Department made a concerted effort to "go green" changing all the paper products used in our restrooms to "green certified products" and three of our major cleaning chemicals are now green certified. We are also in the process of installing two hand dryers in order to evaluate their effectiveness and durability.

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

Maintenance Staffing Needs:
Management Transition Plan with estimated annual costs (including benefits):
1 - Plant Manager = $106,266 (Restored)
1 – Lead Maintenance Worker (for Mike Mugica is Budgeted) = $85,803
1 – Skilled Maintenance Worker (for Zeke Palomares is Budgeted) = $71,687
    Immediate Staffing Needs with estimated annual costs (including benefits):
1 - Maintenance/ Utility Worker (currently filled with a Custodian) = $63,458
1 - Skilled Maintenance Worker (currently filled with a Sr Custodian/Utility Worker) = $71,687
Current equipment needs were purchased with one-time Mandated Cost money in spring 2011.

Maintenance Equipment Needs for 2010-11:
• Replace the copier in M&O
• Preventative Maintenance Software
• Heavy-duty MIG welder
• Flatbed electric cart
• Trailer to transport sewer machines and pipe threaders
• Replace Geni Lift

Grounds Staffing Needs:
Immediate staffing need with estimated annual costs (including benefits):
1 FTES Gardener/Utility Worker for the new CDC = $59, 561

Grounds Equipment Needs for 2010-11:
- Riding lawn mower
- Tractor/Backhoe
- Turf vacuum
- Fertilizer spreader
- Parking lot sweeper

Transportation Equipment Needs:
Estimated equipment cost for 2010-11:
- Ford 150 8-Passenger Van
- Flatbed Taylor Dunn Cart

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

Guiding Principles/Tools for Administrative Services Program Review:
A self-evaluation is performed annually by the various departments within the Administrative Services Division to review projects completed, to establish current-year goals, and to review department standards.

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

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

Results of the Administrative Services & M&O Survey
The Administrative Services Assessment was launched on March 3, 2011 and closed on March 16th. There were only 100 respondents this year compared to 189 respondents in 2010. Respondents to this year's survey answered all eleven questions. The overall response was better than last year with 52% responding that the service was either 'Excellent' (19%) or 'Good' (34%) compared with 48% saying services provided were either 'Excellent' (18%) or 'Good' (30%) last year.

'Rideshare visibility' and 'Rideshare incentives' received the highest number of 'Excellent' responses (50% and 34%) this year. Last year 'Rideshare visibility' and the 'Campus key process' received the two highest 'Excellent' responses (48% and 30%).
'Appearance and condition of campus grounds' and 'Appearance and condition of campus buildings' received the highest 'Good' responses (56% and 50%) this year. 'Appearance and condition of campus grounds' and 'Cleanliness of classrooms and offices' received the highest 'Good' responses last year (57% and 36%).

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

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

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

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

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

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

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

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

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

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

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

Equipment Needs
_ Replace student transportation van
_ Transfer oldest student transportation van to mailroom (MR) and retire MR van
_ Replace one riding lawn mower
_ Replace tractor/backhoe
_ Turf vacuum for larger areas
_ Fertilizer spreader
_ Parking lot sweeper (after another FT Gardener is hired)
_ Standup vacuums
_ Water extractors
_ Carpet cleaning machines
_ Vacuum for HVAC ducts

_ Computerize keys
_ Preventative maintenance software
_ Replace the copier in M&O
_ Heavy-duty MIG welder
_ Flatbed electric cart
_ Trailer to transport sewer machines and pipe threaders
_ Replace the Geni Lift

What We Can Do to Work More Effectively as a Division
_ Better communication to users
_ Better communication between day and night shifts
_ Better coordination with outside vendors and construction contractors
_ Continue developing preventative maintenance schedules
_ Better communication with other departments

Immediate Division Staffing Needs
Management
_ Director of Institutional Services
_ Plant Manager
_ Custodial Supervisor
_ Staff Campus Budget Analyst
_ Gardener/Utility Worker
_ Senior Accountant
_ Substitute custodians
_ Maintenance Utility Worker

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

Executive Summary:
The Administrative Services division is moving forward in spite of budget obstacles. This summary captures the needs and goals for 2011-2012.
Prioritized Administrative Services staffing needs: (Est. annual costs including benefits):

Management Transition Plan - Next 6 months
1.000 Director of Institutional Services ($132,982 [funds exist]) $ -0-
1.000 Plant Manager ($106,266 [budget exists]) -0-
1.000 Graveyard Custodial Supervisor ($89,425 [budget exists]) -0-
Total Management Transition Plan $ -0-

Immediate Staffing Needs
1.000 Campus Budget Analyst $101,757
1.000 Gardener/Utility Worker (CDC and sites) 59,561
1.000 - Skilled Maintenance Worker ($67,962 [funds exist – Heller]) -0-
1.000 - Maintenance/ Utility Worker ($61,870 [funds exist – Salvador]) -0-
1.000 Short-term Substitute Custodian (restored) 33,560

Total Immediate Staffing Needs $194,696

Future Staffing Needs
1.000 Administrative Clerk (restored position) $ 68,252
1.000 Senior Accountant (Move from CEC for special projects] -0-
Total Future Staffing Needs $ 68,252

Total staffing restoration and re-organization plan $262,948
Please see Appendix K for additional staffing details.

Prioritized Administrative Services facilities requests:
Centralized campus location for storing custodial equipment and supplies; 2000 sq. ft.

Division Goals for 2011-2012:
The following goals have been identified for 2011-2012:
• Reorganize to provide proper management structure
• Develop preventative maintenance schedules for all departments
• Determine effective and efficient use of staff to reduce use of contractors
• Evaluate paper flow, purchase orders (including blankets), authorized buyers, and vendors
• Develop equipment replacement schedules
• Complete and maintain Fire Safety Maintenance log
• Inventory equipment
• Better communication between departments
• Maintain high standards in all departments
• Conserve resources through preventative maintenance and energy conservation

Administrative Services equipment needs:

Custodial
• Vacuum for HVAC screens

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

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

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

Section I.D
Educational Master Plan Program Review IV: President's Cabinet Portfolio

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

Summary of Recommendations and
Goals for Santa Ana College Cabinet

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

GOAL	STRATEGIES	MEASURES
1. To improve college-wide communication across all constituency groups.	• Continue hybrid College Council meetings that will allow members to participate from any location. • Sustain bi-annual strategic planning retreat for the SAC Cabinet, Academic Senate, and Classified members of the SAC College Council. • Continue periodic informal dialogues with the college president and invite all classified staff to attend. • Improve communication tools associated with all shared governance committees.	• College Council meetings are now alternated between in-person and on-line meetings year round. • The first annual Cabinet-Senate retreat was held in January 2008 and deemed a success by all participants. The retreat was subsequently expanded to include classified colleagues, with two such retreats held annually. • Regular committee reports are now shared at College Council meetings. The re-caps enable all stakeholder groups to easily update their constituency on college business, operations and policy efforts to increase understanding about work in progress and expand input.
		• The SAC President has continued to send periodic updates on key issues out to the entire SAC community and has complemented that with an emphasis on communication out to all members of department and division teams—especially classified---as part of her quarterly management team meetings.
2. To review and restructure as appropriate the college's participatory governance model.	• This was the central item of business at the joint Cabinet-Senate retreat in January, and is reviewed annually as a matter of course at all executive retreats with college leaders.	• A revised SAC Participatory Governance Structure document was jointly constructed & approved by College Council in March 2008, and was updated again in the current year. • A Safety Committee was established. • A process for committees to assess their effectiveness was established.
3. To meet or exceed FTES production targets across credit and non-credit instruction.	On-going analysis of efficiency is undertaken across both the credit and non-credit instructional programs, with special attention to curriculum funding trends and associated regulations at the state level.	In spite of substantial reductions in excess of 15% overall in actual class sections, with support from leaders throughout the college—especially faculty who expanded class size, the college continued to meet

GOAL	STRATEGIES	MEASURES
4.	An efficiency analysis was undertaken across credit instruction to improve schedule engineering & FTES production.	FTES targets to maximize available funding for SAC in the 2010-2011 year.
5.		• Further Workload Measure reductions are expected in the 2011-2012 academic year and we are continuously analyzing ways to review and prioritize offerings in line with our mission-central priorities while pursuing alternative funding that will enable us to maximize the opportunity for our students to progress in their studies.
6. To improve the functional alignment between the planning and budgeting processes, including the development of supplemental resources for priority areas of the college.	An integrated budget and planning timeline has been created for all college departments that aligns with the development of both planning portfolios as well as the RSCCD budget calendar.	Special attention will be given to the Planning and Budget Committee's work in 2011 as we have the opportunity to realign efforts in coordination with the emerging RSCCD Strategic Plan and further refine those linked efforts when SAC has its mid-plan *Strategic Planning 2007-2015* retreat in the fall of 2011. We envision a continuous process with intersections between college efforts and district-wide efforts throughout the academic year.
7. To make substantial progress on improving the academic facilities of the college.	SAC is deeply involved in the development of a comprehensive Facilities Master Plan that unified current construction projects with those still under development while establishing short term, midterm, and long term overall goals. All aspects of college facilities from technology infrastructure, signage, landscaping, and energy conservation are being united in this new master plan.	Documentation related to stakeholder consultation, campus exploration, Cabinet, College Council, the SAC Foundation and the Facilities Committee is well established to create a facilities roadmap for the college and its major off-campus sites. The Board of Trustees is scheduled to approve the updated Facilities Master Plan prior to the beginning of the 2011-12 academic year.
8. To support and expand collaborative work underway with partner agencies throughout the	• Dedicate leadership staff to collaborative efforts with feeder school districts, regional universities and community agencies.	• Leaders throughout the college directly support the regional educational collaborative, the Santa Ana Partnership.
9. greater Santa Ana area to improve academic achievement, college access, and workforce/transfer success.	• Develop joint training projects in conjunction with employers and other organizations. • Pursue partnership funding through local, state, federal, and private sources.	• A new extremely significant pathway to CSUF admissions initiative is being launched in the spring of 2011 that will guarantee admission to CSUF for SAUSD students who complete all admissions requirements at SAC. This will be a permanent new pathway to college-going for the Santa Ana community. • Significant additional resources were pursued and won for this work. Please see the resource development attachment

GOAL	STRATEGIES	MEASURES
		for Santa Ana College. SAC's $100,000 endowment with the Hispanic Education Endowment Fund will be awarding its first scholarship this year, a process that will build annually as the fund matures.
10. To expand the fundraising capacity of the SAC Foundation through strategic planning, Board development, & donor cultivation.	• Sustain and expand the President's Circle donor group • Consolidate board committees and increase volunteer involvement. • Expand the involvement of departments across campus in specialized philanthropy centered on college divisions and the unique opportunities they provide	• The SACF Board's strategic planning retreat is held annually in January. In addition the SAC Foundation has expanded its portfolio of grants related to college student success priorities, which will continue to build. • A modest management fee is being established to help stabilize funding for basic operations, calibrated to the many types of non-scholarship accounts that the SACF oversees. • Donor case management has been expanded in activities across all foundation subcommittees including scholarship, program funding, capital, and alumni. A planned giving initiative is being piloted to maximize estate gifts to the college. • Launch a SAC Centennial Planning Committee to begin preparing for the signature elements of our year-long celebration of the college's 100th anniversary in 2015.
11. Build upon current community & school relations to expand benefits for residents of neighborhoods adjacent to the college.	• Partnerships with CBO's have been expanded, even though some adjustments to the amount of support provided to these organizations was necessitated by budget reductions. Reductions in classes held at community centers have been handled strategically and with the hope of restoring a portion of offerings in the future.	• College publications and strategic planning has been re-centered to align with the Board of Trustee's goals. In addition to the partnership advancement highlighted above, new collaborations with The California Wellness Foundation, Union Bank, and UCI Medical Center were launched in 2010-2011, and will be continued.

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

Implications for Participatory Governance are as follows:

College Council/ Academic Senate/ Classified Staff: CSEA Leadership/ 1. Continue to improve college-wide communication across constituency groups
Budget/Facilities 1. Analyze FTES production across credit and non-credit instruction; 2. Unify sources of funding to complete Facilities Plan; 3. Improve partnership funding

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

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

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

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

SECTION II: PLANNING DOCUMENTS—APPENDICES A-D

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

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

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

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

bnj & swl/05-2008

Santa Ana College
Planning & Budget
Processes
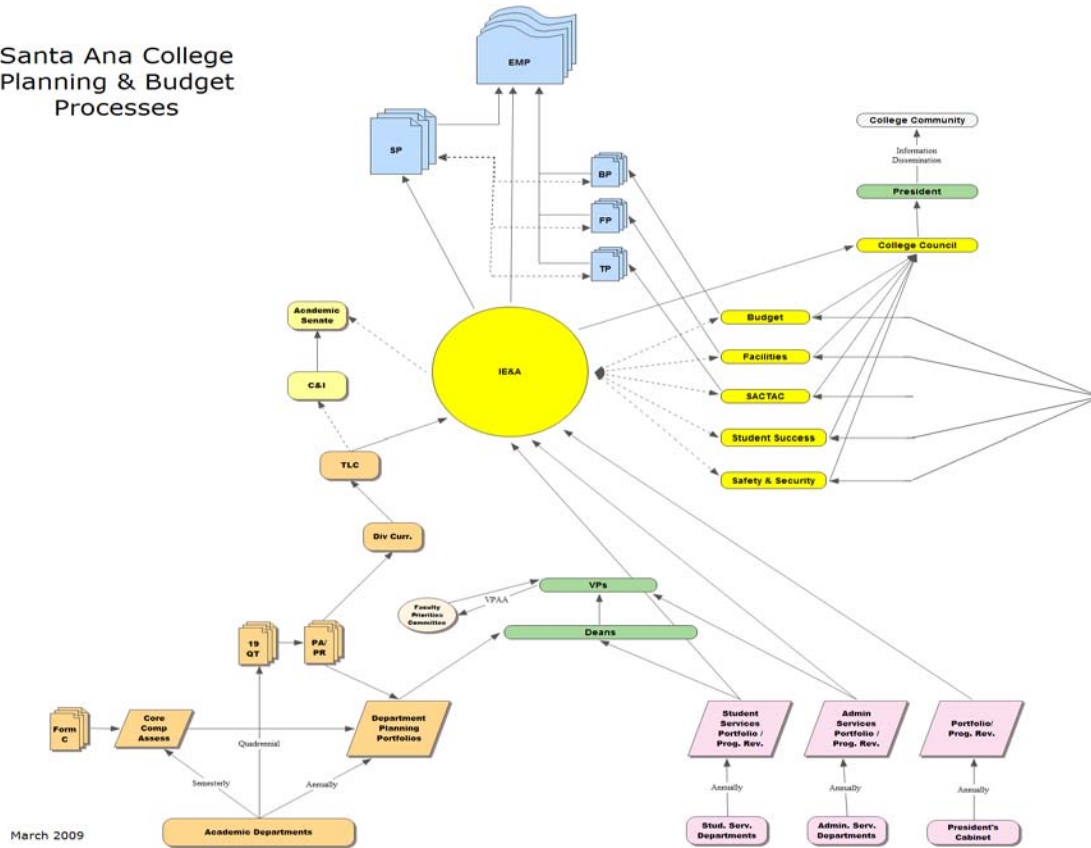
bnj/03-2009

APPENDIX C
RSCCD Board of Trustees Vision and Goals 2011

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 7, 2011 board of trustees meeting

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

SECTION III: END-OF-YEAR REPORTS PARTICIPATORY GOVERNANCE

APPENDIX E
Academic Senate / Participatory Governance Committees 2011 Updates
Year-End Assessment Form (Some to be approved Fall 2011)

III.E.1 ACADEMIC SENATE GOALS 2010-2011

1. Proactively participate in supporting all aspects of the SAC mission and *Strategic Plan 2007-2015*. **Ongoing**
   a. Senate representation on Planning & Budget committee.
   b. Senate representation on College Council.
   c. Senate executive committee meets with administration and classified on an annual basis.
   d. Senate executive committee members were active participants in the district strategic planning meeting.
   e. Senate President meets with college President and Vice President of Academic Affairs twice per month.

2. Maintain the effectiveness and integrity of programs through increased collaboration. **Ongoing**
   a. Promoted faculty participation in faculty development activities that included program "What works at SAC?" and Faculty workshop series.

3. Increase faculty attendance and participation in the Academic Senate as part of the participatory governance process (e.g., Increase faculty and department involvement in the planning and budget process).**Ongoing**
   a. Senate President providing ongoing education to senate members on faculty roles and responsibilities regarding 10+1 and the meaning of the faculty role in participatory governance.
   b. Use of 10+1 scenarios to increase faculty awareness.
   c. Discussion at senate meetings on importance of senate attendance to be able to share information with respective divisions/departments.

4. Participate in development of the Faculty Institute- **ACHIEVED**
   a. Workgroup was established which included faculty and administration representation. Through collaborative efforts, the *Faculty Institute* will be implemented the fall 2011. As a participant in the Faculty Institute, new faculty will attend 1-2 workshops per month that address a wide range of topics from the tenure process through retirement.

5. Encourage operational efforts of the Environmental Workgroup.
   a. New co-chair appointed to workgroup and workgroup now meeting on regular basis.

6. Further develop collegial consultation/communication with administration and transparency of participatory governance.
   a. Implementation of faculty co-chairs on Administrative screening committee's
   b. Currently working on operationalizing faculty co-chairs on division curriculum committees for 2011-2012.

    c. Currently working on operationalizing faculty co-chairs on department chair committees for 2011-2012.

7. The Senate will take a more active role in the Basic Skills Initiative: **Ongoing**
    a. Members of the senate executive committee participated in the restructuring of the leadership structure of the Basic Skills committee.
    b. Senate President and President-Elect were active members of Strand A.
       Senate President and President-Elect participated in the evaluation of funding proposals.

8. Collaborate in the development of a more effective and transparent Budget Allocation Model- **Ongoing**
    a. Representation on BAPR and BAPR workgroup.
    b. Currently BAPR and BAPR workgroup are working on the implementation of the SB 361 budget allocation model.

III.E.2. ENVIRONMENTAL TASK FORCE   **DATE: May 19, 2011**
REPORTING TO: THE CAMPUS FACILITIES COMMITTEE
CHAIR - SUSAN SHEROD

MEMBERSHIP

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

Goals	Completely met	Partially met (Please explain)	Not met/ should be carried over (Please explain)	Not met/ should not be carried over (Please explain)
1. Define the Mission of the task force	X			The mission statement will be reviewed each spring as SAC moves toward a zero waste & sustainable campus
2. Increase Student Involvement		X		A request for student representation will be made to Student Services each fall
3. Research other Campuses efforts including SCC, plus use the NWF Campus program information		X		Discovering new methods of reducing our carbon footprint is an on-going process
4. Recommendations for Grounds-keeping and Exterior/Interior Water Use		X		Reporting potential problems is an on-going task
5. Recommendation of safety of non-chilled drinking fountain water	X		A report was reviewed by the task force on Nov 8, 2010	
6. General review and comments on Strategic Plan and HMC Architect Phasing Plan		X		Recommendations for future projects is an on-going task
7. Consider and recommend energy saving solutions		X		Recommendations for energy savings is an on-going task
8. Recommendation review of Master Plan for adequacy of bike racks	X			A report was reviewed by the task force on March 8, 2011

Recommended goals for next year:

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

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

1. Recommendations of the Environmental Subcommittee 2010-2011
   Overall policies: Strive for zero energy-use buildings and to become a zero-waste campus, which will greatly reduce SAC's carbon footprint
      Specific Proposed Items:
      a. Install more bike racks
      b. Install more recycle bins and of various types
      c. Implement composting on campus
      d. Orientations of new buildings should have long axis east-west overall
      e. Routine checks for overwatering and for leaks in all plumbing to save water cost
      f. Establish maintenance schedules for equipment, plumbing to extend useful fixture life
      g. Handle HVAC differently on weekends and non-use days
      h. Ban chilled water stations in buildings
      i. Install natural ventilation towers on roofs to draw up and exhaust hot air, with low openings that draw in exterior supply air from cooler exterior areas. Use existing ductwork and this will save money and reduce the carbon footprint
      j. Utilize natural daylight to reduce dependence on artificial lighting
      k. Replace LED Tube lights with fluorescent tube lights
      l. Landscape with native and drought-resistant plants
      m. Host an electronics recycling event to increase sustainability awareness
      n. Provide more sustainability education opportunities for students and the community
      o. Involve students with the City of Santa Ana's composting workshop

2. Specific recommendations for design of new buildings and orientation of the buildings to compass:
      a. Placement of room-types, internal doors & walls, & equipment optimal natural lighting and cooling by orienting buildings to face the equator (or a few degrees to the east to capture the morning sun)
      b. Extend the building dimension along the east/west axis to make natural ventilation easier to accomplish.
      c. Provide adequately sized windows to face the midday sun in the winter, and be shaded in the summer and minimize windows on other sides, especially western windows.
      d. Erect correctly sized, latitude-specific roof overhangs, or shading elements (CA native shrubbery, CA native trees, trellises, fences, shutters, etc.)
      e. Using the appropriate amount and type of insulation including radiant barriers and bulk insulation to minimize seasonal excessive heat gain or loss
      f. Utilize thermal mass to store excess solar energy during winter days (and re-radiated at night)
      g. Calculate precise amount of equator-facing glass and thermal mass, considering latitude, altitude, climatic conditions, and heating/cooling degree day requirements.

3. Factors that can degrade thermal performance that should be avoided:
   a. Deviation from ideal orientation and north/south/east/west aspect ratio
   b. Excessive glass areas ('over-glazing') resulting in overheating (also resulting in glare and fading of soft furnishings) and heat loss when ambient air temperatures fall
   c. Installing glazing where solar gain during the day and thermal losses during the night cannot be controlled easily e.g. west-facing, angled glazing, skylights
   d. Thermal losses through non-insulated or unprotected glazing
   e. Lack of adequate shading during seasonal periods of high solar gain (especially on the west walls)
   f. Incorrect application of thermal mass to modulate daily temperature variations
   g. Open staircases leading to unequal distribution of warm air between upper and lower floors as warm air rises
   h. High building surface area to volume and too many corners
   i. Inadequate weatherization leading to high air infiltration
   j. Lack of, or incorrectly installed, radiant barriers during the hot season. (Consider also cool roof and green roof)
   k. Insulation materials that are not matched to the main mode of heat transfer (e.g. undesirable convective/conductive/radiant heat transfer)

4. More students were involvement in the task force this year

5. Created a Sustainable Facilities Management Plan

6. Reviewed the following:
   a. Bike Parking Options
   b. Night Sky Cooling
   c. Chilled Drinking Fountains
   d. The National Wildlife Federation's Campus Ecology Program for reducing a campus carbon footprint

7. Reviewed the draft central plant cooling system document and compared it to night sky cooling systems. Potential advantages of using night sky cooling include:
   a. Construction cost savings could be in the millions of dollars, as night sky cooling is estimated to be about 1/8th the cost of a central cooling plant.
   b. Reduced heat loads with night sky cooling will leave a smaller carbon footprint than a central plant.

8. Reviewed portions of the draft SAC Facilities Master Plan with the following recommendations:
   a. Strategies that could contribute to more effective Night Sky Cooling are: thermal massing, additional insulation, shading with native CA plants/trees for reducing external heat gain, and for the main problem of internal heat gain,
   b. Server based computer workstations (fewer computers in rooms), more efficient lighting such as LED tubes that put out less heat and draw less power
   c. Title 24 compliant building controls, such as light motion sensors, and thermostats that offer variable settings.
   d. "Standardization" of buildings may not be a wise choice for building entries, glazing and colors, etc. The orientation of the building determines how a building catches prevailing breezes as well as solar incidence. Consider that entries often include large glazed areas, and

solar is a definite concern. Standardizing the implementation of natural ventilation and night sky cooling would be a much wiser, money saving and practical kind of standardization.

9. Reviewed the SAC Arboretum Project with the following recommendations:
    a. Ferns and tropical plants require much water
    b. The campus should slowly replace grass areas in order to reduce or eliminate irrigation water use.
    c. Drought tolerant, no maintenance or very low maintenance plants can be started from seed and phased in while grass is phased out. Magic carpet thyme is an example.
    d. There is a lack of specific shading at some buildings. This should be studied in the Master Plan.
    e. California Native Western White Clematis, or even some non-natives, but drought tolerant fragrant vines (jessimine, honeysuckle, etc.) would be beneficial.
    f. California native plants use less water. Most California natives need almost no water after being established for a full years' growth cycle.
    g. Natives should be planted in late fall or early winter to take advantage of seasonal rain

III.E.3. COMMITTEE – PLANNING AND BUDGET   **DATE: May 20, 2011**
CO-CHAIRS – **PAUL FOSTER and JEFF MCMILLAN**

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

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

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

Recommended goals for next year:

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

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

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

SANTA ANA COLLEGE
Participatory Governance Committee
<u>DRAFT</u> End of Year Report 2010-11

III.E.4. COMMITTEE – FACILITIES **DATE: May 17, 2011**
CO-CHAIRS – PAUL FOSTER and RAY HICKS

MEMBERSHIP

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

Goals	Completely met	Partially met (Please explain)	Not met/ should be carried over (Please explain)	Not met/ should not be carried over (Please explain)
1. Monitor efforts to maintain existing facilities and equipment.		Preliminary list included in Adm Srvs DPP & presented to Fac Com; 4/19/11; Master Plan Architects are conducting a utilities audit for master plan		
2. Monitor efforts to maintain and improve campus appearance.		Grounds Dept is short 2 FTE; 1 FTE has been requested in the Adm Srvs DPP; Improvements to grounds appears in the updated SAC Facilities Master Plan. Many improvements are planned for Phase I, expected to be completed prior to the 2015 centennial.		
3. Work with IE&A and Environmental Workgroup to initiate green efforts on campus.			Environmental Workgroup should report to the Facilities Committee. Meetings must be open to campus users and documents must be posted on Inside SAC.	
4. Complete and begin implementing the Facilities Master Plan.		HMC Architects are expected to distributed final Facilities Master Plan in May/June 2011		
5. Review the ADA Transition Plan and proceed with modifications to correct known deficiencies.		The Facilities Committee endorsed the ADA Transition Plan. Measure E funds will be used to correct path of travel to new CDC (summer		

Goals	Completely met	Partially met (Please explain)	Not met/ should be carried over (Please explain)	Not met/ should not be carried over (Please explain)
		2011), Gym 2011-12), and College Ave. (2011-13).		
6. Create a plan to abate graffiti at SAC and review prevention alternatives.			Graffiti is being abated as discovered. An on-going plan with alternatives and budget needs to be developed.	

Recommended goals for next year:
1. Monitor efforts to maintain existing buildings, infrastructure, and equipment
2. Monitor efforts to maintain and improve campus appearance
3. Revamp Environmental Workgroup to effectively coordinate green efforts on campus
4. Continue to review and implement the SAC Facilities Master Plan with ancillary sites
5. Evaluate secondary effects of renovation and/or re-purposing of space.
6. Review the ADA Transition Plan and proceed with modification to correct know deficiencies
7. 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. Much progress has been made to establish a preventative maintenance plan that includes an infrastructure inventory.
2. SAC will soon have an updated Facilities Master Plan. Architects are working to implement Phase I.
3. The ADA Transition Plan was adopted and forwarded to District HR.
4. ADA students were asked to participate in a survey used to identify specific problem areas
5. The ADA subcommittee formed a task force to create a closed captioning information document to inform campus users about current requirements.
6. "Universal access" is mentioned as a master plan project goal

III.E.5. COMMITTEE – SAFETY AND SECURITY   **DATE: May 19, 2011**
CO-CHAIRS – **PAUL FOSTER and MONICA COLLINS**

MEMBERSHIP

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

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

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

Recommended goals for next year:

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

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

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

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

III.E.6 Student Success Committee Update:
- To serve as a hub for dialogue across institutional sectors related to practices and policies that could increase student success at SAC.
- To serve as the participatory governance committee supporting other SAC task forces and committees/task forces such as BSI, transfer, scholarship, and matriculation.
- To provide an environment where exploratory discussions about data, student success, and boundary-spanning strategies to improve equality of outcomes at SAC can occur.
- To sponsor and support resource leveraging and institutional transformation in support of the Student Success Committee.

Committee: Student Success Committee   **Date: May 2011**
Chairs: Sara Lundquist & Mary Huebsch

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

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

Recommended goals for next year:

To continue the goals for 2010-2011.

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

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

III.E.7 Committee: <u>SACTAC</u>

SANTA ANA COLLEGE
Participatory Governance Committee
Year-End Assessment Form

Committee: SAC Technology Advisory Committee (SACTAC)
Chairs: Becky Miller (Admin), Roy Shahbazian, (Fac), Brian Schroeder (Fac)
Members: Pilar Traslavina, Joe Pacino, Vincent Nunez, Cherylee Kushida, Noel Dahlen, Max Serrano, Don Dutton, Nell Young, Lance Lockwood, Susan Gaer, Javier Galvan, Gary Bennett, Javier Glavin, Emmanuel Rodriguez (student rep – Fall), Neil Nguyen (student rep – Spring)
Date: June, 2011

Goals	Completely met	Partially met (Please explain)	Not met/should be carried over (Please explain)	Not met/ should not be carried over (Please explain)
1. Determine computer skills needed		Completed in 2008 but needs to be revisited for computer skills degree requirement.		
2. Determine technology skills of students	Completed 2009			
3. Determine technology skills sets of students by department/discipline	Completed 2010			
4. Imbed technology skills into appropriate department curriculum		In SLOs of PA/PR but needs to be reviewed for computer skills degree requirement.		
5. Determine learning areas where students can learn appropriate technology skills		Multiple labs across campus but review concept of availability of across campus concept		
6. Enhance existing facilities to promote technology proficiency		Some facilities enhanced but due to budget constraints more needed		
7. Assess student technology skills				
upon identified program completion		In SLOs of PA/PR but needs to be reviewed for computer skills degree requirement.		
8. Provide student email on registration				Private student email is collected and listed on rosters.
10. Provide registration 365/24/7	Completed 2009			

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

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

Recommended goals for next year:

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

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

Submitted by Becky Miller

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

APPENDIX F
Core Competencies

Educational Master Plan
Santa Ana College Mission Statement

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

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

1. Communication Skills	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. 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.
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.	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. b. Critical Thinking Students will think logically in solving problems; explaining their conclusions; and evaluating, supporting, or critiquing the thinking of others. c. Ethical Reasoning Students will demonstrate an understanding of ethical issues that will enhance their capacity for making sound judgments and decisions. d. Quantitative Reasoning Students will use college-level mathematical concepts and methods to understand, analyze and explain issues in quantitative terms.

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

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

APPENDIX G

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

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

Philosophy Statement

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

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

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

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

Template for Department Planning Portfolio Assessment/Program Review
"The 19-QT"

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

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

II. Student and Program Success (Please use data for this section. Department data may be found at http://intranet.rsccd.edu/apps/pub.asp?Q=1151&T=Program Review D ata&B=1.)

    5. What are the strengths of the program? Based on the data, what improvements does it need?

    6. What are faculty's perceptions of the success of the program?

    7. What are opinions of students regarding the program's quality? Upon what variables is this based?

    8. What, if appropriate, are employer attitudes towards the program?

    9. What successes may be identified?

III. Curriculum, Pedagogy and Innovation

    10. Describe the curriculum offerings, their relationship to the discipline, and substantive curriculum changes, e.g., new courses, deletions. How has the program kept up with changing needs of the students and community?

    11. Describe the program's relationship to student services and its offerings to the students served.

    12. Describe the use of technology, e.g., computer labs, increased use of *Blackboard*, hybrid or online courses, etc. How does the use of these tools enhance learning?

    13. What changes have been made in pedagogy?

    14. What grants has the program been involved with? How has this changed the program?

IV. Assessment of Conclusions and Recommendations

    15. What research has the department conducted?

    16. What resources has the department explored to ascertain the status of the discipline/program in other arenas? e.g., conferences, advisory committees, review of peer programs, collegial dialogues with discipline experts in feeder or transfer institutions.

    17. Please summarize findings of direct SLO assessment. How has this informed future plans for the program? (See Direct SLO Assessment forms)

    18. Based on the analysis, what changes are recommended for the program?

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

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

I. Institutional Research Office: Indirect

    1. CR 1110 Report:

        A. Course Enrollments per semester (from the end of the second week in a 16-week semester)

        B. Grade distribution (retention, success rate by course)

        C. Student Characteristics

    2. Persistence rates as appropriate for sequential courses within programs

    3. FTE program generates

    4. FTES per FTEF (See enrollment data)

    5. CORE measures for Career Tech Ed (CTE)

    6. Number of degrees by major & certificates granted

    7. Ratio of full-time to adjunct faculty

II. Department-Generated Data Based on IR Office

    1. Surveys

    2. Course/program-level Research Project (investigate an intervention)

    3. Other Data

Department data may be found at: http://intranet.rsccd.edu/apps/pub.asp?Q=1151&T=Program Review D ata&B=1
Or call the institutional research Office for further information at 714-480-7467.

III. Direct-SLO Assessment (See Form C, Form D)
1. Exams
2. Papers
3. Grades
4. Portfolios
5. Classroom-based Research
6. Other in-class assessments

Note: The purpose of this is to make connections from data to analysis to planning to budget…to actualizing the *Strategic Plan* of Santa Ana College.
bnj/3/04/08

PA/PR Process in Cycle II
Guidelines for Use of Data

1. To chart the college goal of increasing persistence rates, retention and success, infuse more data into **19-QT** questions **5, 7, 8, 9, 15, 18**. (#5, #9, #18 are overarching questions and need more than one measure.) Work is **ongoing**. The 19-QT is a **capstone** report. Data will be provided annually for the **annual** DPP reports for all departments.
2. Utilize **direct data** where possible (e.g., Direct SLO-Assessment semesterly—See *Direct-SLO Assessment* forms). Utilize **indirect data**, which will be requested from the Institutional Research Department by the IE&A Coordinator each year for the departments in the cycle for that academic year.
3. A contact point person, a member of the TLC, will serve as a resource for all departments within a division. Training will take place at a TLC meeting early every fall for TLC members and the department chairs whose departments are completing the PA/PR process in that academic year.

4. Use Direct and Indirect Measures (Multiple measures are needed):

Direct—Provide evidence of cognitive (knowledge) or behavioral (skills) learning that directly corresponds to specific intended learning outcomes.
Examples—exams, papers, grades, portfolios. The *Direct-SLO Assessment* of each department should utilize these.

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

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

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

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

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

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

Question 5: What are the strengths of the program? What improvements does it need? **Question 9:** What successes may be identified? **Question 18:** What changes are recommended for the program?

*Question 15: What research has the department conducted? To answer this question address the following:
1. State your research question (Why did you do this research?)
2. Describe your basic methodology (research design, subjects, assessment)
3. Share key findings (What did you learn? Did you get an answer to your research question?)
4. Identify implications for action (How will you use the results? What action will you take?)
5. How will you evaluate your new actions? "Closing the loop"

Addendum A provided by the Teaching Learning Committee/ 05-16-11

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

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

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

When is the full Program Review conducted? The 19-QT is done quadrennially.

Is there something the department faculty have to do in between? YES, Direct-SLO Assessment of the college-wide Core Competencies every semester. Call Bonnie Jaros for help with this if you need it. Contact your TLC "point person" as well. This person is your division representative to the Teaching Learning Committee.
Is it useful to teaching and learning? YES, YES, YES!

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

Is it part of the Department Planning Portfolio? Yes! You are already doing a portfolio annually. It is integrated into the goals and activities of the department's DPP and is tied to all requests you make for facilities, equipment, full-time faculty—in other words, anything with budgetary implications is in your DPP.

- **Who receives the Program Review?** Your dean, who will forward it to Division Curriculum for review… and then Bonnie Jaros as chair of the TLC, who will send it to the TLC for committee review. The TLC aggregates all reports by theme. It takes three meetings to review all the reports. You are welcome to attend when your report is being reviewed—you are welcome to attend any time! Also…Hang Le will post your report for you on InsideSAC.net under your department in Department Index. All Program Review documents you will need are also posted on InsideSAC.net on the cover page at the bottom "Web Resources: Program Assessment / Program Review Forms .

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

Timelines for the Academic PA/PR Process

♦ **First division meeting of the fall:** The division dean announces the departments that are required to turn in the PA/PR report for that academic year.

- **First department meeting in the fall (August/September):** The department meets to review the quadrennial cycle timeline for Core Competency/ Direct-SLO Assessment. Decide which department members are doing which courses.
    - Core Competencies = Communication Skills; Thinking and Reasoning; Information Competency; Diversity; Civic responsibility; Life Skills; Careers).
    - Do this ongoing assessment for 3 ½ years so the semester the PA/PR is due, the department is working on the 19-QT only.
- **During the semester—between half to ¾ point:** Department members conduct the assessment utilizing an assignment that would be given anyway. Use a department or individual rubric or any agreed-upon assessment method to assess they core competency. The department member utilizes Form B.
- **End of the semester or very first meeting of next semester—**At a department meeting, the core competency is discussed. The chair fills out Form C. The chair sends an electronic copy of Form C to Bonnie Jaros or whoever is the chair of the TLC.
- **Every March—**The chair incorporates the Direct-SLO Assessment into the Department Planning Portfolio (DPP) and utilizes the results in conjunction with the data gleaned from statistical reports. The portfolio with all goals, activities, quantitative reports and analyses are sent to the dean. The chair also sends a copy of Form C to Bonnie Jaros or whoever is the chair of the TLC. Hang Le will post it on your department program review page on InsideSAC.net.
- **If the department is on the list for the complete capstone PA/PR:**
    - The PA/PR is sent to the Division Curriculum Committee prior to March 15th. It is due to they chair of the TLC by March 15th with an electronic copy of the last Form C analysis. The other Form C analyses will have already been added to the department's "Program Review" page.
- **April—**The chair of the TLC will send an aggregate report of all the themes of the PA/PR reports for that year to the Institutional Effectiveness and Assessment Committee, the college-wide participatory governance committee dedicated to planning .

- **May—**
    - The chair of the IE&A Committee aggregates all program review reports (Academic PA/PR, Student Services, Administrative Services and President's Cabinet Portfolio) and sends the IE&A End-of-Year Report to all participatory governance committees and the Academic Senate.
    - The IE&A Committee also updates the college-wide *Strategic Plan*.

Faculty and Deans' Planning and Assessment Calendar

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

Direct –SLO Assessment: Core Competency Review

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

The Assessment Method:

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

♦ Departments will choose which core competencies/SLOs they will work on each semester so that every faculty member is assessing the same outcome at the same time.
♦ Individual instructors in departments select one major assignment/performance they are already planning on assigning OR a set of test questions they feel measures student achievement of the outcome in one class OR a performance or demonstration, as deemed appropriate by the discipline.
♦ Individual instructors create a rubric to assess student performance of the assignment OR the department develops a standardized rubric for a common assignment. (See http://irubric.com for rubric creation. Assess the efficacy of your rubric on "Rubric on Rubrics at the same site.) Please remember the assessment is of the SLOs of a specified core competency. The rubric should reflect that element.

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

Implementation:
The PA/PR method has to be implemented gradually. Historically, existing mechanisms and processes are being combined, so it is not completely new or sudden; however, the explicit process from section to course to program to seamless, systematic analysis with an eye to continuous improvement college-wide is new.
- The four-year rotational schedule commenced spring 2008. It is understood that until a full cycle has been conducted, the PA/PR may not have a completed analysis of all the core competencies; however, a complete report was required utilizing the four-year rotational cycle. In spring 08 all departments commenced a course-embedded core competency review of one or more core competencies and continued until the year designated for the respective departments.
- Spring 2008-2012, twenty-five percent of departments were scheduled each academic year for PA/PR (See APPENDIX F). All departments continued collecting data about course SLOs in the context of core competencies until all are completed. This process is cyclical. Spring 2012 the cycle commences again, and the cycle continues every four years thereafter.
- Discussion occurs about competencies analyzed the prior semester to determine department goals and objectives, including need for curriculum revision, faculty development, requests with fiscal/human resources implications. Changes should be made as needed annually on the COR even if the department is not in a quadrennial revision year for C&I. Improvement in course retention, persistence and course success rates is tracked.
- In a PA/PR year, all course-level SLOs are reviewed and rewritten as needed.
- Quadrennial review of the *Course Outline of Record* will continue as per the C&I quadrennial cycle. At this time courses will be revised utilizing the data gleaned from direct Core Comepetency/SLO

review. (Remember the Core Competency/SLO pages should be updated annually to streamline the department's work when the COR is submitted to C&I in the quadrennial revision cycle.)

♦ The TLC will review the PA/PR and Direct-SLO Assessment process at the end of each four-year cycle and make recommendations for changes.
♦ Professional development, sponsored by the TLC, will be conducted every fall for all departments scheduled for capstone PA/PR that academic year. TLC division representatives will serve as PA/PR coaches throughout the academic year on an as-needed basis. The chair of the TLC will also be available for department meetings and continued professional development activities as the departments prepare their respective reports.

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

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

Completing the Assessment Cycle:

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

The **Teaching Learning Committee (TLC),** a sub-committee of IE&A with a reporting relationship to the C&I, is composed of faculty representatives from all divisions, the Faculty Development Coordinator and the Basic Skills Coordinator. Academic deans are always welcome, and most attend regularly. This group discusses teaching and learning, assessment methods, rubric creation, faculty development issues, basic skills and many other academic issues pertaining to core competencies/SLOs. The TLC is the body that receives Direct Assessment of SLOs reports from the Division Curriculum Committees, which will aggregate the issues sent to them by the departments. One member of the TLC will serve on the division Curriculum Committee to oversee the PA/PR process. After all reports are reviewed by the TLC, the TLC will create an end-of-the-year report, which will be sent to the Institutional Effectiveness and Assessment Committee (IE&A) , which is made up of faculty, administrators and classified staff. In addition to this summary of quadrennial capstone Portfolio Assessment/ Program Review Reports, the IE&A Committee receives Program

Review Reports from Student Services and Administrative Services as well as the President's Cabinet Portfolio. IE&A will aggregate all Program Review reports each spring and create an end-of-year report which will be sent to all participatory governance chairs, College Council, the Academic Senate, and FARSCCD. The president of the college will present annual updates to the RSCCD Board of Trustees. IE&A is also the gatekeeper of the College *Strategic Plan*. The *Strategic Plan* is reviewed by the IE&A Committee every year. Complete review is done every four-five years.

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

rev. bnj/05-17-11

CORE COMPETENCIES

(The basis of General Education Student Learning Outcomes)

1. Communication Skills	**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. **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.
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.	**e. Creative Thinking** Students will develop the skills to formulate original ideas and concepts in addition to integrating those of others in the creative process. **f. Critical Thinking** Students will think logically in solving problems; explaining their conclusions; and evaluating, supporting, or critiquing the thinking of others. **g. Ethical Reasoning** Students will demonstrate an understanding of ethical issues that will enhance their capacity for making sound judgments and decisions. **h. Quantitative Reasoning** Students will use college-level mathematical concepts and methods to understand, analyze and explain issues in quantitative terms.
3. Information Management	**a. Information Competency** Students will do research at a level that is necessary to achieve personal, professional and educational success. They will use print material and technology to identify research needs, seek, access, evaluate and apply information effectively and responsibly. **b. Technology Competency** Students will use technology learning tools and

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

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

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

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

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

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

Were there any areas where student performance was outstanding? **What areas can be improved?**	
Next steps in the classroom to improve student learning	
How will you address the needs and issues that were revealed by your assignment? How might student performance be improved? **Check all that apply**	o State goals or objectives of assignment/activity more explicitly o Revise content of assignment/activities o Revise activities leading up to and/or supporting assignments/activities o Increase in-class discussions and activities o Increase student collaboration and/or peer review o Provide more frequent or fuller feedback on student progress o Use more CATs (Classroom Assessment Techniques-Cross/ Angelo) o Increase guidance for students as they work on assignments o Use methods and questions that encourage competency o State criteria for grading more explicitly o Increase interaction with students outside of class o Ask a colleague to critique assignments/activities o Collect more data o Nothing: assessment indicates no improvement necessary o Other (p[lease describe)

Next Step in the Department to Improve Student learning	
What steps can the department take to address the needs and issues revealed by your assignment? Check all that apply	o Offer/encourage attendance at seminars, workshops or discussion groups about teaching methods o Consult teaching and learning experts about teaching methods o Encourage faculty to share activities that foster competency o Write collaborative grants to fund departmental projects to improve teaching o Procure articles/books on teaching about competency o Visit classrooms to provide feedback (mentoring) o Create bibliography of resource material o Have binder available for rubrics and results (Put in Department Planning Portfolio) o Analyze course curriculum to determine that competency skills are taught so that the department can build a progression of skills as students advance through courses o Nothing: Assessments indicate no improvements necessary o Other (please describe)

APPENDIX C: Department Assessment Analysis Form

Transfer and Basic Skills
Career Technical Education
Department Assessment Analysis Form

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

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

Next Steps in Classroom to Improve Student Learning (check all the items faculty/staff felt would help them address the needs and issues revealed by the assessment) How might student performance be improved	o State goals or objectives of assignment/activity more explicitly o Revise content of assignment/activities o Revise activities leading up to and/or supporting assignments/activities o Increase in-class discussions and activities o Increase student collaboration and/or peer review o Provide more frequent or fuller feedback on student progress o Use more CATs (Classroom Assessment Techniques—Cross/Angelo) o Increase guidance for students as they work on assignments o Use methods and questions that encourage competency o State criteria for grading more explicitly o Increase interaction with students outside of class o Ask a colleague to critique assignments/activities o Collect more data o Nothing: assessment indicates no improvement necessary o Other (please describe)
Next Steps in the Department to Improve Student learning (check all that the department felt would help them improve student learning)	o Offer/encourage attendance at seminars, workshops or discussion groups about teaching methods o Consult teaching and learning experts about teaching methods o Encourage faculty to share activities that foster competency o Write collaborative grants to fund departmental projects to improve teaching o Procure articles/books on teaching about competency o Visit classrooms to provide feedback (mentoring) o Create bibliography of resource material o Have binder available for rubrics and results (Put in Department Planning Portfolio) o Analyze course curriculum to determine that competency skills are taught so that the department can build a progression of skills as students advance through courses o Nothing: Assessments indicate no improvements necessary o Other (please describe)
Priorities to Improve Student Learning (List the top three-six things faculty/staff felt would most improve student learning)	
Implementation (List the department plans to implement these three-six priorities)	

Timeline for Implementation **(Make a timeline for implementation of the top priorities)**	

Route to Division Curriculum Committee:
Department Chair or designee_____ Date:_____

Transfer and Basic Skills
Teaching Learning Committee Analysis Form

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

Meeting Date		
Members Present		
List of Departments that send PA/PR Reports and core competency addressed	**Department**	**Core Competency**
Assessment Results **(Summarize overall trends in results)**		
What student needs and issues were revealed?		
Next Steps Recommended to Improve Student Learning	o Offer/encourage attendance at seminars, workshops or discussion groups about teaching methods o Consult teaching and learning experts about teaching	

(check all that apply)	methods
	o Encourage faculty to share activities that foster competency
	o Write collaborative grants to fund departmental projects to improve teaching
	o Procure articles/books on teaching about competency
	o Visit classrooms to provide feedback (mentoring)
	o Create bibliography of resource material
	o Have binder available for rubrics and results (Put in Department Planning Portfolio)
	o Analyze course curriculum to determine that competency skills are taught so that the department can build a progression of skills as students advance through courses
	o Nothing: Assessments indicate no improvements necessary
	o Other (please describe)

Assessment of Core Competencies

Course Audit Worksheet

Core Competency:_____

List of Courses that Address Core Competency

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

APPENDIX F
Assessment of Core Competencies Course Audit Worksheet

Portfolio Assessment/Program Review Four-Year Cycle by Division
The TLC Committee will assess the effectiveness of the PA/PR and make adjustments as needed; these will be referred to the IE&A Committee for approval. Every year the IE&A Committee will assess the progress of the *Strategic Plan*; every four-five years the *Strategic Plan* will undergo college-wide review and be rewritten accordingly by the IE&A Committee.

Division	Department	12/13	13/14	14/15	15/16
Business	Business Administration				x
	Business Applications				x
	Computer Science		x		
	Engineering			x	
	Management/Marketing	x			
	Paralegal	x			
Counseling	Counseling		x		
	Center for Teacher Education	x			
Continuing Education	Adult Basic Education			x	
	Citizenship		x		
	Disabled Student Programs & Services			x	
	English as a Second Language	x			
	Health & Safety				x
	High School Subjects		x		
	Inmate Education				x
	Older Adults			x	
	Parent Education			x	
	Vocational Training				x
Exercise Science	Activity and Aerobic Fitness		x		
	Adapted Education			x	
	Analysis, Circuit, and Strength Center Lab				x
	Sports Medicine		x		
	Theory/Lecture			x	
	Health Education				x
	Intercollegiate Sports	x			
	TV/Video			x	
	Theatre				x
Humanities and Social Sciences	Anthropology/Sociology/Women's Studies		x		
	Economics/Geography				x
	English/ESL	x			
	Ethnic Studies		x		
	History			x	

Division	Department	11/12	12/13	13/14	14/15
Fine & Performing Arts	Art		x		
	Dance			x	
	(Journalism) Communication & Media Studies				x
	Music		x		
	SLPA	x			
	(Speech) Communication Studies	x			
	Modern Languages				x
	Philosophy	x			
	Political Science		x		
	Psychology			x	
	Reading				x
Human Services & Technology	Auto/Diesel/Welding	x			
	Criminal Justice/Academies				x
	Auto/Diesel/Welding	x			
	Criminal Justice/Academies				x
	Distance Education			x	
	Family & Consumer Studies		x		
	Fire Technology	x			
	Human Development	x			
	Manufacturing Technology		x		
	Nutrition				x
	Occupational Therapy Assistant				x
	Pharmacy Technology			x	
Library	Library and Information Studies		x		
	Library Technology			x	
Science, Math, & Health Sciences	Astronomy			x	
	Biology				x
	Chemistry	x			
	EMT			x	
	Geology/Earth Science		x		
	Mathematics	x			
	Medical Assistant				x
	Nursing	x			
	Physics			x	

Division	Department	12/13	13/14	14/15	15/16
Student Services	Special Services				x
	DSPS		x		
	EOPS			x	
	Sign Language	x			

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