SANTA ANA COLLEGE
Institutional Effectiveness and Assessment Committee
Minutes
May 18, 2011

To: Distribution
From: Bonnie Jaros, Chair, Institutional Effectiveness and Assessment Committee

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

Members Present: Paul Foster, Sue Garnett (for Ed Ripley), Bonnie Jaros, Sara Lundquist, John Zarske

I. **Approval of Minutes of April 27, 2011—**The minutes of April 27, 2011 were approved as written. Please note: The meeting of May 11, 2011 was cancelled due to a conflict with the BAPR Workgroup.

II. **Accreditation–Midterm Report: Update of Workgroups**
   A. District Recommendation 1: Planning and Budget Integration—Paul and Bonnie have been working on this section. John Z will send information to Bonnie related to the District HR Committee and the Staffing Plan section of this recommendation.
   B. District Recommendation 2: Computer-based Student Attendance Recording System—No Report
   C. District Recommendation 3: Communication Process between Trustees and District Employees—This section will need more evidentiary documents.
   D. District Recommendation 4: Board Self-Evaluation Policy—Nga and Bonnie are working on this section.
   E. College Recommendation 1: Planning and Budget Integration—Paul and Bonnie are working on this section. Ray, Jeff and John will join the workgroup again as well.
   F. College Recommendation 2: Diversity Plan—This section is complete.

G. College Recommendation 3: Communication with Classified Employees—Sara is working on this section with the workgroup. Evidentiary documents are being collected.

H. Response to Self-Identified Issues in the Planning Agenda of the Institutional Self Study 2008—This section is 95% complete. Please review and comment.

I. Other—**1.** Bonnie has sent the latest draft of the *Midterm Report* to President Martinez, who will send it to the college community to review. Work on the *Midterm Report* will be ongoing throughout the summer. **2. A folder will be added to the H: Drive entitled IE&A Committee. Within that folder will be a folder "Midterm Report" with sub-folders for each response.** The lead persons for each response are designated to place evidentiary documents within the respective folder. Sue Garnett will help organize and number the evidentiary documents. **3.** The *Annual Report* due to ACCJC has been completed. The *Fiscal Report* is being completed by Peter Hardash and will be sent to the Commission by the June 1, 2011 deadline.

III. **Strategic Plan Update S11—**The *Strategic Plan Update S11* is almost completed. It will be sent to the IE&A members after it is properly formatted. After committee approval, it will be incorporated into the *Educational Master Plan Update 2011*. Upon completion, The *Strategic Plan Update S11 with Budget and Facilities Analysis* will be completed. In addition, the IE&A Committee will plan the Mid-Plan Review of the *Strategic Plan 2007-2015* early in the fall. While the *Vision Themes* will remain constant, the activities and manner of analysis will change. To prepare for the fall meeting, documents related to the event will be collected this summer.

IV. **BSI Update—**Sara reported that proposals for BSI projects for 2011-2012 have been reviewed by Strand A. Since requests for funding far exceeded the allowable budget, consolidation efforts are underway among the applicants. Sara and Norm will create a summative chart with the revisions; then, another meeting will be held June 13th to review the proposals again.

V. **Facilities Committee Report—A.** Paul reported that he and Ray are working on the End-of-Year Report. **B.** HMC has given President Martinez a draft of the *Facilities Master Plan*, which requires some revision. It will be available soon.

VI. **Planning and Budget**

A. District—1. Paul reported that the budget will be rolled over; budget assumptions were approved at BAPR. **2.** There were questions related to the BAM, based on the SB 361 model, at BAPR WG. There will be a transition process and period.

B. College—Paul is requesting that the vice presidents send him the *Budget Requests Application Form* from their respective planning portfolios so he can complete an aggregate SAC planning document to present to BAPR at the June 8th meeting.

VII. SACTAC Report—John reported that the Santa Ana College webpage mobile application is going live. It may be obtained by inputting 192.189.45.78 through the internet on a smart phone.

VIII. PA/PR—TLC End-of Year Report—A. The TLC End-of-Year Report (three sets of minutes) was reviewed by the IE&A Committee members. Themes will be incorporated into the *IE&A End-of-Year Report*.

B. The Teaching Learning Committee has also conducted a complete review of the PA/PR process documents, 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 to the entire PA/PR document as *Addendum A*. In addition, a document "How to do Program Review" Guide for Faculty and Deans is attached to the PA/PR document as *Addendum B* (See **Appendix A** of these minutes).

IX. Program Reviews: Student Services, Administrative Services, President's Cabinet Portfolio—Program review documents were reviewed by the IE&A Committee members. Themes will also be incorporated into the *IE&A End-of Year Report*, which will then be sent to all participatory governance committees, the Academic Senate, FARSCCD and CSEA. It is expected that the participatory governance committees will review this document and respond early fall 2011.

X. Future Agenda (with status)

    A. College-Wide Strategic Plan 2007-2015 *Mid-Plan Review* Event F11: Documents will be collected in preparation of this planning. President Martinez will be invited to the July 19th meeting of the IE&A Committee.)

    B. End-of-Year Reports other Participatory Governance Committees

    C. IE&A *End-of-Year Report* S11: This is a priority item for summer 11; Bonnie will complete this report after receipt of the end-of-year reports of the other participatory governance committees.

    D. *Midterm Report*: This is a priority item for summer 11

    E. Planning and Budget: BAM Update; Planning Model and Related Documents (SAC)

Please Note: The following work requires your immediate attention: 1. Evidentiary Documents for your respective section of the **Midterm Report** must be placed on the **IE&A folder on the H: drive. 2. Review the content Midterm Report** draft sent out by President Martinez**. 3. Review** and please inform Bonnie of additions to the **Strategic Plan Update S11.**

The next meetings of the IE&A Committee will be June 14, 2011 from 2:00-4:00pm and July 19, 2011 from 11:00am-1:00pm in A-105.

APPENDIX A

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

PLEASE NOTE: The complete **Program Review Part I: Academic Portfolio Assessment/Program Review** document may be accessed on the **InsideSAC.net** cover page (lower right) under "Web Resources."

ADDENDUM A

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: <u>Program Assessment / Program Review Forms</u>.

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.
    - o Core Competencies = Communication Skills; Thinking and Reasoning; Information Competency; Diversity; Civic responsibility; Life Skills; Careers).
    - o 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:**
    - o 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—**
    - o 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.
- o 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

bnj & mrs/5-18-09
Revised bnj/ 05-16-11