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**Accreditation Oversight Committee**

**September 7, 2016; 1:00-3:00pm**

**President’s Conference Room**

**Agenda**

**To: Distribution**

**From: Bonnie Jaros, ALO**

**The mission of the Rancho Santiago Community College District** is to provide quality educational programs and services that address the needs of our diverse students and communities.

**The mission of Santa Ana College** is to be a leader and partner in meeting the intellectual, cultural, technological and workforce development needs of our diverse community. Santa Ana College provides access and equity in a dynamic learning environment that prepares students for transfer, careers and lifelong intellectual pursuits in a global community.

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

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

1. **Welcome**
2. **The Current Charge of the AOC: Midterm Report**
   1. **Follow-Up Report** <http://www.sac.edu/Accreditation/Documents/Follow%20Up%20Report%20Documents%202015/SAC_Accreditation_Follow-Up_Report_Final_10-12-15.pdf>
   2. **Timelines (See Appendix A)**
   3. **Templates for Gathering Data for the Midterm Report (See Appendix B)**
   4. **Status of AIPs (See Appendix C)**
3. **Institutional Effectiveness** 
   1. **Integrated Planning Design Manual and Educational Master Plan Update**
   2. **Timeline for Key Planning Activities (See Appendix D)**
4. **Designated Responsibilities of Each AOC Member**
   1. **Participatory Governance and Constituency Group Reporting**
   2. **Data Gathering (To be determined)**

**Members:**

Shelly Jaffray, Dean, Humanities and Social Sciences

Bonita Jaros, Accreditation Liaison Officer

Elliott Jones, President, Academic Senate

Carlos Lopez, Vice President, Academic Affairs

Luis Mejia, President, Associated Student Government

Jimmy Nguyen, CSEA 579 Representative

**c:**  Linda Rose, President, Santa Ana College

**Appendix A**

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**Midterm Report**

**Timelines**

|  |  |
| --- | --- |
| **Phase 1: Spring 2016** | * ALO commences collecting data and evidentiary documents January 2016 * ALO makes accreditation presentations to governance committees spring 2016 |
| **Phase 2: Summer 2016** | * ALO puts documents together for AOC July 2016, including review of ACCJC Recommendations and up-to-date status; timelines; protocol for collecting information and evidentiary documents |
| **Phase 3:**  **Fall 2016** | * Oversight Committee, co-chaired by ALO and VPAA, convenes and continues work to collect information and evidentiary documents * ALO presents AIP update to governance committees fall 2016 * VPAA and ALO work with Cabinet; governance co-chairs and designated faculty; classified and student leaders to glean information for report * ALO puts report into proper narrative format from information gleaned by January 2017 |
| **Phase 4: Spring 2017** | * ALO works with classified staff designated to aid in electronic document linking and formatting of report January-April 2017. * Final Draft May 2017: CSEA receives Report second week May 2017 and submits input by first week of June * Academic Senate receives Report May 2017 meeting for input by first week of June * VPAA and ALO review comments |
| **Phase 5: Summer 2017** | * Report is completed July 2017; editing team (ALO and designated person) work complete editing by mid-July. * Signatures are collected July 2017. * ALO works with Typographer and Graphic Designer July 2017 to prepare document for printer. * Academic Senate receives final version of Report for August 2017 Retreat during FLEX week * CSEA receives final version of Report—August 2017 * College Council Approval—second meeting August 2017 * President Rose’s Approval—August 2017 |
| **Final Phase** | * Board of Trustees Approval—first meeting September, 2017 (first reading); Second meeting September, 2017 (approval) * Follow-Up Report received by ACCJC—October 15, 2017   (mailed October 10, 2017; electronic version sent October 10, 2017) |

**bnj/**

**Appendix B**

**Templates for Midterm Report**

**Former Template**



**Accreditation Oversight Committee**

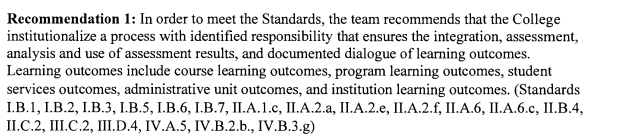
**Midterm Report October 15, 2017**

**Recommendations To-Do List**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Needed** | **Responsible** | **Timeline** | **Status with Date** |
| **Recommendation**  **1** | 1.AUOs and SSOs need to be tied to SLOs  2.Broad RAR analysis  3.End of Year Reports/Surveys must be done by every committee/ Academic Senate annually  4.Ongoing review of APR  5.Continue the Participatory Governance Retreat  6. Progress report on status of the Strategic Plan  7.Set a cycle for evaluation of processes  8. Revise EMP F15, to include Planning Design Manual | 1.VP Admin, VPSS  2. Planning and Budget Committee  3. Co-chairs Councils/Committees  4. Academic Senate  5. College Council  6. College Council  7. College Council  8. College Council  EMP Workgroup (to be created—include Research Team) | 2. Ongoing  4. Annual and quad. APR will be approved May 26th.  5. Scheduled for May 27  6. Scheduled for May 27  7.S15  8. F15 | 2. Received minutes P&B Committee  7. Timeline created; CC approval pending 5/27  8. Timeline for review of processes includes EMP |
| **Recommendation**  **2** | 1.Develop a cycle of evaluation calendar with the above categories, timelines and responsibilities  2.Develop a rubric for assessing effectiveness of categories cited in recommendation/ develop assessment tools/metrics  3.Each governance group and committee needs goals at the beginning of the year and end-of-year report progress towards goals/including AS  4.Develop calendar for review of institutional policies, procedures and publications (II.A.6.c), who responsible, metrics for analysis  5.Revise Tech Plan (III.C.2)  6.RAR Analysis/SB 361 analysis (III.D.4)  7. Evaluation process for governance/communication process as well.  8. Evaluation process for “training,” i.e., professional development | 1. College Council 2. Research Team   3. Co-chairs Councils/Committees  4.Research Team  5. TAC  6. Panning and Budget Committee  7. College Council  8. College Council/ Academic Senate | 2.F15  5.S15  6.S15  7. S15 | 1. Done—rec. Pres. Input  05-04-15; CC approval 05-27-15  5. Calendar developed  6. Minuets received 05-14-15  7. 05-27-15 meeting |
| **Recommendation**  **3** | 1. Make public in a paragraph on several pages of the website what the cycle of assessment is for Aca Aff, SS, Adm Serv 2. Add link to program review repository to every division web page 3. Align Standards to goals of the participatory governance committees. | 1. Academic Senate/IE Coordinator 2. IT   3.AOC/Academic Senate | 2.S15 | 1. AA done 05-04-15  Adm. Serv done 05-14-15  3.Done  05-18-15 |
| **Recommendation 4** | 1. Update on Research capacity 2. Evaluation of professional development and update 3. Assessment of human resource planning | 1.  2.  3. |  |  |

**Midterm Report Template**

**October 2017**



|  |  |  |  |
| --- | --- | --- | --- |
| **Standard** | **Self Evaluation Report** | **Responder/Position** | **Updates/Evidentiary Documents** |
| **I.B.1** |  |  |  |
| **I.B.2** |  |  |  |
| **I.B.3** |  |  |  |
| **I.B.5** |  |  |  |
| **I.B.6** |  |  |  |
| **I.B.7** |  |  |  |
| **II.A.1.c** |  |  |  |
| **II.A.2.a** |  |  |  |
| **II.A.2.e** |  |  |  |
| **II.A.2.f** |  |  |  |
| **II.A.6** |  |  |  |
| **II.A.6.c** |  |  |  |
| **II.B.4** |  |  |  |
| **II.C.2** |  |  |  |
| **III.C.2** |  |  |  |
| **III.D.4** |  |  |  |
| **IV.A.5** |  |  |  |
| **IV.B.2.b** |  |  |  |
| **IV.B.3.g** |  |  |  |

**I.B. Improving Institutional Effectiveness**

**I.B.1** The institution maintains an ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes.

**I.B.2** The institution sets goals to improve its effectiveness consistent with its stated purposes. The institution articulates its goals and states the objectives derived from them in measurable terms so that the degree to which they are achieved can be determined and widely discussed. The institutional members understand these goals and work collaboratively toward their achievement.

**I.B.3** The institution assesses progress toward achieving its stated goals and makes decision regarding the improvement of institutional effectiveness in an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. Evaluation is based on analyses of both quantitative and qualitative data.

**I.B.5** The institution uses documented assessment results to communicate matters of quality assurance to appropriate constituencies.

**I.B.6** The institution assures the effectiveness of its ongoing planning and resources allocation process by systematically reviewing and modifying, as appropriate, all parts of the cycle, including institutional and other research efforts.

**I.B.7** The institution assesses its evaluation mechanisms through a systematic review of their effectiveness in improving instructional programs, student support services, and library and other learning support services.

**II.A Instructional Programs**

**II.A.1.c** The Institution identifies student learning outcomes for courses, programs, certificates, and degrees; assesses student achievement of those outcomes; and uses assessment results to make improvements.

**II.A.2.a** The institution uses established procedures to design, identify learning outcomes for, approve, administer, deliver, and evaluate courses and programs. The institution recognizes the central role of its faculty for establishing quality and improving instructional courses and programs.

**II.A.2.e** The institution evaluates all courses and programs through an ongoing systematic review of their relevance, appropriateness, achievement of learning outcomes, currency, and future needs and plans.

**II.A.2.f** The institution engages in ongoing, systematic evaluation and integrated planning to assure currency and measure achievement of its stated student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution systematically strives to improve those outcomes and makes the results available to appropriate constituencies.

**II.A.6** The institution assures that students and prospective students receive clear and accurate information about educational courses and programs and transfer policies. The institution describes its degrees and certificates in terms of their purpose, content, course requirements, and expected student learning outcomes. In every class section students receive a course syllabus that specifies learning objectives consistent with those in the institution’s officially approved course outline.

**II.A.6.c** The institution represents itself clearly, accurately, and consistently to prospective and current students, the public, and its personnel through its catalogs, statements, and publications, including those presented in electronic formats. It regularly reviews institutional policies, procedures, and publications to assure integrity in all representations about its mission, programs and services.

**II.B Student Support Services**

**II.B.4** The institution evaluates student support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

**II.C.** Library and Learning Support Services

**II.C.2** The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

**III.C. Technology Resources**

**III.C.2** Technology planning is integrated with institutional planning. The institution systematically assesses the effective use of technology resources and uses the results of evaluation as the basis for improvement.

**III.D. Financial Resources**

**III.D.4** Financial resource planning is integrated with institutional planning. The institution systematically assesses the effective use of financial resources and uses the results of the evaluation as the basis for improvement of the institution.

**IV.A. Decision-Making Roles and Processes**

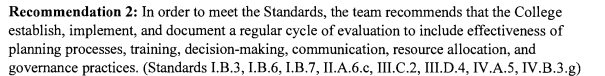
**IV.A.5** The role of leadership and the institutions governance and decision-making structures and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.

**IV.B. Board and Administrative Organization**

**IV.B.2.b** The president guides institutional improvement of the teaching and learning environment by the following:

* Establishing a collegial process that sets values, goals, and priorities;
* Ensuring that evaluation and planning rely on high quality research and analysis on external and internal conditions;
* Ensuring that educational planning is integrated with resource planning and distribution to achieve student learning outcomes; and
* Establishing procedures to evaluate overall institutional planning and implementation efforts.

**IV.B.3.g** the district regularly evaluates district role delineation and governance and decision-making structures and processes to assure their integrity and effectiveness in assisting the colleges in meeting educational goals. The district widely communicates the results of these evaluations and uses them as the basis for improvement.



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| --- | --- | --- | --- |
| **Standard** | **Self Evaluation Report** | **Responder/Position** | **Updates/Evidentiary Documents** |
| **I.B.3\*** |  |  |  |
| **I.B.6\*** |  |  |  |
| **I.B.7\*** |  |  |  |
| **II.A.6.c\*** |  |  |  |
| **III.C.2\*** |  |  |  |
| **III.D.4\*** |  |  |  |
| **IV.A.5\*** |  |  |  |
| **IV.B.3.g\*** |  |  |  |

\*=Repeated from Recommendation 1

**I.B. Improving Institutional Effectiveness**

**I.B.3** The institution assesses progress toward achieving its stated goals and makes decision regarding the improvement of institutional effectiveness in an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. Evaluation is based on analyses of both quantitative and qualitative data.

**I.B.6** The institution assures the effectiveness of its ongoing planning and resources allocation process by systematically reviewing and modifying, as appropriate, all parts of the cycle, including institutional and other research efforts.

**I.B.7** The institution assesses its evaluation mechanisms through a systematic review of their effectiveness in improving instructional programs, student support services, and library and other learning support services.

**II.A. Instructional Programs**

**II.A.6.c** The institution represents itself clearly, accurately, and consistently to prospective and current students, the public, and its personnel through its catalogs, statements, and publications, including those presented in electronic formats. It regularly reviews institutional policies, procedures, and publications to assure integrity in all representations about its mission, programs and services.

**III.C. Technology Resources**

**III.C.2** Technology planning is integrated with institutional planning. The institution systematically assesses the effective use of technology resources and uses the results of evaluation as the basis for improvement.

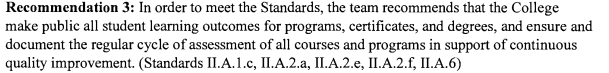
**III.D. Financial Resources**

**III.D.4** Financial resource planning is integrated with institutional planning. The institution systematically assesses the effective use of financial resources and uses the results of the evaluation as the basis for improvement of the institution.

**IV.A. Decision-Making Roles and Processes**

**IV.A.5** The role of leadership and the institutions governance and decision-making structures and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.

**IV.B.3.g** the district regularly evaluates district role delineation and governance and decision-making structures and processes to assure their integrity and effectiveness in assisting the colleges in meeting educational goals. The district widely communicates the results of these evaluations and uses them as the basis for improvement.



|  |  |  |  |
| --- | --- | --- | --- |
| **Standard** | **Self Evaluation Report** | **Responder/Position** | **Updates/Evidentiary Documents** |
| **II.A.1.c\*** |  |  |  |
| **II.A.2.a\*** |  |  |  |
| **II.A.2.e\*** |  |  |  |
| **II.A.2.f\*** |  |  |  |
| **II.A.6\*** |  |  |  |

\*=Repeated from Recommendation 1.

**II.A Instructional Programs**

**II.A.1.c** The Institution identifies student learning outcomes for courses, programs, certificates, and degrees; assesses student achievement of those outcomes; and uses assessment results to make improvements.

**II.A.2.a** The institution uses established procedures to design, identify learning outcomes for, approve, administer, deliver, and evaluate courses and programs. The institution recognizes the central role of its faculty for establishing quality and improving instructional courses and programs.

**II.A.2.e** The institution evaluates all courses and programs through an ongoing systematic review of their relevance, appropriateness, achievement of learning outcomes, currency, and future needs and plans.

**II.A.2.f** The institution engages in ongoing, systematic evaluation and integrated planning to assure currency and measure achievement of its stated student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution systematically strives to improve those outcomes and makes the results available to appropriate constituencies.

**II.A.6** The institution assures that students and prospective students receive clear and accurate information about educational courses and programs and transfer policies. The institution describes its degrees and certificates in terms of their purpose, content, course requirements, and expected student learning outcomes. In every class section students receive a course syllabus that specifies learning objectives consistent with those in the institution’s officially approved course outline.

**Recommendation 4:** In order to increase effectiveness, the team recommends that the College increase research capacity and data analysis to support decision-making and integrated planning. (Standards III.A.5.b, III.A.6, IV.B.2.b)

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| **Standard** | **Self Evaluation Report** | **Responder/Position** | **Updates/Evidentiary Documents** |
| **III.A.5.b** |  |  |  |
| **III.A.6** |  |  |  |
| **IV.B.2.b\*** |  |  |  |

\*=Repeated from Recommendation 1.

**III.A. Human Resources**

**III.A.5.b** With the assistance of the participants, the institution systematically evaluates professional development programs and uses the results of these evaluations as the basis of improvement.

**III.A.6** Human resource planning is integrated with institutional planning. The institution systematically assesses the effective use of human resources and uses the results of the evaluation as the basis for improvement.

**IV.B. Board and Administrative Organization**

**IV.B.2.b** The president guides institutional improvement of the teaching and learning environment by the following:

* Establishing a collegial process that sets values, goals, and priorities;
* Ensuring that evaluation and planning rely on high quality research and analysis on external and internal conditions;
* Ensuring that educational planning is integrated with resource planning and distribution to achieve student learning outcomes; and
* Establishing procedures to evaluate overall institutional planning and implementation efforts.

**bnj/07-06-16**

**Appendix C**

**ACTIONABLE IMPROVEMENT PLANS DRAFT July 2016**

**Comprehensive Status Report Spring 2016**

**From**

***Self Evaluation Report of Educational Quality and Institutional Effectiveness***

**Spring 2015 Update from Follow-Up Report October 2014**

**Standards Cited in ACCJC College Recommendations 1, 2, 3, and 4**

**STANDARD I: INSTITUTIONAL MISSION AND EFFECTIVENESS**

**I.A. Mission**

**I.B. Improving Institutional Effectiveness**

|  |  |  |  |
| --- | --- | --- | --- |
| **Standard**  **& Who Responsible for S16 Update** | **Actionable Improvement Plans** | **Recommended Lead(s)** | **Status** |
| **I.B.1**  **#1 Jarek & Bonnie**  **#2 Mary H. &**  **Madeline G.** | 1. The program review process will be ongoing and consistent with integrated planning activities.  2. Professional development activities will be offered to improve the collective understanding or the meaning of evidence, data, and research used in the evaluation of student learning. | ▪ Dept. Chairs/Mgmt.  Partners ▪ OIE (noted above) | 1.a. The program review process is ongoing for Academic Affairs, Student Services and Administrative Services. Please see [www.sac.edu/program\_review](http://www.sac.edu/program_review).  1.b. The college has obtained TracDat and will pilot use of this assessment platform fall 2015. (A change was needed here from spring 15 to fall)  1.c The Academic Program Review was modified to accommodate a transition to TracDat and also to streamline the process.[[1]](#endnote-1),[[2]](#endnote-2)  1.d The new ILO analysis process, developed by the TLC, was implemented spring 2015. The designated college-wide ILO was Communication Skills.27, [[3]](#endnote-3),[[4]](#endnote-4)  [http://www.sac.edu/committees/TLC/Documents/TLC\_ILO\_Assessment%20Report\_S15\_Comm\_Skills.pdf](http://www.sac.edu/committees/ProgramReview/Documents/TLC_ILO_Assessment%20Report_S15_Comm_Skills.pdf)  The designated ILO for spring 2016 was Thinking and Reasoning.  [http://www.sac.edu/committees/TLC/Documents/Institutional%20Learning%20Outocmes%20Assessment%20Report%202016%20Thinking%20and%20Reasoning.pdf](http://www.sac.edu/committees/ProgramReview/Documents/Institutional%20Learning%20Outocmes%20Assessment%20Report%202016%20Thinking%20and%20Reasoning.pdf)  The designated ILO for 2016-2017 is Information Management.  Hold until summer 16 meeting TracDat update  2. College Council, the TLC, and other participatory governance groups have worked with the Research Analyst and the Professional Development Coordinator and Assistant Dean of Student Services to develop professional development activities related to data and research. Please see <http://www.sac.edu/facultystaff/professional-development/Pages/default.aspx>  New Research analyst position—Tech reporting//ILO process continued—2015-16 Thinking and Reasoning—2016-17 Information Management//IPDM will be developed summer 2016 (may include role of TLC and integration of college-wide assessment). Possible outcomes & assessment timeline for each department to see trends in course-level which affects program level. (S16 update)  2. FLEX/ New Faculty institute |
| **I.B.2**  **Carlos & Bonnie** | [1.](#_Toc391970894) The college will continue to review the Strategic Plan to review the degree to which goals have been met.  2. The college will continue to evaluate assessment processes of the institutional goals. | ▪ Cabinet ▪ College Council ▪ OIE | 1.a. College Council has assumed the responsibility of Strategic Plan analysis and updating. This is done annually.[[5]](#endnote-5),31  1.b. The 2014-2016 Strategic Plan was reviewed at the September College Council meeting, highlighted at the President’s August 2014 Convocation, and is being incorporated into college and departmental student success and planning work.40, [[6]](#endnote-6)  1.c. The IE&A Coordinator/ALO is a member of College Council as of fall 2014.[[7]](#endnote-7)  2.a ILO analysis has been made more transparent through a new protocol developed by the TLC. (see 1.d)  2.b. Reportage and link to College Council is clearer, as the IE&A Coord./ALO has been made a regular member of College Council meetings and reports at every meeting. (see 1.c)  2.c. College Council and the IE&A Coordinator will work with the Research Analyst to establish protocols for Institutional Set Standards analysis.[[8]](#endnote-8)  Discussion regarding closing the loop—How are recommendations filtered through the system and acted upon and communicated to create change in SP and annual goal setting? |
| **I.B.3**  **Sara, Carlos & Bonnie** | 1. An Office of Institutional Effectiveness should be established, and a college researcher should be hired to improve institutional planning. | ▪ Cabinet | 1.a. The IE Office has been established in A-101. The IE Coordinator has established a website for the IE Office which includes institutional effectiveness issues. Program review, and all information related to Accreditation. Please see <http://www.sac.edu/AcademicAffairs/IEA_Office/Pages/default.aspx>  1.b. A separate Accreditation site has also been created. The IE Coordinator maintains these. Please see [www.sac.edu/accreditation](http://www.sac.edu/accreditation).  1.c. The IE Coordinator is now a member of College Council and makes regular reports. (see 1.c)  1.d. A Research Analyst for Equity was hired fall 2014. An additional research analyst was hired spring 2015.  Structural gap discussed in Cabinet. Further Discussion re: Coordinating IE//Updated website coming—new research analyst (50/50 from fund 11)can help IE coord clean up IE and Accreditation pages in the pilot program |
| **I.B.4**  **Mike C. & Ray H.** | 1. The college will continue to utilize the RAR process and evaluate its effectiveness. |  | Has RAR been evaluated? |
| **I.B.5**  **Mike C. & Teresa M-C.** | 1.The college will develop a formal mechanism to assess the effectiveness of communicating information about institutional quality to the public. | ▪ Cabinet ▪ College Council | 1.a. A district wide branding & marketing study was undertaken to learn how to best present the strengths of SAC to community members. The results of this work were presented to the SAC Management Council in September. A team was formed to identify action priorities, including the mobilization of the college community to broadcast SAC information to the community. The results were presented to the Board of Trustees in a report by the PIO.[[9]](#endnote-9)  1.b. The President’s “Notes from the President” is sent frequently. A protocol will be developed through College Council with recommendations from the IE Coordinator, the RSCCD Research Department and the Research Analyst to analyze the effectiveness of all mechanisms of communication.  IPDM |
| **I.B.6**  **#1 Mike C. & Ray H.**  **#2 Carlos & Bonnie** | 1. [The effectiveness of the SB 361 Model will be reviewed at the college level.](#_Toc391970908) 2. [An Office of Institutional Effectiveness will be established to evaluate planning processes (See I.B.3)](#_Toc391970909) | ▪ Planning & Budget   Committee ▪ Cabinet | 1. The District SB361 budget allocation model’s (BAM) effectiveness is being evaluated at both the District level at the Fiscal Resources Committee,[[10]](#endnote-10) at the college level as discussed in College Council as well as SAC’s Planning and Budget Committee.[[11]](#endnote-11) Actions to improve the model for the current year include evaluating the District’s 50% law compliance and its impact at the colleges, updating the language on growth, developing language related to District operation budget augmentation requests, and establishing a benchmark for the cost of District services. Work groups have been established and have undertaken work related to these specific areas of the BAM. 2. See also I.B.3   An Office of Institutional Effectiveness has been established, is staffed by a full-time faculty leader. A Research Analyst was hired fall 2014 to work with the Equity Coordinator on success and achievement data that can be disaggregated to close achievement gaps. **(S15 update)**  Update information on Research Office. |

**STANDARD II: STUDENT LEARNING PROGRAMS AND SERVICES**

**II.A. Instructional Programs**

**II.B. Student Support Services**

**II.C. Library and Learning Support Services**

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| --- | --- | --- | --- |
| **Standard** | **Actionable Improvement Plans** | **Recommended Lead(s)** | **Status** |
| **I.A.1.b**  **#1 Cherylee & Carlos**  **#2 Elliott & Carlos** | 1. The faculty will continue to evaluate success rates in the distance education mode. 2. The college will explore more alternatives to scheduling patterns to meet changing student needs. |  | Build in DE BOT presentation (Title 5 requirement)  Sub-set of EMP and enrollment management document since Follow-Up Report |
| **II.A.1.c**  **#1 Jarek, Bonnie, & designee from SCE (Susan G?)**  **#2 Shelly & Bonnie**  **#3 Kathy W. & Shelly** | 1. All departments and units will complete assessment of Program-level Learning Outcomes for degrees, programs and certificates.   2. Outcomes will be developed for each GE area and connected to the ILO’s. All ILO’s will be assessed at 100 percent.  3. The efficacy of the new Learning Center will be assessed | ▪ Dept. Chairs/Mgmt.  Partners ▪ IE Coord. ▪ Dean of H&SS | 1.a The IE Coord., in conjunction with the TLC, has developed a protocol to cyclically assess ILOs and GE categories. ILOs and GE have been assessed in the PA/PR capstone process, but this protocol amplifies existing processes and sheds more direct light onto the process. Please see [http://www.sac.edu/committees/TLC/Documents/Institutional\_%20Learning\_Outcomes\_How\_To\_from\_TLC%2009-15-14.pdf](http://www.sac.edu/committees/ProgramReview/Documents/Institutional_%20Learning_Outcomes_How_To_from_TLC%2009-15-14.pdf).  1.b All data is coordinated from the Scorecard, System-wide goals, Institution-Set Standards, Student Success and support Programs, Student Equity and the Basic Skills Initiative. These data are used for program review.[[12]](#endnote-12)  1.c. The Program Review Model has been revised to more easily access data.[[13]](#endnote-13)  TracDat Report from Jarek   1. The TLC is considering developing GE outcomes; at this time, ILOs and GE outcomes are synonymous. The ILOs have been cross-walked to the GE Outcomes,[[14]](#endnote-14) and all divisions submitted a report to the TLC by March 31, 2015. The ILO for 2014-2015 is Communication Skills. (see example note 16: Social Sciences example) **(S15 update)**   After utilizing the ILO analysis process, it has been determined that the ILO analysis cross-walked to GE categories is sufficient. (S16 update—evidence ILO report from TLC [http://www.sac.edu/committees/TLC/Documents/Institutional\_%20Learning\_Outcomes\_How\_To\_from\_TLC%2009-15-14.pdf](http://www.sac.edu/committees/ProgramReview/Documents/Institutional_%20Learning_Outcomes_How_To_from_TLC%2009-15-14.pdf)  <http://www.sac.edu/Program_Review/Documents/TLC_ILO_Assessment%20Report_S15_Comm_Skills.pdf>  <http://www.sac.edu/Program_Review/Documents/Institutional%20Learning%20Outocmes%20Assessment%20Report%202016%20Thinking%20and%20Reasoning.pdf> **(S16 update)**  3. The Learning Center submitted goals analysis to the Dean of Humanities and Social Sciences at the same time as every department in the division. This has been posted on <http://www.sac.edu/AcademicProgs/HSS/LearningCenter/Pages/default.aspx>.  The quadrennial program review is due October 2017, as the Learning Center is in its second year in the 2014-15 academic year. **(S15 Update)**  The Learning Center submitted goals analysis to the Dean of Humanities and Social Sciences at the same time as every department in the division. This has been posted on <http://www.sac.edu/AcademicProgs/HSS/LearningCenter/Pages/default.aspx>.  The quadrennial program review is due October 2017, as the Learning Center is in its second year in the 2014-15 academic year.  In July 2015, the District Research Department compiled data in a report, “Influence of Learning Center Services on Course Success.” The report showed, in part:“Students who attended SAC Learning Center during Fall 2014 semester had a higher average semester gpa (2.64 vs 1.82) than those who did not seek help at the Center.”  “Overall, both groups succeeded in their coursework at the same rate (74%).”  **(S16 update)** |

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| **II.A.2.f**  **Matthew B. & Shelly** | The English department will evaluate the efficacy of the new scheduling pattern from N50, through the sequence, to English 101 to determine if persistence rates increase. | ▪ English Dept. Chair   & Dean of H&SS | 1. The English department in particular, and the college overall, are dedicating significant resources to study enrollment and success patterns in critical academic pathways. The information is being used to both right-size planned course offerings and to inform adjustments to the teaching and learning processes in specific courses.[[15]](#endnote-15) **(S15 Update)**   Due to statistics that show that English N60 students have difficulty successfully completing English 101, the English Department has begun to redesign its course sequence. There are three classes that students can take (depending on which English class they test into) before reaching English 101. Those classes include English N50, English N60, and English 061. The English Department is working to create a new class that students who currently test into English N60 will take. Currently, students who test into English N60 have to successfully pass English N60 and English 061 before they can take English 101. Of course, that leaves many exit points for students before they complete English101. The new course redesign would have the majority of students test into either English 061 or a new English class that would be designed to replace English N60 and English 061, thereby eliminating exit points and preparing students in one semester for English 101. While the details of this new class are still being worked out by the English Department, this new class would involve more time in class and combine the talents of the library, the Reading Department, and the Learning Center. Of course, a redesign of English 061 is also essential in order to better prepare students for the successful completion of English 101. **(S16 update)**   1. Additionally, in order to increase the persistency rates, the English Department has agreed to conduct a pilot program during the 2016-2017 school year. After hearing the information presented at a Multiple Measures Assessment workshop on April 29, 2016, the English Department agreed to permit students from the SAUSD with a cumulative grade point average of 2.6 or higher to take an English 101 course. The students’ success in that pilot program will be used to ascertain whether the grade point average cut-off will need to be adjusted for future English 101 students. **(S16 update)** |
| **I.A.2.i**  **Elliott, Carlos & designee 3SP, Equity, Student Success** | The college will evaluate the institution-set standards for success rates, attainment of degrees, CTE certificates, and transfer bi-annually commencing December 2014. |  | ISS/IEPI work is ongoing.    <http://www.sac.edu/AcademicAffairs/IEA_Office/Pages/IEPI.aspx>  (Prior to submission, CC approval June 8, 2016)  For 2016-17, after dialogue, the process for ISS and IEPI goal setting is as follows: To meet the accreditation exigency for ISS in the Annual Report due March 31st each year, it is required to update the Institution-Set Standards for success rates; degree and certificate attainment; transfer, and persistence. These will reflect baseline data; if the college does not achieve the agreed-upon baseline, plans will be developed for improvement with clear, consistent monitoring. IEPI data, due in June to the CCCCO, is based on Scorecard data and includes different framework indicators from ISS (i.e., IEPI-- successful course completion, accreditation status, completion rate—overall; college prepared completion rate; unprepared for college completion rate; CTE rate; basic skills rate). The purpose also differs; one-year and six-year goals will be aspirational goals. ISS will be set every fall; IEPI will be set every spring. Annual metrics and three-year metrics will be scrutinized in the required areas. In addition, persistence rates will be added. Dialogue and input will be received from the Academic Senate, the TLC, and the Student Success committee prior to Cabinet review and presentation to College Council. **(S16)** |
| **I.A.3.a**  **Carlos & Bonnie** | All of the general education areas will be reviewed in a systematic cyclical manner. |  | GE categories are tied to annual ILO analysis.  2015 TLC End-of-Year Report [http://www.sac.edu/committees/TLC/Documents/TLC%20End-of-Year%20Report%20May%2019,%202015.pdf](http://www.sac.edu/committees/ProgramReview/Documents/TLC%20End-of-Year%20Report%20May%2019,%202015.pdf)  2016 TLC End-of-Year Report [http://www.sac.edu/committees/TLC/Documents/TLC%20End-of-Year%20Report%20May%2019,%202016.pdf](http://www.sac.edu/committees/ProgramReview/Documents/TLC%20End-of-Year%20Report%20May%2019,%202016.pdf) |
| **II.B.1**  **Sara & designee** | Each of the Student Services programs will incorporate review of the 2013 Student Satisfaction Survey into the annual Program Effectiveness Review and Program Plan within their respective planning portfolio. | ▪ VPSS | 1. The updated 2014 SAC Student Satisfaction Survey was recently uploaded to the website and has been receiving institutional attention in Management Council, on the Enrollment Management Team, and is being utilized in Student Services Program Effectiveness Review. We are analyzing the data historically and will use selected metrics as baseline measures for the current year. Please see <http://rsccd.edu/Departments/Research/Documents/StudentSatisfaction/SACStudentSatisfactionStudy2014.pdf> |
| **II.B.2**  **#1 Robert M. & SS designee** | 1. A recommendation will be made by the workgroup for a more student-friendly format for the catalog. 2. The Financial Aid Office will work to implement access to DE students. | Leisa and Monica | 1. Format changes 2015-16//catalog committee//ongoing with review F16-S17 analysis with student voice 2. Parallel services for DE students |
| **II.B.3**  **Two SS designees** | 1. New strategies and procedures that come from Student Transition Strategic meetings will be phased in during the 2015-2016 school year; data will be collected and a review of the results will drive future changes. | Sara |  |
| **II.B.3.c**  **Sara & designee** | As part of the annual review process, student services management and faculty will analyze the most recent Student Satisfaction Survey and identify possible areas of program improvement and implement strategies to increase overall student satisfaction ratings to previous levels or higher (See I.B.1) | Sara |  |
| **II.B.3.e**  **Matthew & designee** | An evaluation of the pilot will be conducted in the fall of 2014 by English faculty and the RSCCD Research Department in conjunction with the SAC Testing Center and Student outreach Office to verify if placements have resulted in a more successful placement than the standardized CTEP exam. |  | Santa Ana College has an agreement with the SAUSD regarding its students who have taken the ERWC. Specifically, students who achieved an *A* in the ERWC would  be permitted to enroll in an English 101 class. When this issue was evaluated at the end of the fall 2015 semester, there was not enough data to support any solid conclusions. However, from the limited data that was available, it appeared that students who achieved an *A* in the ERWC seemed to be placed properly into English 101, but there was not enough data to draw conclusions regarding student who achieved a *B* or lower in the ERWC.  Furthermore, the pilot program that the English Department has agreed to conduct during the 2016-2017 school year should result in a more successful placement into English 101 classes than the standardized CTEP exam. In addition, it may make the ERWC agreement with SAUSD moot and will render the standardized CTEP exam one of many factors that determines a student’s proper placement into an English class. The students’ success in that pilot program will be used to ascertain whether the grade point average cut-off will need to be adjusted for future English 101 students. **(S16 update)** |
| **II.B.4**  **#1 Cherylee & Research designee**  **#2 Robert and Cherylee** | 1. The Student Survey will be revised to include distance education student usage and feedback on services provided. 2. The College will implement DE student access to transfer center resources and advisement and Financial Aid. | RSCCD Research/DE Coord.  VPSS | 1. The DE Coordinator and the RSCCD Director of Research both serve on the TLC. The TLC chair has asked the DE coordinator to develop a protocol for including DE into the next Student Survey. **(S15) Has this been done?** |
| **II.C.1.e**  **Carlos & designee** | 1. The college should develop a plan for all departments to collaborate easily, especially when volume licensing is available. |  |  |
| **II.C.2**  **#1 Eve & Shelly**  **#2 Kathy & Melanie M**  **#3**  **Carlos & Shelly** | 1. [Future development and implementation of online student surveys accessible through each of the library and learning support service centers’ web pages will be developed to provide continuous feedback for the improvement and enhancement of services.](#_Toc391971002) 2. DLA’s in the Learning Center will continue to be assessed to improve student success and retention through a program review portfolio with goals based on assessment data.   The measures of assessment for the Math Center’s pilot programs will be scaled to accommodate larger student groups.   1. [The Learning Center needs more funding to maintain its current status and to expand its services to all students including DE, SCE, and DSPS students.](#_Toc391971005) | ▪ Cabinet/ SACTAC | 1.a. The DE Coordinator is working with the Learning Center and Math Center to develop surveys to enhance services. The LC is in process of switching from paper/pencil surveys to Survey Monkey. When this is complete, questions will be added for the DE student. The Math center is in process of formalizing questions for their survey of DE students. Both surveys will be completed and implemented by the end of May 2015.[[16]](#endnote-16) The Library is in the process of switching from paper/pencil surveys to an electronic survey engine, probably Survey Monkey, with questions added for the DE student. This will be in place fall 2015. **(S15 update)**  The Learning Center has assessed students annually using Survey Monkey since May 2015. The survey includes questions about online tutoring and has been made available to students using the online services. At this time, there is not a survey that is permanently on the Learning Center website. **(S16 update)**  2.a. The Learning Center Coordinator is working with faculty to continually assess the effect of DLAs on success rates both on assignments and overall. Please see <http://www.sac.edu/AcademicProgs/HSS/LearningCenter/Pages/default.aspx>  **(S15 update)**  The Learning Center Coordinator is working with faculty to continually assess the effect of DLAs on success rates both on assignments and overall. Please see <http://www.sac.edu/AcademicProgs/HSS/LearningCenter/Pages/default.aspx> . At the end of the DLAs in the Center, students are encouraged to respond to questions about the usefulness and clarity of the DLA. Based on this feedback, DLAs may be revised or rewritten. Instructors who refer their students to the Learning Center are asked for their feedback about the Center and the DLAs they recommend for their students. **(S16 update)**  3.a. The math department continues to work closely with SAUSD on strategies to elevate math achievement in high school and related success in college. Ideas building on the 2013-2014 pilot programs were reviewed by an intersegmental team on Friday, September 26th and include building pathways for STEM and non-business majors, recalibrating testing schedules to maximize learning time, and incentivizing math course taking during the senior year of high school.  4.a. The Learning Center has received augmented funding through Basic Skills and will continue to submit resource allocation requests (RAR) through the institutional planning and budget process. [[17]](#endnote-17) |

**STANDARD III: Resources**

**III.A. Human Resources**

**III.B. Physical Resources**

**III.C. Technology Resources**

**III.D. Financial Resources**

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| **Standard** | **Actionable Improvement Plans** | **Recommended Lead(s)** | **Status** |
| **III.A.1.b**  **#1 Carlos & designee**  **#2 Carlos & designee** | 1. The student evaluation process requires evaluation and update. Alternative methods to increase student participation including best practices from other community colleges should be considered. 2. A more systematic process and structured tracking system to ensure that evaluations are completed in compliance with contract deadlines and the processes established by the district should be developed. | 1. Stuart Davis 2. Deans with workgroup | 2.Document how we meet deadlines—look for areas that need improvement |
| **III.A.5.a**  **#1 Mary & Teresa**  **#2 Sara, Carlos & Mike** | 1. The college needs to facilitate and expand professional development opportunities. 2. The college also needs to create a specific budget line item to fund professional development activities. | 2.Sara | Website  <http://www.sac.edu/facultystaff/professional-development/Pages/default.aspx> |
| **III.A.5.b**  **#1 Teresa & Mary**  **#2 Sara, Carlos & Mike** | 1. Improvements to the professional development offerings to increase opportunities for all staff should be made. 2. The college also needs to create a specific budget line item to fund professional development activities. (See III.A.5.a) |  | <http://www.sac.edu/facultystaff/professional-development/Pages/default.aspx> |
| **III.B.1**  **Mike, George S & Ray** | A plan for institutional involvement of DE in the budget and planning process will be addressed and implemented in a more comprehensive manner by SACTAC as it now reports to the SAC Planning and Budget Committee. Planning will accommodate growth in webcam/video requirements. |  | Cherylee Program Review/RAR  DE page: [http://www.sac.edu/AcademicAffairs/DistanceEd/Pages/default.aspx](http://www.sac.edu/AcademicAffairs/DistanceEd-Old/Pages/default.aspx)  Program Review Documents:  <http://www.sac.edu/Program_Review/DistanceEducation/Pages/default.aspx> |
| **III.B.1.a**  **The other Mike Colver**  **Mike Collins** | The district/college will research emergency notification tools that allow for a more robust communication delivery to a greater number of students, faculty, and staff. |  | New tool//what do we currently have? |
| **III.B.2**  **Mike C & designee** | Greater efficiency will be realized in scheduling preventative maintenance and in work order accountability when an automated system can be procured to tie the two together. The goal is to purchase/implement a system that ties directly to the State’s FUSION system, to access facility condition and age mechanical systems, and combine scheduling preventative maintenance, resource allocation and inventory control. A system such as this is currently on the 2014-15 RAR for the Facilities department. |  |  |
| **III.B.2.a**  **Mike C & Carlos** | One area of long-range planning that needs to be addressed more effectively is the issue of “total cost of ownership” and how this affects the decision-making process. This needs to be more formalized in the planning, scope development, and budgeting process for capital improvements at the college. Total cost of ownership is a measurable outcome in the Facilities Program Review document for 2014-15. |  |  |
| **III.C.1.a**  **Jim & designee** | In order to optimize accessibility for students at the School of Continuing Education, an open-entry computer lab should be made available. |  |  |
| **III.C.1.b**  **Mary & Madeline** | The college will continue to discuss, pursue, and implement a more formalized training program for faculty, students, and staff. In addition, the Academic Computing Center will once again offer students optional training classes that focus on various technology skills at no cost to the student. |  |  |
| **III.C.1.c**  **Mike & Ray** | The college will continue its efforts to make all campus constituents aware of the formal Resource Allocation Request and its formal relationship to institutional planning and budgeting. | Cabinet |  |
| **III.C.1.d**  **Carlos, Jim, Elliott, Matthew & Susan G, Cherylee** | The college is working on developing pathways between credit and non-credit (SCE) programs. In order to assimilate students, Blackboard should be available to non-credit students. The college is actively working on that at this time. |  | Basic Skills Transformation grant—Ray  Use of BBoard |
| **III.C.2**  **#1 Mike & George**  **#2 Carlos to Cabinet** | 1. SAC will evaluate and determine how to improve college-wide technology planning so it is effectively integrated with institutional planning and can be utilized as a basis for institutional improvement. SACTAC will serve as the primary committee mechanism for implementing this actionable improvement plan. 2. The college will consider reestablishing a position similar to that of the Associate Dean of Information and Learning Resources. | ▪ Cabinet  SACTAC | 1.a. In the spring of 2014, SAC has worked through College Council to redesign the reporting structure for SACTAC, which is now a reporting entity to SAC’s Planning and Budget Committee. This is better integrated with the college budget planning process. This connection is critical due to the institutional impact technology has on instruction, student success, and curriculum development and delivery. SACTAC now actively reviews RARs related to instructional technology, prioritizes them, and makes recommendations to the SAC Planning and Budget Committee to fund instructional technology needs as budget is available. A funded reserve in Fund 13 (SAC carryover budget) has been established in the last two years to fund investments in technology/innovation. See [http://www.sac.edu/committees/SACTACT/Pages/default.aspx](http://www.sac.edu/committees/SACTAC/Pages/default.aspx)  **(S15 update)**  SACTAC has been reviewing its goals and objectives as part of its regularly scheduled meetings in 2015/2016. These goals will be finalized in the first meeting in September.   SACTAC develops the technology priorities for the college and works with other committees to ensure that projects and proposals are aligned with the technological priorities identified.  Technology planning is highly integrated with the Equity Plans and the Resource Allocation Request process from the Planning and Budget Committee.  After SACTAC finalizes the goals the Technology Plan will be updated in the 2016/2017 academic year.  SACTAC will align the SAC Technology plan with the District Technology plan.  **(S16 update)**   1. Carlos—possible reorg summer 16 |
| **III.D.1.a**  **#1 Mike, Carlos, Ray & Elliott**  **#2 Carlos, Mike, Jim and Archana**  **(IT)** | 1. The college will continue to improve its planning and budgeting process by assessing the effectiveness of the RAR process in terms of its delivery of focused resources and linkage to the college’s Strategic Plan. 2. The college will continue to further tie the long-term technology needs of the college into long-term financial planning in alignment with planning and budget needs. | 1. Mike and Ray  2. SACTAC |  |
| **III.D.1.c**  **Mike and two designees** | The college will continue to adapt to the unique characteristics of the new SB361 Budget Allocation Model, which allows the college to be more in control of its financial stability and which allows the college to align its priorities to the resources available. |  |  |
| **III.D.1.d**  **#1 Carlos, Mike, two deans**  **#2 Mike & two deans**  **#3 Carlos & Bonnie** | 1. The college must continue to obtain input from all departments in the institution, and it must make sure that priorities set by all the departments are judged fairly with respect to the long-term needs of the institution. 2. The campus budget office will conduct further training with all constituency groups to ensure the budget development and resource allocation request process is clear and tied to the Strategic Plan. 3. POE will review the efficacy of the new process for establishing priorities. | 1. &2.Mike and Esmeralda  3. BJ | 1. Program Review//RAR//EMP 2. Bb 3. Planning and Organizational Effectiveness Committee   Page Content  [**Planning Design Manual Addendum--Accred Standards Update.pdf**](https://rsccd.edu/Departments/Human-Resources/Documents/POE/Planning%20Design%20Manual%20Addendum--Accred%20Standards%20Update.pdf)  **Responsibilities:**   * Develop and monitor implementation of the RSCCD Comprehensive Master Plan and the RSCCD Strategic Plan * Ensure that District Planning processes follow the processes and timelines outlined in the RSCCD Planning Design Manual * Provide leadership for coordination of district and college planning activities * Prepare the annual Progressive Report on the RSCCD Comprehensive Master Plan * Coordinate date to be presented at annual Board of Trustees planning activity * Coordinate accreditation activities between colleges and District Services including the delineation of District/College Functions * Review institutional research activities and results * Review resource development initiatives   After the District Council Governance Summit of April 18, 2016, the POE Committee recommended a way to parse responsibilities amongst the governance groups and a plan for inter-communication. Approval occurred at the POE meeting of May 25, 2016.[[18]](#endnote-18)  POE Accreditation Plan  <https://rsccd.edu/Departments/Human-Resources/Documents/POE/Accreditation%20Shared%20Governance%20Alignment%20for%20District%20Participatory%20Gov.pdf> |
| **III.D.2.c**  **Mike & Ray** | SAC will continue to provide budget training to the different departments and to provide tools for budget planning and management. This will help the college to be more efficient and maintain usable, reliable, and coherent data to be used for decision- making college-wide. |  |  |

**STANDARD IV: LEADERSHIP AND GOVERNANCE**

**IV.A. Decision-Making Roles and Processes**

**IV.B. Board and Administrative Organization**

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| **Standard** | **Actionable Improvement Plans** | **Recommended Lead(s)** | **Status** |
| **IV.A.3**  **Carlos, Sara, Mike & Jim** | Santa Ana College governance committees should create uniform standards for the posting of minutes in related to regularly scheduled meetings. |  | Agendas and minutes of all committees are posted on the participatory governance pages of www.sac.edu. <http://www.sac.edu/committees/Pages/default.aspx>  **Participatory Governance Committees**  **College Council:** <http://www.sac.edu/President/collegecouncil/Pages/default.aspx>  **Facilities Committee:** <http://www.sac.edu/AdminServices/facilities/Pages/default.aspx>  **Planning and Budget Committee:** <http://www.sac.edu/AdminServices/budget/Pages/default.aspx>  **Student Success and Equity Committee:** <http://www.sac.edu/committees/StudentSuccess/Pages/default.aspx>  **Archive—Former Committee—Institutional Effectiveness and Assessment (IE&A) Committee:** <http://www.sac.edu/committees/IEA/Pages/default.aspx>  **Task Forces and Workgroups that report to Participatory Governance Committees:**  **Accreditation Oversight Committee (Reports to College Council)--** <http://www.sac.edu/AcademicAffairs/IEA_Office/Pages/Accreditation-Oversight-Committee.aspx>  **Basic Skills Initiative Strand A (Reports to Student Success and Equity and the Academic Senate)**  [**http://www.sac.edu/committees/BSI/Pages/default.aspx**](http://www.sac.edu/committees/BSI/Pages/default.aspx)  **Health, Emergency Preparedness, Safety &Security Task force (HEPSS—Reports to Facilities Committee)** <http://www.sac.edu/AdminServices/hepss/Pages/default.aspx>  **SAC Technology Advisory Committee (SACTAC—Reports to Facilities Committee)** [http://www.sac.edu/committees/SACTACT/Pages/default.aspx](http://www.sac.edu/committees/SACTAC/Pages/default.aspx)  **Academic Senate:** <http://www.sac.edu/President/AcademicSenate/Pages/Current-Meeting-Documents.aspx>  **Academic Senate Committees**  **Curriculum and Instruction Council:** <http://www.sac.edu/committees/curriculum/Pages/default.aspx>  **Teaching and Learning Committee (TLC):** [http://www.sac.edu/committees/TLC/Pages/default.aspx](http://www.sac.edu/committees/ProgramReview/Pages/default.aspx) |
| **IV.B.2.b**  **Carlos & Bonnie** | An Office of Institutional Effectiveness with the ALO and a researcher dedicated to the college will improve strategic planning and institutional effectiveness (See I.B.3 & I.B.6). | ▪ Cabinet/IE Coord. | 1.a. The IE Coordinator will work with the Research Analyst to make recommendations to College Council related to the data elements required for Strategic Plan analysis. (See I.B.3)  New Research Analyst does???? |
| **IV.B.3.c**  **Mike C & Ray** | The Budget Allocation Model guidelines, procedures, and responsibilities will be reviewed and revised as needed. |  |  |
| **IV.B.3.g**  **Carlos & Bonnie** | 1. To improve overall effectiveness within RSCCD, the college will increase the frequency and clarity of information disseminated from the District Office regarding program and service functions. 2. In addition, the 2014 RSCCD Functions/Mapping of Responsibilities will be broadly shared. | ▪ Cabinet | 1.a. The District completed a communication survey and is taking steps to increase opportunities for personal communication on the campuses with the Chancellor. All members of Management Council now submit items for the quarterly meetings. The Chancellor has also expanded the number of written updates by RSCCD to the District and the colleges.[[19]](#endnote-19),[[20]](#endnote-20)  Same—update minutes and evidence needed Do assessment of this (survey f16)  2.a. The IE Coordinator is a member of the RSCCD Planning and Organizational Effectiveness Committee (POE) and also a member of the Functions/Mapping of Responsibilities workgroup. The coordinator keeps the Cabinet apprised of any changes. Cabinet members contribute information and are responsible for distributing the final version to their respective areas. The Functions/Mapping of Responsibilities was revised in 2014.[[21]](#endnote-21)  On website <https://rsccd.edu/Departments/Research/Documents/DistrictPlanning/2014RSCCDFunctionMappingFinal42814.pdf> |

**Appendix D**

**Timeline for Key Planning and Assessment Activities**

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| **ASSESSMENT ACTIVITY** | **S**  **2015** | **F 2015** | **S 2016** | | | **F 2016** | **S**  **2017** | **F**  **2017** | **S**  **2018** | **F 2018** | **S 2019** | **F**  **2019** | **S 2020** | **F**  **2020** | **S 2021** | **F**  **2021** | **S 2022** | **F 2022** |
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| **Review Mission Statement** |  |  |  | | |  |  |  |  |  |  |  |  |  |  |  |  |  |
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| **Review & Revise Strategic Plan Vision Themes** |  |  |  | | |  |  |  |  |  |  |  |  |  |  |  |  |  |
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| **Strategic Plan Update** |  |  |  | | |  |  |  |  |  |  |  |  |  |  |  |  |  |
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| **Planning & Decision-Making Processes** |  |  |  | | |  |  |  |  |  |  |  |  |  |  |  |  |  |
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| **Resource Allocation Processes** |  |  |  | | |  |  |  |  |  |  |  |  |  |  |  |  |  |
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| **Participatory Governance Structure** |  |  |  | | |  |  |  |  |  |  |  |  |  |  |  |  |  |
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| **Communication Processes (IE Survey)** |  |  |  | | |  |  |  |  |  |  |  |  |  |  |  |  |  |
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| **Training & Professional Development** |  |  | |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |
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| **Educational Master Plan 2016-2022** |  |  |  | | |  |  |  |  |  |  |  |  |  |  |  |  |  |
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| **Accreditation** |  |  |  | | |  |  |  |  |  |  |  |  |  |  |  |  |  |

1. Academic Senate Minutes May 26, 2015 [↑](#endnote-ref-1)
2. APR Template

    [↑](#endnote-ref-2)
3.  Process [↑](#endnote-ref-3)
4. Example of ILO analysis

    [↑](#endnote-ref-4)
5. Strategic Plan Update 2015—Minutes Management Council 04-23-15 [↑](#endnote-ref-5)
6. Example program review CJ aligned to SP <http://sac.edu/Program_Review/HST/CriminalJustice/Annual%20Planning%20Portfolio%20and%20Quadrennial%2019QT%20Cap/CJ%20Department%20PAPR%202014-2015%20111014.pdf> [↑](#endnote-ref-6)
7. College Council webpage (membership) <http://www.sac.edu/President/collegecouncil/Pages/default.aspx> [↑](#endnote-ref-7)
8. <http://www.sac.edu/AcademicAffairs/IEA_Office/Documents/SAC_Institution-set_Standards-14bnj.pdf> [↑](#endnote-ref-8)
9.  [↑](#endnote-ref-9)
10. FRC Minutes

      [↑](#endnote-ref-10)
11. Planning and Budget Committee minutes

     [↑](#endnote-ref-11)
12. Josh’s MOM Chart <https://public.tableau.com/profile/sacresearch#!/vizhome/MetricOverlapMatrix/Dashboard1> [↑](#endnote-ref-12)
13.  [↑](#endnote-ref-13)
14.  [↑](#endnote-ref-14)
15. Retention rate report re: new scheduling pattern for N50 [fall 12](http://www.sac.edu/Accreditation/Documents/Follow%20Up%20Report%20Documents%202015/Eng%20N50%20Grade%20Distribution%20F12.pdf); [spring 13](http://www.sac.edu/Accreditation/Documents/Follow%20Up%20Report%20Documents%202015/Eng%20N50%20Grade%20Distribution%20S13.pdf); [fall 13](http://www.sac.edu/Accreditation/Documents/Follow%20Up%20Report%20Documents%202015/Eng%20N50%20Grade%20Distribution%20F13.pdf); [spring 14](http://www.sac.edu/Accreditation/Documents/Follow%20Up%20Report%20Documents%202015/Eng%20N50%20Grade%20Distribution%20S14.pdf) [↑](#endnote-ref-15)
16. LC and MC surveys [Learning Center](http://www.sac.edu/Accreditation/Documents/Follow%20Up%20Report%20Documents%202015/Learning%20Center%20Satisfaction%20Survey%202015.pdf) and [Math Center Satisfaction Surveys](http://www.sac.edu/Accreditation/Documents/Follow%20Up%20Report%20Documents%202015/Math%20Center%20Satisfaction%20Survey%202015.pdf) [↑](#endnote-ref-16)
17. LC BSI & equity funding

     [↑](#endnote-ref-17)
18.  [↑](#endnote-ref-18)
19. Management Council Minutes http://rsccd.edu/Discover-RSCCD/Documents/**Management Council**  [↑](#endnote-ref-19)
20. Chancellor’s Updates <http://rsccd.edu/Discover-RSCCD/Pages/Chancellor's-Update.aspx> [↑](#endnote-ref-20)
21. Mapping Chart

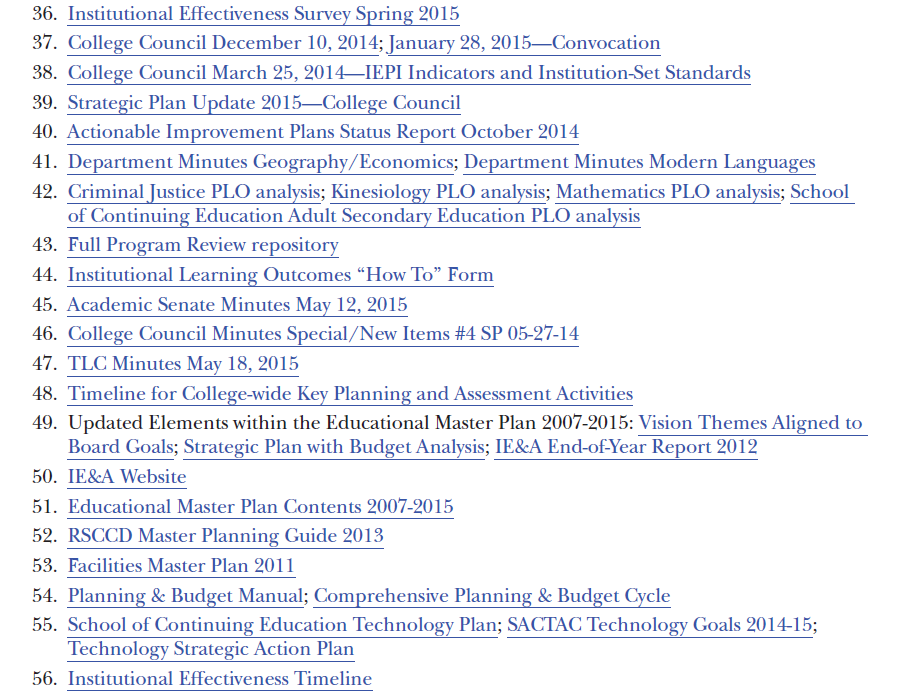
    **06-15-16 version**

    **Status Report October 2014:** [**http://www.sac.edu/Accreditation/2014SelfEval/Documents/Actionable\_Improvement\_Plans-10-3-14\_Final.pdf**](http://www.sac.edu/Accreditation/2014SelfEval/Documents/Actionable_Improvement_Plans-10-3-14_Final.pdf)

    **From Follow-Up Report (not live)**

    **END DRAFT 2 BNJ 07-18-16** [↑](#endnote-ref-21)