



SANTA ANA COLLEGE

**Actionable Improvement Plans for the Self Evaluation Report of Educational Quality and Institutional Effectiveness
October 2014**

Status Report

STANDARD I: INSTITUTIONAL MISSION AND EFFECTIVENESS

I.A. Mission

I.B. Improving Institutional Effectiveness

Standard	Actionable Improvement Plans	Recommended Lead(s)	Status
I.A	1. The college will continue offering professional development workshops for faculty, staff, and administrators to inform and discuss student learning outcomes and the alignment with instructional programs that demonstrate the college’s commitment to improving institutional effectiveness.	<ul style="list-style-type: none"> ▪ Assistant Dean, P.D. ▪ Faculty P.D. Lead ▪ OIE 	1.a. The Assistant Dean, Student Services has been assigned 25% of her responsibility to coordinating Classified Staff development. 1.b. As of fall 2014, a faculty member will be reassigned 40% to coordinate faculty professional development. 1.c. A website has been updated, a classified advisory group has met, and the identification of a faculty leader to join the team is in process. 1.d. All staff development activities will be open and coordinated. Please see http://www.sac.edu/facultystaff/professional-development/Pages/default.aspx .
I.A.1	1. The college will continue to conduct annual surveys of students, faculty, staff, and administrators to assess the needs of the student population and to determine its institutional effectiveness.	<ul style="list-style-type: none"> ▪ RSCCD/SAC Research ▪ Office of IE 	1.a. The RSCCD Research Department conducts an annual Student Satisfaction Survey. Please see http://rscdd.edu/Departments/Research/Documents/StudentSatisfaction/SACStudentSatisfactionStudy2014.pdf 1.b. A Research Analyst dedicated to SAC will be hired fall 2014. 1.c. Data-centered professional activities occur continuously at the college. Recent examples linked to student learning include: the data sets distributed and reviewed at the Intersegmental Math Team meeting on September 19, 2014; data presented weekly at the enrollment management meeting relative to math placement and class seats available; and equity data sets that are being developed and shared to support the development of a college-wide <i>Student Equity Plan</i> .

I.B.1	<ol style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> ▪ Dept. Chairs/Mgmt. Partners ▪ OIE (noted above) 	<ol style="list-style-type: none"> 1.a The program review process is ongoing for Academic Affairs, student Services and Administrative Services. Please see www.sac.edu/program_review. 1.b. The college has obtained Trac Dat and will pilot use of the platform spring 2015. 2. College Council, the TLC, and other participatory governance groups will work with the Research Analyst and the Professional Development Coordinator and Assistant Dean Student Services to develop professional development activities related to data and research.
I.B.2	<ol style="list-style-type: none"> 1. 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. 	<ul style="list-style-type: none"> ▪ Cabinet ▪ College Council ▪ OIE 	<ol style="list-style-type: none"> 1.a. College Council has assumed the responsibility of Strategic Plan analysis and updating. This is done annually. 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. 1.c. The IE&A Coordinator/ALO is a member of College Council as of fall 2014. 2.a ILO analysis has been made more transparent through a new protocol developed by the TLC. 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. 2.c. College Council and the IE&A Coordinator will work with the Research Analyst to establish protocols for Institutional Set Standards analysis.
I.B.3	<ol style="list-style-type: none"> 1. An Office of Institutional Effectiveness should be established, and a college researcher should be hired to improve institutional planning. 	<ul style="list-style-type: none"> ▪ Cabinet 	<ol style="list-style-type: none"> 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. 1.c. The IE Coordinator is now a member of College Council and makes regular reports. 1.d. A Research Analyst will be hired fall 2014.

<p>I.B.4</p>	<p>1. The college will continue to utilize the RAR (Resource Allocation Request) process and evaluate its effectiveness.</p> <p>2. It is recommended that the college develop a consistent budget plan to support faculty and student growth in the use of technology tools, the college learning management system, Open Educational Resources (OER) and the forthcoming Online Degree Pathway Error! Bookmark not defined.</p>	<ul style="list-style-type: none"> ▪ Cabinet 	<p>1.a. The RAR process has been linked to planning for the last two years. It will continue to be utilized to adjudicate college-wide requests for resources. Budget priorities are updated annually by the Planning and Budget Committee and the Cabinet in conjunction with the assessment of opportunities for assessment. One recommendation was to create a process that enabled members of the SAC community to request funding for an item across departments or college-wide. That change is in the process of being made presently and will be reflected in the October distribution of the 2015-2016 SAC RAR form.</p> <p>1.b. A comprehensive planning and budget calendar and explicit process has been established and utilized in the last two budget years. Please see http://www.sac.edu/AdminServices/budget/Documents/AAASAC%20RESOURCE%20ALLOCATION%20REQUEST%20PROCEDURES%20OFY%202014-15%20.pdf.</p>
<p>I.B.5</p>	<p>1. The college will develop a formal mechanism to assess the effectiveness of communicating information about institutional quality to the public.</p>	<ul style="list-style-type: none"> ▪ Cabinet ▪ College Council 	<p>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.</p> <p>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 glean analyze the effectiveness of all mechanisms of communication.</p>
<p>I.B.6</p>	<p>1. The effectiveness of the SB 361 Model will be reviewed at the college level.</p> <p>2. An Office of Institutional Effectiveness will be established to evaluate planning processes (See I.B.3).....</p>	<ul style="list-style-type: none"> ▪ Planning & Budget Committee ▪ Cabinet 	<p>1. The District SB361 budget allocation model’s (BAM) effectiveness is being evaluated at both the District level at the Fiscal Resources Committee, at the college level as discussed in College Council as well as SAC’s Planning and Budget Committee. 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</p>

		<p>specific areas of the BAM.</p> <p>2. See also I.B.3</p> <p>An Office of institutional Effectiveness has been established, is staffed by a full-time faculty leader, and a search for a researcher is underway presently.</p>
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12 Actionable Improvement Plans, one overlap

STANDARD II: STUDENT LEARNING PROGRAMS AND SERVICES

II.A. Instructional Programs

II.B. Student Support Services

II.C. Library and Learning Support Services

Standard	Actionable Improvement Plans	Recommended Lead(s)	Status
II.A.1.b.	<ol style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> ▪ DE Coordinator ▪ VPAA 	<ol style="list-style-type: none"> 1.a. All PA/PR capstone reports are required to include DE data. 1.b. A special analytical program was developed to provide Distance Education student success data at a glance. This information will be used to inform student equity planning work and is being distributed to stakeholders presently. 1.c. The TLC will continue to review all capstone reports and certify that DE data is included where appropriate. 2. The college has been exploring ways in which to more efficiently manage FTE production through pathways and different scheduling patterns. To that end, the college conducted an extensive instructional facilities analysis this fall and applied the emerging information to just in time schedule adjustments in an effort to help more students obtain needed classes. The newly formed Enrollment Management team is researching new course scheduling patterns, distance education facilities coordination (to minimize the time a room is blocked where possible), and is reviewing the efficiency and success rates of courses scheduled in nontraditional ways.
II.A.1.c	<ol style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> ▪ Dept. Chairs/Mgmt. Partners ▪ IE Coord. ▪ Dean of H&SS 	<ol style="list-style-type: none"> 1. 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.

	<p>3. The efficacy of the new Learning Center will be assessed.....</p>		<p>2. The TLC is considering developing GE outcomes; at this time, ILOs and GE outcomes are synonymous. The ILOs have been cross-walked to the GE Outcomes, and all divisions will be submitting a report to the TLC March 2015. The ILO for 2014-2015 is Communication Skills.</p> <p>3. The Learning Center will submit a goals analysis to the Dean of Humanities and Social Sciences at the same time as every department in the division. This will be posted on www.sac.edu/program_review.</p>
II.A.2.b	<p>1. All departments and units will complete assessment of Program-level Learning Outcomes for degrees, programs and certificates (See II.A.1.c).....</p> <p>2. Outcomes will be developed for each GE area and connected to the ILO's. All ILO's will be assessed at 100% (See II.A.1.c).</p> <p>3. Continued DE Research comparisons and student surveys will be conducted for this program to assure quality of the program and courses.</p>	<ul style="list-style-type: none"> ▪ Dept. Chairs/Mgmt. Partners ▪ IE Coord. ▪ DE Coord. 	<p>1. See II.A.1.c</p> <p>2. See II.A.1.c</p> <p>3. Updated research comparisons have been created by Admissions and Records and are being used by the DE department along with Student Surveys to ensure program quality.</p>
II.A.2.f	<p>1. The English department will evaluate the efficacy of the new scheduling pattern from N50, through the sequence, to English 101 to determine if persistence rates increase.</p>	<ul style="list-style-type: none"> ▪ English Dept. Chair & Dean of H&SS 	<p>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 eth teaching and learning processes in specific courses.</p>
II.A.2.i	<p>1. The college will evaluate the institution-set standards for success rates, attainment of degrees, CTE certificates, and transfer bi-annually commencing December 2014.</p>	<ul style="list-style-type: none"> ▪ Cabinet ▪ College Council ▪ Academic Senate 	<p>1.a. SAC integrated these very measures into its updated 2014-2016 Strategic Plan and is using a new technology tool, Degree Audit to obtain more precise and timely information on progress & success that is informing outreach and follow-up efforts, schedule development, and support services.</p> <p>1.b. The IE Coordinator and the Research Analyst will recommend a protocol for analysis of Institution-Set Standards, which will be approved by College Council and sent to Cabinet and the Academic Senate.</p>

II.A.3.a	1. All of the general education areas will be reviewed in a systematic cyclical manner.....	▪ IE Coord.	1. 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 .
II.B.1	1. Each of the Student Services programs will incorporate review of the 2013 Student Satisfaction Survey into the annual Program Effectiveness Review and Program Plan within their respective planning portfolio.	▪ 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://rscdd.edu/Departments/Research/Documents/StudentSatisfaction/SACStudentSatisfactionStudy2014.pdf 2.
II.B.2	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.....	▪ VPAA ▪ DE Coord/Fin. Aid Assoc. Dean	1. A student focus group will be convened F14 to receive user-based recommendations. 2. The Financial Aid Office and Scholarship Office are collaborating on a Guide entitled, "How to pay for College at SAC," which is in final draft form presently. The brochure will be printed and distributed in classes, pushed out to all DE students, and posted on the college website as part of a comprehensive effort to increase financial aid program participation at SAC.
II.B.3	1. The Student Satisfaction Survey will be analyzed by the Student Success Committee to determine further research needed. Research results will be utilized for program review.	▪ Student Success & Equity Committee ▪ College depts. as appropriate	1.a. The Student Satisfaction Survey is scheduled to be reviewed by the Student Success and Equity Committee at its October 9 th meeting. The results are presently being distributed college-wide, but this review will be centered on the implications for student success. 1.b The TLC will review the Student Satisfaction Survey section related to ILOs, at the October 13 th meeting , as a supplementary piece of evidence for the continuing dialogue regarding ILOs, GE categories and SCE programs.
II.B.3.a	1. New strategies and procedures that come from the Student Transition Strategic	▪ VP's of SS & SCE	1. A set of transition activities for non-credit to credit ESL students has been institutionalized, with expanded efforts also strongly focused

	meetings will be phased in during the 2015-2016 school year; data will be collected and a review of the results will drive the future changes.		on the high school subjects program where annual graduations are increasing and dedicated instructional and student services facilities have been established on the main campus.
II.B.3.c	1. 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 the overall student satisfaction ratings to previous levels or higher (See II.B.1).	▪ Cabinet	1. See II.B.1
II.B.3.e	1. 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.	▪ VPSS/Dean of H&SS w/ Assessment Coord & Dept. Chair	1. A robust evaluation of the pilot project is presently underway. The Chair of the English Department is triangulating placement data with early course performance to validate the articulation process. An expansion district wide (for SAUSD) is under consideration and will be developed after the initial data is received.
II.B.4	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.a The DE Coordinator and the Director of Research at RSCCD both serve on the TLC. The TLC will help develop a protocol for including DE into the next Student Survey.
II.C.1	1. After documented analysis through program review, the library and other learning support services will submit their Resource Allocation Requests (RAR's) for an increase in space, resources, services, and staff to optimize services to students.....	▪ Dean of F& PA	1.a. RARs are due every year in December. Please see http://www.sac.edu/AdminServices/budget/Documents/Copy%20of%20SAC%20Budget%20Calendar%202014-15.pdf
II.C.1.a	1. After documented analysis through program review, the library and other learning support services will submit RAR's for an increase in educational equipment	▪ Dean of F&P Arts	Please see 1.a. immediately above.

	and materials to support student learning, to provide for enrollment growth, to support new programs, and to achieve the mission of the institution.		
II.C.1.c	1. After analysis through the program review process, the library and other learning support services will submit their RAR's for an increase in service hours and staff to optimize services to students (See II.C.1.a) . . .	▪ Dean of F&P Arts	1. See II.C.1.a
II.C.1.e	1. The college should develop a plan for all departments to collaborate easily, especially when volume licensing is available.	▪ Cabinet/ SACTAC	1.a. As requests for budget augmentation related to instructional software and licensing occurs via the RAR process, SACTAC evaluates the requests and identifies opportunities for institution-wide purchasing that could potentially decrease the cost of the instructional software and technology.
II.C.2	<p>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.....</p> <p>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.</p> <p>3. The measures of assessment for the Math Center's pilot programs will be scaled to accommodate larger student groups.....</p> <p>4. The Learning Center needs more funding to maintain its current status and to expand its services to all students including DE, SCE, and DSPS students.....</p>	<p>▪ DE Coord.</p> <p>▪ LC Coord./Dean of H&SS</p> <p>▪ Math Center Coord/ Dean of Sci./Math</p> <p>▪ Dean of H&SS</p>	<p>1.a. The DE Coordinator is working with Support Services Centers to develop surveys to enhance services.</p> <p>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</p> <p>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.</p> <p>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.</p>

28 Actionable Improvement Plans, 4 overlap

STANDARD III: Resources

III.A. Human Resources

III.B. Physical Resources

III.C. Technology Resources

III.D. Financial Resources

Standard	Actionable Improvement Plans	Recommended Lead(s)	Status
III.A.1.b	<ol style="list-style-type: none"> The student evaluation process requires evaluation and update. Alternative methods to increase student participation including best practices from other community colleges should be considered.... 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. 	<ul style="list-style-type: none"> VPAA/Senate VPAA 	<ol style="list-style-type: none"> a. The college has assessed the process and has determined it is best to revert back to the Scantron process. This is based on feedback from sister colleges in the region and the actual low response rates at SAC in the online format. a. This will now be managed in an appropriate manner through the division offices.
III.A.1.c	<ol style="list-style-type: none"> The evaluation process for Non-Contract/Part-time faculty should be updated to include an evaluation of faculty effectiveness as it relates to SLO's. 	<ul style="list-style-type: none"> Cabinet 	<ol style="list-style-type: none"> a. The faculty association, FARSCCD and CEFA, will be advised to review this recommendation, as it is a contractual issue. (Language is already in place for full-time faculty.)
III.A.2	<ol style="list-style-type: none"> Although DE conducts its own surveys, DE should be included in the overall Institutional Effectiveness Survey in order to properly identify the needs of students, faculty, and staff as it relates to DE. (See II.B.4) In addition, providing the necessary human resources to the DE program would include the addition of a researcher and an instructional designer. 	<ul style="list-style-type: none"> DE Coord./IE Coord. VPAA 	<ol style="list-style-type: none"> a. See II.B.4 a. A Research Analyst will be hired fall 2014. The Instructional Designer position cannot be funded at this time. However, it will remain on the DE program review and go through the RAR process.
III.A.3.b	<ol style="list-style-type: none"> The college needs to select software to transition from paper to electronic files using encryption. 	<ul style="list-style-type: none"> Cabinet/College Council 	<ol style="list-style-type: none"> a. The college will participate in a district-led process as soon as possible. This is a district issue that also involves our sister college, SCC.
III.A.4.b	<ol style="list-style-type: none"> As research, evaluation, assessment, and planning needs increase, additional resources are needed at the college level 	<ul style="list-style-type: none"> Cabinet 	<ol style="list-style-type: none"> See I.B.3

	for research. This includes a dedicated SAC researcher to support campus-specific needs (See I.B.3).		
III.A.5.a	<ol style="list-style-type: none"> 1. The college needs to facilitate and expand professional development opportunities.(See I.A) 2. The college also needs to create a specific budget line item to fund professional development activities..... 	<ul style="list-style-type: none"> ▪ Cabinet 	<ol style="list-style-type: none"> 1. See I.A. 2. The college has established a \$10,000 general fund allocation for professional development. This is supplemented by multiple categorical programs.
III.A.5.b	<ol style="list-style-type: none"> 1. Improvements to the professional development offerings to increase opportunities for all staff should be made.(See I.A) 2. The college also needs to create a specific budget line item to fund professional development activities (See III.A.5.a). 3. 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 the webcam/video requirement for students. 	<ul style="list-style-type: none"> ▪ Cabinet ▪ VPAA/DE Coord. 	<ol style="list-style-type: none"> 1. See I.A. 2. See II.A.5.a 3. The DE program review and annual update of goals will go through SACTAC and then be incorporated into the planning and budget analysis of RAR requests college-wide. Specific technological requirements outlined in the DE program review will be reviewed and resource needs will be brought to the SAC Planning and Budget Committee for review and recommendation.
III.B.1.b	<ol style="list-style-type: none"> 1. 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. 	<ul style="list-style-type: none"> ▪ RSCCD Director of Safety 	<ol style="list-style-type: none"> 1. Blackboard Connect, an emergency notification system, has been adopted by RSCCD as of October 1, 2014.
III.B.2	<ol style="list-style-type: none"> 1. 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 	<ul style="list-style-type: none"> ▪ VP Admin. Services 	<ol style="list-style-type: none"> 1.a. Currently, SAC is in discussions with, and has set funds aside to purchase an automated work order/preventive maintenance system named “School Dude”, which is widely utilized in the higher education market, including many California community colleges. This system will give SAC the ability to manage the preventive maintenance needs at the college. This system will undertake the work outlined in the actionable improvement

	<p>assess facility condition and age of 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.</p>		<p>plans, as well as become a major component of managing the college's Total Cost of Ownership related to facilities maintenance and repair.</p>
III.B.2.a	<p>1. 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 documents for 2014-15.</p>	<ul style="list-style-type: none"> ▪ Cabinet/P&B Committee 	<p>1.a. SAC has investigated the few colleges that have implemented a comprehensive "TCO" program, uncovered some best practices, and has been working with the District to enable bringing this type of quantitative analysis of long range planning to SAC. A consultant used by the College of Marin to implement their "TCO" program has been identified and recommended to the District. Absent of a truly comprehensive TCO program for our District and College, SAC has been tracking expenditures related to preventive maintenance and accounting for the cost of maintenance and upkeep of new facilities equipment and systems as a budgeting tool. The District is also developing a "design standards" listing for new construction, and VP Collins has been attending every meeting with the architect to drive home the need for TCO in the design phase of new construction on campus, and identifying ways in which the college can lessen the impact of TCO on the college's facility operations budget.</p>
III.C.1.a	<p>1. In order to optimize accessibility for students at the School of Continuing Education, an open-entry computer lab should be made available.</p>	<ul style="list-style-type: none"> ▪ VPSCE ▪ VPSS 	<p>1. All CEC students can register for Computer Software Applications (VBUS-123) class in room E108. In this room students have access to individualized computer instruction. The hours of operation are Monday – Thursday 8:00 AM-9:00 PM and Friday/Saturday 8:00 AM – 12:00 PM.</p> <p>2. CEC also provides free wireless access across the center for all registered students.</p>
III.C.1.b	<p>1. The college will continue to discuss, pursue, and implement a more formalized training program for faculty, students, and staff.</p> <p>2. In addition, the Academic Computing Center will again offer students optional training classes that focus on various technology skills at no cost to the student.</p>	<ul style="list-style-type: none"> ▪ Cabinet ▪ Dean of Business 	<p>1. Faculty and staff training in technology is ongoing through the DE Office and the flexible calendar activities. See also I.A.</p> <p>2. Computer hubs all offer "just in time" orientations for student users of technology.</p>

III.C.1.c	1. 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/B&P Council	1. The Planning and Budget Committee website contains RAR announcements and process support. The SAC Budget Office also has conducted in-person trainings for department staff in developing RARs and producing the RAR documents that accompany program review documents. This training will also take place again in November, prior to the submission of department RARs for FY 15/16.
III.C.1.d	1. 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.	▪ VPSCE/VPAA	1. SCE has engaged in a pilot program to utilize Blackboard to supplement classroom instruction. At this point Santa Ana College can make Blackboard available for any SCE instructor that would like to use Blackboard to supplement instruction.
III.C.2	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.	▪ Cabinet	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. The integrated with the college budget planning. 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.
III.D.1.a	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..	▪ P&B Committee Co-Chairs ▪ Cabinet/College Council	1.a. At the beginning of the new budget year, an assessment is sent out to members of the SAC Planning and Budget Committee to assess the effectiveness of the overall budgeting process, the attainment of stated goals and objectives for the previous year, and solicits feedback related to improvements that can be made to improve the planning and budgeting process at SAC. This information is then reviewed by the SAC Planning and Budget Committee, and tied directly to the development of new committee goals and measurable objectives for the new fiscal year. 2.a. See response in III.C.2

<p>III.D.1.c</p>	<p>1. The college will continue to adapt to the unique characteristics of the new SB 361 Budget Allocation Model, which allow the college to be more in control of its financial stability and which allow the college to align its priorities to the resources available.</p>	<ul style="list-style-type: none"> ▪ Cabinet/P&B Committee 	<p>1.a. The college has been working in the SB 361 model for two years after the transition, and in essence, it has required a change in the way the college plans and monitors its budget. The college has developed specialized reports related to cash flow, and has trained division/department personnel on how to run the cash flow reports for their area which enable the division/departments to track expenditures in their budgets every month. Prior to the transition to the SB 361 model, this was less of a priority. With our new budget allocation model, the college is responsible for the FTES apportionment that we generate, the manner in which we generate the FTES in compliance with established laws and regulations, and the performance of our budget. The college has been very responsible in budgeting over the past two years as we have transitioned with ending balances/carryover amounts of \$3.4 million and \$2.5 million respectively. This prudent approach to budgeting and spending on campus has allowed the college to invest back into the schedule to drive FTES generation, as well as to fund expenditures that further the mission of the college as well as metrics outlined in the SAC strategic plan.</p>
<p>III.D.1.d</p>	<p>1. The college must continue to obtain input from all departments in the institution, and it must make sure that the priorities set by all the departments are judged fairly with respect to the long-term needs of the institution.....</p> <p>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.....</p> <p>3. POE will review the efficacy of the new process for establishing priorities.....</p>	<ul style="list-style-type: none"> ▪ Cabinet ▪ VP Admin. Services ▪ Cabinet 	<p>1.a. The college's RAR process is rooted in the college mission, strategic plan, department/division program review documents, and the budget priorities set forth by the SAC Planning & Budget Committee. The prioritization of each department/division's requests are first prioritized at the department/division requestor level, then are prioritized by the division dean or department director, then are prioritized by area vice president. This process assures that the priorities set by the department/division are represented from the very start, and the institutional ability to fund the requests is identified by the area vice presidents in a fair and transparent manner.</p> <p>2.a. The campus budget office has continued to provide face-to-face training for specific departments related to cash flow report creation and interpretation, as well as guidance on expenditures related instructional equipment and supplies, and TOPS coding of institutional expenditures. As the RAR process gears up planning for FY 15/16, training will also be provided to the departments/divisions and deans related to any changes in the</p>

			<p>procedures, and to further clarify the RAR process and tie to program review documents.</p> <p>3.a. The POE Committee has established a calendar for evaluation of priorities in time for the BOT planning session.</p> <p>3.b. POE formed a task force to create a timeline relating to the resource allocation process. The goal is to align the district process with the college process.</p>
III.D.2.c	<p>1. SAC will continue to provide budget training to the different departments and to provide tools for budget planning and monitoring. This will help the college to be more efficient and maintain usable, reliable, and coherent data to be used for decision-making college-wide.</p>	<ul style="list-style-type: none"> ▪ VP Admin. Services 	<p>1. See III.D.1.d.</p>

28 Actionable Improvement Plans, five overlap

STANDARD IV: LEADERSHIP AND GOVERNANCE

IV.A. Decision-Making Roles and Processes

IV.B. Board and Administrative Organization

Standard	Actionable Improvement Plans	Recommended Lead(s)	Status
IV.A.3	<p>1. Santa Ana College governance committees should create uniform standards for the posting of minutes in relation to regularly scheduled meetings</p>	<ul style="list-style-type: none"> ▪ Cabinet/College Council 	<p>1.a. The Participatory Governance Structure Handbook has been updated. Please see http://www.sac.edu/committees/Documents/Participatory_Governance_Approved_Signed_2014.pdf</p> <p>1.b. Principles 5 and 12 within the Handbook (p 5) stipulate the obligation to evaluate the goals of the committee each year and to keep formal minutes and agendas, which are to be posted on the committee's dedicated page on http://www.sac.edu/committees/Pages/default.aspx.</p>
IV.B.2.b	<p>1. An Office of Institutional Effectiveness with the ALO and a researcher dedicated to the college will improve strategic planning and institutional effectiveness (See I.B.3 & I.B.6).</p>	<ul style="list-style-type: none"> ▪ Cabinet/IE Coord. 	<p>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.</p>

IV.B.3.c	1. The Budget Allocation Model guidelines, procedures, and responsibilities will be reviewed and revised as needed (Related to III.D.1.c).	<ul style="list-style-type: none"> ▪ Cabinet ▪ B&P Committee Co-Chairs 	1.a. The SAC Planning and Budget committee discusses the BAM regularly at scheduled meetings, mainly discussing the work the District Fiscal Resources Committee is undertaking in reviewing the guidelines and protocols set forth in the BAM and making adjustments as needed. In the last year, language related to the colleges' growth, the 50% law, and the direct charge of District operational costs to the colleges has been a high priority of the FRC workgroups review and revisions.
IV.B.3.g	<p>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.</p> <p>2. In addition, the 2014 RSCCD Functions/Mapping of Responsibilities will be broadly shared.</p>	<ul style="list-style-type: none"> ▪ Cabinet 	<p>1.a. The District has just 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 may 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.</p> <p>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.</p>

4 Actionable Improvement Plans, one overlap

61 Total Actionable improvement Plans

Preliminary Update: October 1, 2014

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Note: This work is ongoing. A status report will be issued from the Institutional Effectiveness Office by the ALO every six months commencing January 2015. The report will be submitted to Cabinet and College Council, which will review it. After ACCJC issues its final disposition and recommendations, the recommendations will succeed this chart and be referenced to any pertinent Actionable Improvement Plans. A status report will be issued for each ACCJC recommendation every six months as well and reported to Cabinet and College Council.

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