I.B. IMPROVING INSTITUTIONAL EFFECTIVENESS

The institution demonstrates a conscious effort to produce and support student learning, measures that learning, assesses how well learning is occurring, and makes changes to improve student learning. The institution also organizes its key processes and allocates its resources to effectively support student learning. The institution demonstrates its effectiveness by providing 1) evidence of the achievement of student learning outcomes and 2) evidence of institution and program performance. The institution uses ongoing and systematic evaluation and planning to refine its key processes and improve student learning.

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

Descriptive Summary

Ongoing self-reflective dialogue about student learning occurs at Santa Ana College from the department, program, and unit levels to the division level for academic programs to the vice presidents, College Council, and President's Cabinet. This dialogue is both formal and informal. For credit and non-credit academic departments, formal processes are recorded in minutes, SLO course and program assessments, and department planning portfolios (IB-1).

Dialogue about needs related to student learning and institutional processes is also conducted within the Student Services and Administrative Services departments. Recommendations from these dialogue strings were also submitted to the Institutional Effectiveness and Assessment Committee (IE&A). After reviewing planning efforts from all college units, IE&A made recommendations to College Council regarding revisions to the SAC Strategic Plan (IB-2 and IB-2a) and for overall systematic, integrated planning. After the decision to review the function of the IE&A Committee, College Council was tasked with Strategic Plan updating and oversight of institutional processes.

In the January 2011, Advancing Student Success Winter Convocation, the college President initiated dialogue about student success rates and called for a college-wide initiative to increase successful course completion and persistence rates to a second semester by ten percent by 2015 (IB-3). In subsequent winter convocations, the President has maintained focus on increasing student success and presented faculty with information about progress towards student success goals. The 2011-2013 convocations have included student and faculty panel discussions followed by interdisciplinary workshops about academic literacy and effective instructional practices such as Reading Apprenticeship (RA). Professional development needs surveys were given to SAC credit faculty at the end of the winter 2012 convocation (IB-4 and IB-5). These needs surveys were analyzed by the RSCCD Research Department, and the findings were disseminated to all faculty. A number of professional development workshops have been conducted in response to the survey. All SAC faculty and staff were invited to participate in an additional professional development survey in spring 2013 (IB-6).

Recently dialogue across campus groups has led to the development of processes in SAC's new budget review process (IB-7 and IB-8), the revision of processes in program review processes (IB-9), and the decision to combine four learning centers into one centralized learning center that serves all students and utilizes unified processes and procedures (IA-31, IA-36, and IB-10).

Across the campus, activities are developed and assessed based on student and program learning outcomes, evidence is examined, changes are made, and revised activities are developed and assessed in a cyclical manner. The RSCCD Research Department provides course and program-level data to assist departments and programs in this process (IB-11). There is some understanding of the meaning of data and research used in the evaluation of student learning, but faculty need additional support and professional development in this area. A professional development taskforce has been established by the President to develop a more robust college-wide professional development program (IB-16).There is also discussion related to the need for a research position at the college level (IA-36, p.24 and IB-12, p.11).

Distance Education

The Distance Education Advisory Group is a workgroup of the Academic Senate. Activities, dialogue, and advisement with the Academic Senate are collegial and productive. The DE Coordinator is also an active member of several committees: the SAC Technology Advisory Committee (SACTAC), the Teaching Learning Committee (TLC), and the district Technology Advisory Group (TAG).

In the spring of 2013, the DE Regular Effective Contact Policy (IB-13) was revised with an inclusion of strict faculty preparation guidelines to assist with online course pedagogy and DE policy adherence. Although the changes were rigorous, the guidelines were unanimously approved. The support of the Academic Senate has enhanced efforts to meet the needs of DE students.

Topics that have been discussed and improved upon in the last year have been in the areas of regular effective contact; accessibility; DE student services; student preparation for online learning; faculty preparation for online course delivery; program SLO's; student and faculty surveys; and best practices.

Self Evaluation

Santa Ana College meets this standard.

Actionable Improvement Plans

The program review process will be ongoing and consistent with integrated planning activities.

Professional development activities will be offered to improve the collective understanding of the meaning of evidence, data, and research used in the evaluation of student learning.

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.

Descriptive Summary

In March 2014, the SAC College Council established institutional standards related to student achievement: successful course completion, transfer, completion of degrees, and completion of certificates. The criteria for establishing these standards were determined after analysis of achievement data collected by the RSCCD Research Department and the IE&A Coordinator (IB-14). These data will be reviewed December 2014 and June 2015 to assess progress (IB-15, p.7).

In addition, the college also recently reviewed and updated the goals of the Strategic Plan as part of a Governance Retreat (IA-32). The updated Strategic Plan was reviewed by College Council in spring 2014 (IB-2a).

College participatory governance committees, divisions, programs, and departments update goals and provide assessments annually. The planning, implementation, and assessment cycle in these units inform the budget process. Committees and their recommendations align with the college's Strategic Plan (IB-17).

SAC's participatory governance structure is comprised of College Council, five participatory committees, and sub-committees and taskforces that are linked to the five participatory committees. College participatory governance committees, divisions, programs, and departments update goals and provide assessments annually. Three participatory committees, the Planning and Budget Committee (IB-18), the Facilities Committee (IB-19), and the Technology Committee (IB-20), annually select goals that relate to the college mission and focus on continuous dialogue that leads to effective institutional processes in their respective areas.

The college implements its goals through the program review process. Each discipline area sets goals that are linked to the college goals (i.e., goals of the Vision Themes) and mission. Direct SLO assessment and indirect achievement data are used to determine the degree to which college goals have been met (IA-22).

Distance Education

The goals and activities of the DE Advisory Group are a part of the DE Plan (IB-21), which is submitted to the Academic Senate and distributed through the Senate minutes/emails and DE reporting through SACTAC and TLC. Objectives, goals, and SLO's are measured through annual faculty and student surveys with analysis and adjustments made accordingly.

Self Evaluation

Santa Ana College meets this standard.

The college will continue to review the Strategic Plan to review the degree to which goals have been met.

The college will continue to evaluate assessment processes of the institutional goals.

I.B.3. The institution assesses progress toward achieving its stated goals and makes decisions 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.

Descriptive Summary

The college is evaluating its progress towards achieving its stated goals. The college follows an ongoing system of planning that includes integrated planning, resource allocation, implementation, and re-evaluation, which is integrated with the planning cycle at the district level for the RSCCD Comprehensive Master Plan 2013-2023 (IB-22).

Planning and budget processes are an outcome of ongoing program review. Annual goals analysis at the department/discipline level informs planning and budgeting at the division level. The deans work together with the chairs to prioritize division goals, and the area administrators submit budget priorities to the respective vice presidents (IB-23, IB-24, IB-25, and IB-26). The vice presidents then prioritize within an area plan (IB-27). These priorities are discussed at President's Cabinet.

The five governance committees regularly create and review goals regarding institutional effectiveness. According to the *Participatory Governance Structure Handbook,* "Each council and committee will review its goal(s) annually in spring in relation to the college mission. Each committee will issue a progress report to its respective council, and each council will then make an annual progress report" (IB-7).

The Planning and Budget Committee works closely with the other college committees to prioritize and allocate appropriate funds when possible for goals and initiatives that relate directly to student learning and student learning outcomes.

Institutional data and evidence are available to all faculty and staff conducting program review through the RSCCD Research Department (achievement data—IB-28), the program review repository resources page (IA-22), and the Teaching Learning Committee web page (IB-29). Department-level program review demonstrates that data are analyzed for easy understanding. Both direct-SLO analysis and indirect achievement data are utilized to inform goals.

In addition, some departments also include surveys (Nursing department program review, IB-30), while some CTE program include employment data (OTA, IB-31).

For example, the nursing department sends out a questionnaire six months after graduation to its graduates asking about current employment. The department also sends out a survey regularly to hospitals requesting information about their graduates. Pharmacy Technology has created a student tracking website that collects, tracks, and

reports data related to students' success rates, licensing pass rates, and job placement rates. Many programs report tracking graduates less formally through surveys and reports such as Occupation Therapy Assistant and TV/Video and Communications.

Distance Education

Integrated Processes

DE faculty must complete either the SAC DE Instructor Certification (IB-32) or the @ONE Certification to teach a DE course. Emphasis is placed on regular effective contact, accessibility, student authentication measures, last date of attendance, and online teaching pedagogy. These areas are also addressed in the Curriculum DE Addendum form (IB-33).

Currently evaluation of DE courses is the same for DE and traditional courses. DE is working with the Faculty Association of RSCCD (FARSCCD) to improve DE evaluation with specific guidelines. This will enable evaluators to look for certain criteria in the online classroom and for faculty to have a rubric to work towards. Currently faculty use the Online Course Self-Assessment (IB-34).

Resource Allocation

Human, fiscal, and technical resources are determined from annual student and faculty surveys. These are discussed with the DE Advisory Group and integrated in the annual planning process for the department. The program review for the DE program also addresses these issues (IB-35).

Data Analysis

Data regarding student and faculty satisfaction is gathered annually and reviewed, and actions are taken for reassessment. Student retention and success data are gathered annually and compared to the previous five semesters (IB-36). DE, online and hybrid, student retention, and success data are compared to traditional delivery. It is from both survey data and course data that changes have been made to improve faculty and student training programs in DE.

Regulation Awareness

The college is knowledgeable about federal and state regulations. This is an area that was improved. The SAC DE Instructor Certification (IB-32) ensures that faculty are aware of policy and best practices. In addition, the certification process shows faculty how to update current and upcoming DE course and share these changes with colleagues. Faculty take quizzes on the college learning management system, Blackboard, to ensure that they understand various policies. The college has a date/time-stamp method of knowing which faculty are knowledgeable and which faculty require training.

Campus Perception

According to DE faculty and student surveys, the DE program is responsive, knowledgeable, and relevant. Including DE in the overall Institutional Effectiveness Survey might provide an overall campus perspective.

Self Evaluation

Santa Ana College meets this standard. The RSCCD Research Department and the TLC aid in the evaluation, implementation, and re-evaluation of programs. An Office of Institutional Effectiveness would better focus endeavors dedicated to institutional effectiveness as it relates to systematic planning. In addition, a researcher dedicated to the campus, working with the IE Coordinator, would facilitate the collection and analysis of data used for planning and institutional effectiveness.

Actionable Improvement Plans

An Office of Institutional Research should be established, and a college researcher should be hired to improve institutional planning.

I.B.4. The institution provides evidence that the planning process is broad-based, offers opportunities for input by appropriate constituencies, allocates necessary resources, and leads to improvement of institutional effectiveness.

Descriptive Summary

The planning process at Santa Ana College is broad-based, offers opportunities for input by all constituencies, allocates necessary resources, and leads to improvement of institutional effectiveness. By providing evidence of the planning process, in the form of goals and program review annual reports, the institution follows an ongoing system of planning. This system includes integrated planning, resource allocation, implementation, and re-evaluation, all of which is integrated with the planning cycle at the district level in the Comprehensive Master Plan (IB-22).

Up to spring 2014, the Institutional Effectiveness and Assessment Committee (IE&A) was the participatory governance group that served as the centralized planning body of the college (IB-37). This committee oversaw updates to the Strategic Plan and received program review reports from Student Services, Administrative Services, as well as the aggregate report from the Teaching Learning Committee. After review of the participatory governance structure, it was determined that Strategic Plan review would be more effective at College Council and that the Planning and Budget Committee would best serve to integrate planning and budget. In addition, it was determined that the development of an Institutional Effectiveness Office, including a Research Analyst and the IE Coordinator, who also serves as the ALO, should be seriously considered (IB-38).

Involvement in the planning process occurs at the participatory governance committees, including the Planning and Budget Committee, SACTAC, the Facilities Committee, and the Student Success Committee, which all make recommendations to College Council (IB-39). These committees have representation from all constituency groups, including students (IB-7).

Program Review at all levels, academic, student services and administrative services, leads to area-level priorities and Resource Allocation Requests (RAR for each area). For example, in 2013, the Academic Affairs Area Plan prioritized needs in academic programs as $5,395,980 (IB-40), but was afforded $1,972,800. In 2014, the Vice President of Academic Affairs, in consultation with the instructional deans, determined a priorities list of requests of $2,309,252 (IB-41). The prioritization process is important because it is weighted by highest level of need related to program review, and it carries

over into the following program review cycle. When requests are denied due to insufficient funds, the RAR serves as a record and also may highlight the need to seek funding in another manner. Grants may be sought (IB-42) to enhance programs. In addition, President's Cabinet reviews all RAR's and forwards items to College Council or the other participatory governance committees as appropriate. The RAR process was developed in 2013 to create a seamless link from program review to overall planning and resource allocation (IB-43).

Distance Education

The department has broad-based input. The DE Office works with many departments/divisions at SAC, from Admissions & Records to the Learning Center, with dialogue and necessary policy changes on behalf of the DE student. The DE Advisory Group consists of faculty from each division and is a workgroup of the Academic Senate.

Self Evaluation

Santa Ana College meets this standard. Planning is broad-based using the *Participatory Governance Structure Handbook* and provides for input by appropriate constituencies including administration, faculty, classified employees, and students.

Actionable Improvement Plans

The college will continue to utilize the RAR process and evaluate its effectiveness.

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 (IA-10).

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

Descriptive Summary

The college collects assessment data through diverse means including meetings, convocations, and digital platforms. The participatory governance committees at Santa Ana College represent one of the main mechanisms by which matters of quality assurance are assessed and communicated to associated college constituencies. The committees establish yearly goals in alignment with the mission of the college and their own committee mission statements. At the end of each academic year, the committees survey their members to determine the degree to which goals have been met, the appropriateness of the goals for future focus, and the opinion of the committee on new goals to be considered the following year. End-of-year reports are produced based on feedback received and are made available on the college website to facilitate communication with both internal and external constituencies (IA-31, IB-10, and IB-44).

Reports produced by the RSCCD Research Department are a vital tool in assessing the success of the college in fulfilling its mission. An assessment of quality at the district level is represented by the *12 Measures of Success* report published annually by the Research Department (IB-45). This report details institutional effectiveness in the following areas: access, completion, retention, skill attainment, graduation, transfer,

student satisfaction, matriculation, VTEA core indicators, diversity, finance, and resource development. The report is publicly available on the district website. Statistical analysis provided by the Research Department was the foundation of the college President's January 2012 Winter Convocation on the topic of student success and achievement. This presentation examined past rates of student academic success and persistence and set goals for future improvement (IB-46). Publication of materials on the college website provides communication to the constituency groups and the public.

The Self Evaluation Report (2013) is another method of assessment. One method of collecting institutional effectiveness data for the Report was through surveys. According to the 2013 Institutional Effectiveness Survey (IB-47), the college has demonstrated an increase in effective communication of information related to institutional quality. For example, 44 percent of faculty "strongly agreed" that they have received documents that assess the effectiveness of their respective departments, an increase of ten percentage points from six years ago; classified staff respondents "strongly agreed," an increase of 12 percentage points.

A more significant increase was demonstrated with the statement: "The college evaluates the success of its programs and services by conducting many surveys and focus groups and by requiring program review activities." Forty percent of faculty "strongly agreed" with this statement, compared to 24 percent in the 2007 SAC Staff Accreditation Survey (IB-48). Forty-six percent of administration "strongly agreed" in 2007, while that number increased to 53 percent in the 2013 survey. Classified staff also had an increase from 18 percent in 2007 to 25 percent in 2013 (IB-47 and IB-48).

In addition, Santa Ana College complies with the Higher Education Act (amended via the Higher Education Opportunity Act – PL 110-315) through the publication of the *Safety and Security Information Annual Report* (IB-49). This report details district-wide crime statistics and safety procedures and is available on the RSCCD website for the benefit of community members, students, faculty and staff, and any other interested constituent groups.

The college assesses the effectiveness of communicating information about institutional quality to the public via the Board of Trustees annual planning survey to the public and staff (IB-50, IB-51, and IB-52). In addition, once each year, the Board of Trustees receives a formal presentation at its planning meeting on the results of the Student Success Scorecard (formerly the Accountability Report for California Community Colleges). The RSCCD Research Department has also produced a report entitled *12 Measures of Success,* which is presented to the Board of Trustees for review and comment. The report provides the trustees and college community with data regarding access, course completion, retention, outcomes, and student satisfaction (IB-45).

The college communicates its institution-set standards through minutes of College Council, which are published on the college website (IB-39). In addition, all program review documents demonstrating cyclical analysis are posted on SAC Program Review page as well (IA-22).

Distance Education

The most important research tool that is utilized is the annual DE Research Report (IB-36 and IB-53), which provides data for student success and retention analysis. Courses are compared for the last five semesters into delivery categories of online, hybrid, and traditional. This information is analyzed and shared with division deans, who then distribute it to their department chairs and faculty. Actual student success and retention rates are compared to faculty and student surveys to determine what strategies are working and what requires improvement and/or increased faculty training. This information is reported and discussed at the DE Advisory Group and Academic Senate.

Self Evaluation

Santa Ana College meets this standard.

Actionable Improvement Plans

The college will develop a formal mechanism to assess the effectiveness of communicating information about institutional quality to the public.

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.

Descriptive Summary

The college has an established review of its processes and ensures that all parts of the cycle are efficient and productive through participation on district-level governance groups, college-level participatory governance committees, an annual President's Cabinet-Leadership Governance Retreat, and program review.

The district Budget Allocation and Planning Review Committee (BAPR) reviewed the district Budget Allocation Model for two years (IB-54), and in 2012, agreed to change the model to the SB 361 Model commencing 2013-2014. In addition, in 2013, a new governance structure was developed at the district level to include the following committee structure: District Council; Planning and Organization Effectiveness Committee (POE); Fiscal Resources Committee (FRC); Human Resources Committee (HRC); and the Technology Advisory Committee (TAG). POE is charged with reviewing the effectiveness of the Strategic Plan of the district; FRC is charged with review of the Budget Allocation Model (IB-55, p. 28). Recommendations are made to District Council, which has representation from each of the governance groups as well as the constituency group leaders of each college and the district (IB-56 and IB-58).

At the college-level governance retreat in spring 2014, an analysis determined that the Institutional Effectiveness and Assessment Committee would no longer be the planning review oversight group (IA-32).To improve the process, College Council, which has representation of all members of the President's Cabinet and the leaders of all constituency groups, including students, assumed responsibility of conducting the annual Strategic Plan Update and assessing the institution-set standards. It is at the College Council level that large-scale planning processes come together for review, evaluation, and any modifications necessary. The council provides advice to the President on college

issues; reviews board docket items; reviews and considers recommendations from other committees as needed; reviews and considers requests from council members for special consideration; and reviews Board Policies and Administrative Regulations as needed (IB-57).

Modification of the resource allocation process at the college level was developed by the Planning and Budget Committee (March 5, 2013, IA-34 and April 16, 2013, IB-59). Resource Allocation Request (RAR) forms are utilized for resource requests (fiscal, physical, or personnel), which are now clearly tied to planning portfolio goals. Requests are prioritized at the department/program and division before submission to the area vice president (i.e., academic affairs, student services, administrative services). Requests from the vice presidents on the new RAR forms are made public through the Planning and Budget Committee website (IB-18).

Department-level planning is the foundation for all other planning processes. The Vice President of Academic Affairs, DE Advisory Group, and Academic Senate are all involved in the effectiveness review of distance education and the comparison between traditional modes and the distance education mode. Program Review of each department contains a component of DE in its achievement analysis (IB-36).

Self Evaluation

Santa Ana College meets this standard. Processes are reviewed and modified at the executive level through participatory governance committees and through program review.

Actionable Improvement Plans

The effectiveness of the SB 361 Model will be reviewed at the college level.

An Office of Institutional Effectiveness will be established to evaluate planning processes (See I.B.3).

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.

Descriptive Summary

The college utilizes program review, satisfaction surveys, and RSCCD Research Department data as a mechanism to gather evidence about the effectiveness of programs and services. Cyclical, annual program review is conducted at the department, division, and area levels, and changes are determined according to learning outcomes and analysis of achievement data. For example, two of the goals of the Anthropology/Sociology/Women's Studies department related to the use of supplemental instruction techniques and Reading Apprenticeship. This resulted in a change of pedagogy in these disciplines which the department is in the process of analyzing (IB-60, IB-61, and IB-62).

Satisfaction surveys are used for the credit and SCE programs, the Nealley Library, and the Learning Center (IB-63, IB-64, and IB-65).

Distance Education

The DE program regularly and systematically reviews program effectiveness through a variety of assessment mechanisms. The DE program conducts multiple surveys that provide information and feedback to both students and faculty (Distance Education Planning Portfolio Assessment/Program Review) (IB-66, IB-67, and IB-68). The faculty survey also provides insight into faculty training needs (IB-67). The Distance Education program coordinates with the Research Department to gather student success and retention data annually. These data are compared to similar statistical information from traditional sections of the same courses (IB-36 and IB-69). One example of a change that has been implemented as a result of the Distance Education program review has been the implementation of an online instructor certification program that began in the summer of 2013 (IB-70).

Self Evaluation

Santa Ana College meets this standard. Annual student surveys (IB-68) gather evidence regarding the usage and effectiveness of student services. This has helped to focus the departments on the areas of highest need.

Actionable Improvement Plans

None.