



SANTA ANA COLLEGE

Midterm Report
October 15, 2017



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**Midterm Report
October 15, 2017**

**Submitted By:
Santa Ana College
1530 West 17th Street
Santa Ana, CA 92706**

**Submitted to:
Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges**

ACKNOWLEDGMENTS

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To: Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges

From:



Linda D. Rose., Ed.D., President, Santa Ana College October 1, 2017
Date

Santa Ana College
1530 West 17th Street
Santa Ana, CA 92706

I certify there was broad participation by the campus community and believe this Report accurately reflects the nature and substance of this institution.

Signatures:



John R. Hanna President Board of Trustees October 1, 2017
Date



Raúl Rodríguez, Ph.D. Chancellor, Rancho Santiago Community College District October 1, 2017
Date



Elliott Jones, D.M.A. President, Academic Senate October 1, 2017
Date



Sean Small Representative, California School Employees Association, Chapter 579 October 1, 2017
Date



Lisette Cervantes President, Associated Students October 1, 2017
Date



Bonita Nahoum Jaros, Ph.D. Accreditation Liaison Officer/Accreditation Chair October 1, 2017
Date



Carlos L. Lopez Vice President, Academic Affairs October 1, 2017
Date

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STATEMENT OF REPORT PREPARATION

After the ACCJC Team Visit of October 9-12, 2014, Santa Ana College received an *External Evaluation Report* dated November 19, 2014, inclusive of commendations and recommendations for the college. Succeeding that report, Santa Ana College was issued the official Commission disposition in a letter dated February 6, 2015: **Reaffirm Accreditation** with a **Follow-Up Report** due by **October 15, 2015**.¹ Three recommendations were issued for the College to resolve deficiencies and to improve Institutional Effectiveness within that year, and a fourth recommendation was to be presented in the *Midterm Report* due October 15, 2017. The *Midterm Report* demonstrates updated status of the three recommendations addressed in the *Follow-Up Report* within the section related to the *Actionable Improvement Plans* contained in the College's 2014 *Self-Evaluation Report of Educational Quality and Institutional Effectiveness* to further demonstrate integrated planning and enhancement of institutional effectiveness. The Report then addresses **Recommendation 4** of the 2014 ACCJC *External Evaluation Report* with particular emphasis on the improvement of Institutional Effectiveness.

The *Follow-Up Report*, October 15, 2014 and the corresponding official Commission letter of February 6, 2015 may be accessed at: [Follow-Up Report October 2015; Official Commission Letter](#).

The Accreditation Oversight Committee²

Ongoing Purpose: 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 with Accreditation Standards and all policies. 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 and participatory governance groups. Workgroups are 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 Board of Trustees and official agencies.

Membership: The Accreditation Oversight Committee (AOC) is comprised of the IE&A Coordinator/ALO, the Vice President of Academic Affairs, the Academic Senate President or designee, a Classified Staff representative appointed by CSEA, and one Academic Dean.

The Accreditation Oversight Committee agrees to recommendations for College Council by consensus. All agendas and minutes may be accessed on the [Accreditation Oversight Committee web page](#).

Midterm Report: The AOC kept timelines, monitored that evidentiary documents were collected, and that all stakeholders were well informed of processes and outcomes.³ Members of the AOC attended governance committee meetings, including College

STATEMENT OF REPORT PREPARATION

Council, which had an ongoing *Accreditation Report* on the agenda.⁴ In April 2017, College Council Reviewed the AIP Chart and gave input to the Data Analysis Trend Chart.⁵

Membership of the Accreditation Oversight Committee:

Bonita Nahoum Jaros, Ph.D., Chair, Institutional Effectiveness & Assessment

Coordinator/Accreditation Liaison Officer

Carlos L. Lopez, Vice President, Academic Affairs

Shelly Jaffray, Dean, Humanities and Social Sciences

Elliott Jones, D.M.A., President, Academic Senate

Jimmy Nguyen, CSEA Representative

The **writing team** consisted of Bonita Nahoum Jaros, Ph.D. and Shelly Jaffray.

A **timeline** was established for the six phases of the *Midterm Report*:

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, chaired by ALO, convenes and continues work to collect information and evidentiary documents ALO presents AIP update to participatory governance committees fall 2016 VPAA and ALO work with Cabinet; governance co-chairs and designated faculty; classified representatives; and student leaders to glean information for Midterm Report ALO and co-writer put Report into proper narrative format from information gleaned by January 2017 ALO shares draft with President
Phase 4: Spring 2017	ALO works with staff designated to aid in electronic document linking and formatting of Report May 2017 ALO receives input from President Final Draft May 2017: CSEA receives Report second week May 2017 and submits input by May 30 ⁶ Academic Senate receives Report May 2017 meeting for input by first week of June ⁷ President and ALO review comments College Council receives <i>Midterm Report</i>

STATEMENT OF REPORT PREPARATION

Phase 5: Summer 2017	Report is completed June 2017; editing team (ALO and co-writer) work to complete editing by June 1 President gives input to final Report Signatures are collected June 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 receives final version of Report President Rose receives Report for final approval
Final Phase	Board of Trustees receives Report July 17, 2017 (first reading); second meeting August 14, 2017 (approval) <i>Midterm Report</i> is sent to ACCJC and received by October 15, 2017 (mailed October 10, 2017; electronic version sent October 10, 2017)

As the responses to the recommendations were written and charts were created, AOC members were in regular communication with constituency groups and participatory governance committees.⁸ The ALO also made regular reports to [College Council](#) and met regularly with the President to receive input.⁹

The Report was approved by College Council on May 31, 2017,¹⁰ and shared with all constituency groups. The final draft version of the *Midterm Report* was posted on www.sac.edu for the college community to review.

The *Midterm Report* was submitted to docket for Board of Trustees first reading on July 17, 2017. The Board of Trustees gave final approval of the *Midterm Report* of Santa Ana College on August 14, 2017.¹¹

Respectfully Submitted,



Linda D. Rose, Ed.D., President, Santa Ana College

ACTIONABLE IMPROVEMENT PLANS

Comprehensive Status Report
From
Self-Evaluation Report of Educational Quality and Institutional Effectiveness

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. The program review process will be ongoing and consistent with integrated planning activities.	<ul style="list-style-type: none"> • Dept. Chairs/ Mgmt. Partners • Office of Institutional Effectiveness (OIE) 	<p>1.a. The program review process is ongoing for Academic Affairs, Student Services, and Administrative Services. See www.sac.edu/program_review.</p> <p>1.b. The college has obtained TracDat and conducted a pilot use of this assessment platform fall 2015. TracDat update as of 2016 is as follows:¹²</p> <p>1.c. The Academic Program Review was modified to accommodate a transition to TracDat and also to streamline the process.</p> <p>1.d. After review of the annual and quadrennial program review templates, the Academic Senate approved combining the templates into one.¹³</p> <p>1.e. The ILO analysis process, developed by the TLC, was implemented spring 2015. Designated college-wide ILO was Communication Skills ILO.^{14,15}</p> <p>The designated ILO for spring 2016 was Thinking and Reasoning ILO. The designated ILO for 2016-2017 was Information Management.¹⁶</p>

Standard & Who Responsible for S16 Update	Actionable Improvement Plans	Recommended Lead(s)	Status
	<p>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.</p>		<p>2. College Council, the TLC, and other participatory governance groups have worked with the Director of Research and the Professional Development Coordinator and Assistant Dean of Student Services to develop professional development activities related to data and research.</p> <p>Please see Professional Development New Research Analyst Position¹⁷ Data Workshops^{18, 19} FLEX/ New Faculty Institute²⁰</p>
<p>I.B.2</p>	<p>1. The College will continue to review the Strategic Plan to review the degree to which goals have been met.</p>	<ul style="list-style-type: none"> • Cabinet • College Council • OIE 	<p>1.a. College Council has assumed the responsibility of Strategic Plan analysis and updating. This is done annually. Please see Strategic Plan Update.</p> <p>1.b. The 2014-2016 Strategic Plan was reviewed at the September College Council meeting, highlighted at the President’s August 2014, 2015, and 2016 Convocation, and was incorporated into college and departmental student success and planning work.²¹</p> <p>1.c. The IE&A Coordinator/ALO is a member of College Council as of fall 2014.²²</p>

Standard & Who Responsible for S16 Update	Actionable Improvement Plans	Recommended Lead(s)	Status
	2. The College will continue to evaluate assessment processes of the institutional goals.		<p>2.a. ILO analysis has been made more transparent through a protocol developed by the TLC. ILO Protocol</p> <p>2.b. Reportage and link to College Council is clearer, as the IE&A Co-ord./ALO has been made a regular member of College Council meetings and reports at every meeting. (see 1.c)</p> <p>2.c. College Council and the IE&A Coordinator work with the designated Research Analyst to establish protocols for Institutional Set Standards analysis.²³</p> <p>2.d. College Council, with representatives from all constituent groups, including students, discusses strategic planning, and closing the loop. Constituent representatives then get feedback from their respective groups and bring it back to College Council.</p> <p>2.e. Mission statement review has been prominent spring 2017; this will serve as the basis for strategic goals analysis and possible revision of the college vision themes.²⁴ On May 31, 2017 College Council refined all input from the constituency groups related to the mission statement. Two statements were then sent to the entire college community for a vote. It was determined that an elegant brief mission statement with a vision statement would best serve the college.²⁵ The President the made a slight adjustment to accommodate the Baccalaureate degree. The Board of Trustees approved the new SAC Mission Statement July 17, 2017.²⁶</p>

Standard & Who Responsible for S16 Update	Actionable Improvement Plans	Recommended Lead(s)	Status
<p>I.B.3/ III.A.4.b</p>	<p>1. An Office of Institutional Effectiveness should be established, and a college researcher should be hired to improve institutional planning.</p>	<ul style="list-style-type: none"> • Cabinet 	<p>1.a. The IE Coordinator established a website for the IE Office, which includes institutional effectiveness issues, program review, and all information related to Accreditation. Please see Institutional Effectiveness & Accreditation Office web page.</p> <p>1.b. A separate Accreditation site has also been created. The IE Coordinator maintains these. Please see the Accreditation web page.</p> <p>1.c. The IE Coordinator/ALO is now a member of College Council and makes regular reports. (see 1.c)</p> <p>1.d. A Research Analyst for Equity was hired fall 2014. An additional research analyst was hired spring 2015. A Director of Research was then hired to develop a well-rounded Research Office and coordinate a college research agenda. Subsequently, an additional research analyst was hired to work with the ALO. Institutional Research</p> <p>1.e. In 2016-17, the College Research Office has expanded to create an interactive dashboard and work with faculty and staff on overall college research and research training. The Research Office, working in tandem with College Council and all constituent groups and the ALO, therefore serves as a support for Institutional Effectiveness and Accreditation. The IE Coordinator/ ALO has therefore focused on Accreditation. The Equity coordinator is also co-located with the Research Office.</p>
<p>I.B.4</p>	<p>1. The College will continue to utilize the RAR process and evaluate its effectiveness.</p>		<p>1. The RAR process was evaluated through a survey Oct 2016.^{27, 28, 29}</p>

Standard & Who Responsible for S16 Update	Actionable Improvement Plans	Recommended Lead(s)	Status
I.B.5	1. The College will develop a formal mechanism to assess the effectiveness of communicating information about institutional quality to the public.	<ul style="list-style-type: none"> • Cabinet • College Council 	<p>1.a. A district-wide branding and 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.³⁰</p> <p>1.b. A college PIO has been hired and reports to the President's Office. Protocols and templates are being developed for a monthly report to include information from all constituent groups. The PIO Issues Spotlight Reports, e.g., May 2017 Honors Students</p> <p>1.c. The SAC Marketing Committee is a constituency-based group that meets monthly to develop effective marketing strategies for current and future students and community. This committee reports to the SAC Planning and Budget Committee and focuses on the following three main strategies:</p> <p>One strategy focuses on establishing and maintaining formal and traditional marketing mechanisms based on industry data, research, analytics, tracking, and evaluation. Some of these methods include e-blasts, radio, postcards, street banners, billboards, and print media.</p> <p>A second strategy is to enhance the social media and online presence of SAC using Hootsuite, analytics, and other innovative technologies, while tracking and evaluating approaches and making adjustments on a daily basis. Some of these processes also include a streamlining of the current SAC website, audio ads with streaming services, and boosted social media posts.</p>

Standard & Who Responsible for S16 Update	Actionable Improvement Plans	Recommended Lead(s)	Status
			<p>A third strategy utilizes non-traditional, grassroots, marketing processes to enhance communication with key groups, such as neighbors, parents, community leaders, alumni, community-based organizations, businesses, and other groups. Some of these tools include marketing in neighborhood, community, business, and unified school district newsletters; multilingual newspapers and magazines; formal and community ListServes; and direct face-to-face contact in the local mall, events, business partnerships, and programs.</p> <p>Efforts focusing on establishing a strong and positive SAC brand are in progress. This process will include focus groups, online surveys, and other forms of market research. (spring 2016)</p>
I.B.6	<p>1. The effectiveness of the SB 361 Model will be reviewed at the college level.</p>	<ul style="list-style-type: none"> • Planning & Budget Committee • Cabinet 	<p>1. The District SB361 Budget Allocation Model (BAM) effectiveness has been evaluated at both the district level at the Fiscal Resources Committee,³¹ at the college level as discussed in College Council as well as the SAC Planning and Budget Committee.³² Actions to improve the model 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. (spring 2015)</p>
	<p>2. An Office of Institutional Effectiveness will be established to evaluate planning processes (See I.B.3)</p>		<p>2. See also I.B.3</p> <p>A Research Office was established in spring 2016 with a Director of Research and Research Analysts; the Equity Coordinator is located in this office as well. Another Research Analyst was hired fall 2016 to work with the ALO/IE coordinator as well.</p>

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	1. The faculty will continue to evaluate success rates in the distance education mode.	<ul style="list-style-type: none"> • VP AA • DE Coordinator 	1. Data regarding success rates for DE is disaggregated in the Dashboard. ³³
	2. The College will explore more alternatives to scheduling patterns to meet changing student needs.		2. An Enrollment Management Plan has been developed and was sent to all participatory governance committees and the Academic Senate for input May 2017. The data contained within this plan reflects decisions for course offerings, scheduling efficiency, pathways, and community need. ³⁴
II.A.1.c/ II.A.2.b	1. All departments and units will complete assessment of Program-level Learning Outcomes for degrees, programs, and certificates.	<ul style="list-style-type: none"> • Dept. Chairs/ Mgmt. Partners • IE Coordinator • Dean of H&SS 	<p>1.a. The IE Coordinator, 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 Institutional Learning Outcomes How To.</p> <p>1.b. All data are 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. Example Music Department Program Review.</p> <p>1.c. The Program Review Model has been revised to more easily access data. (Please see I.B.1)</p>

Standard	Actionable Improvement Plans	Recommended Lead(s)	Status
	2. Outcomes will be developed for each GE area and connected to the ILO's. All ILO's will be assessed at 100 percent.		2. The TLC considered developing GE outcomes; at this time, ILOs and GE outcomes are synonymous. The ILOs have been cross-walked to the GE Outcomes, ³⁵ and all divisions submit a report to the TLC by mid-April. The ILO for 2014-2015 was Communication Skills ILO ; Thinking and Reasoning ILO for 2015-16; Information Management for 2016-17. After utilizing the ILO analysis process, it has been determined that the ILO analysis cross-walked to GE categories is sufficient.
	3. The efficacy of the new Learning Center will be assessed.		<p>3.a. The Learning Center submitted goals analysis to the Dean of Humanities and Social Sciences at the same time as every department in the division.</p> <p>The quadrennial program review is due October 2017, as the Learning Center is in its fourth year 2017-18 academic year. Annual program review was presented to the TLC spring 2017. Learning Center Annual Report 2016-17</p> <p>3.b. 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."</p> <p>"Overall, both groups succeeded in their coursework at the same rate (74%)." (S16 update)</p>

Standard	Actionable Improvement Plans	Recommended Lead(s)	Status
II.A.2.f	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.	<ul style="list-style-type: none"> English Dept. Chair & Dean of Humanities and Social Sciences 	<p>1.a. 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.³⁶ (S15 Update)</p> <p>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. That leaves many exit points for students before they complete English 101. 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)</p> <p>1.b. 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)</p>

Standard	Actionable Improvement Plans	Recommended Lead(s)	Status
II.A.2.i	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>1.a. ISS/IEPI work is ongoing.³⁷ Institutional Effectiveness Partnership Initiative (IEPI) web page (Prior to submission, CC approval June 8, 2016)</p> <p>1.b. 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 CCCCCO, 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 and Equity committee prior to Cabinet review and presentation to College Council. (S16)</p>
II.A.3.a	1. All of the general education areas will be reviewed in a systematic cyclical manner.		<p>1. GE categories are tied to annual ILO analysis. 2015 TLC End-of-Year Report 2016 TLC End-of-Year Report 2017 TLC End-of-Year Report</p>

Standard	Actionable Improvement Plans	Recommended Lead(s)	Status
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.	<ul style="list-style-type: none"> • 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. The College is analyzing the data historically and will use selected metrics as baseline measures for the current year.
II.B.3	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.	<ul style="list-style-type: none"> • VP SS • Equity Coordinator 	1. In 2015-16 Student Transition Strategic Meetings between credit and non-credit faculty were held; ESL was the target program - learning pipeline for second language learners. ³⁸ Progress was met in the following ways: <ul style="list-style-type: none"> • Articulation agreements • ESL Transition to College course information • Agenda for College Day for Noncredit Students • Fall 2015 Transition Events and Activities • Flyer for Transition to College Class Spring 2017 • Flyer for Student Transition Program

Standard	Actionable Improvement Plans	Recommended Lead(s)	Status
<p>II.B.3.c</p>	<p>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 overall student satisfaction ratings to previous levels or higher (See I.B.1)</p>	<ul style="list-style-type: none"> • VP SS 	<p>1. Through the Research Office, data have been converted into a dashboard, in which all constituents and the public may easily access any data at any time, e.g., Student Satisfaction Survey.³⁹</p> <p>There is also generic data that can be used for programs with broad-based student participation., e.g., A&R, EOPS, Spotlight Reports for specific program information.</p>

Standard	Actionable Improvement Plans	Recommended Lead(s)	Status
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.		<p>1. Santa Ana College has an agreement with the SAUSD regarding students who have taken the <i>Expository Reading and Writing Course</i> (ERWC). Students who achieved an <i>A</i> in the ERWC are 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 conclusions. However, from the limited data that was available, it appeared that students who achieved an <i>A</i> in the ERWC seemed to be placed properly into English 101; there was not enough data to draw conclusions regarding students who achieved a <i>B</i> or lower in the ERWC.</p> <p>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)</p>
II.B.4	1. The Student Survey will be revised to include distance education student usage and feedback on services provided.	<ul style="list-style-type: none"> • RSCCD Research/ DE Coordinator • VPSS 	<p>1.a. The DE Coordinator and the RSCCD Director of Research both serve on the TLC. The TLC chair asked the DE coordinator to develop a protocol for including DE into the next Student Survey. (S15)</p> <p>1.b. A DE Student Support Services Survey was developed, and data was analyzed as a result. (2016)⁴⁰</p> <p>1.c. Tableau tool can be used to disaggregate for any DE information, (e.g., AS-T Bus Admin Unproductive Units)⁴¹</p>

Standard	Actionable Improvement Plans	Recommended Lead(s)	Status
	<p>2. The College will implement DE student access to transfer center resources and advisement and financial aid.</p>		<p>2.a. Financial Aid offers online information and forms. Students are required to come to the College in person for verification, when there is any question regarding status or if there are any other issues. The Financial Aid Office is compliant with all regulations.</p> <p>2.b. The Student IQ Bar is accessible to DE students. There is an online form that the DE student can use to submit questions.⁴² The form for submitting questions to the IQ Bar is now live on the college website.</p> <p>2.c. The Transfer Center is moving quickly to incorporate online access for Distance Education students. Access will be similar to the current “Online Counselor” link and form. Students will complete a form online and will receive a response, via email or phone, within 24 hours on working days. This service will provide responses to students from the Transfer Center desk staff or transfer counselors, depending on student need. Online question submittal paired with student access to electronic Education Plans will provide the Distance Education student with an accessible and clear method of transfer planning and advisement. A soft rollout is planned for fall 2017.</p> <p>2.d. Use of synchronous video chat as a tool for increased interaction and familiarity is under investigation for multiple Student Services areas and will serve as another communication improvement for students.</p>

Standard	Actionable Improvement Plans	Recommended Lead(s)	Status
II.C.1	1. After documented analysis through program review, the library and other learning support services will submit their Resource Allocation requests (RARs) for an increase in space, resources, services, and staff to optimize services to students.	<ul style="list-style-type: none"> Library Faculty 	Nealley Library Resource Allocation Reports are completed annually. ⁴³
II.C.1.a/ II.C.1.c	1. After documented analysis through program review, the library and other learning support services will submit RARs for an increase in educational equipment and materials to support student learning, to provide for enrollment growth to support new programs, and to achieve the mission of the institution.	<ul style="list-style-type: none"> Library Faculty Dean Fine and Performing Arts 	Please see reference for II.C.1.

Standard	Actionable Improvement Plans	Recommended Lead(s)	Status
II.C.2	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.	<ul style="list-style-type: none"> • Cabinet • J27 • SACTAC 	<p>1.a. The DE Coordinator worked 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 2015.⁴⁴ 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)</p> <p>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)</p>
	2. DLAs 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>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 Academic Assistance at the Learning Center (S15 update)</p> <p>2.b. On the final page of the DLAs, 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)</p>

Standard	Actionable Improvement Plans	Recommended Lead(s)	Status
	3. The measures of assessment for the Math Center's pilot programs will be scaled to accommodate larger student groups.		3. 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 26 th and include building pathways for STEM and non-business majors, recalibrating testing schedules to maximize learning time, and encourage students to enroll in math courses during the senior year of high school. ⁴⁵
	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.		4. 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. ⁴⁶ Ongoing workshops and activities are presented for students monthly. ⁴⁷

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.5.a	1. The College needs to facilitate and expand professional development opportunities.	<ul style="list-style-type: none"> VP SS 	1. Professional Development for all staff has been increased and supported. Professional development is also included in the RARs based on program review. ⁴⁸ Please see also Response to Recommendation 4.
	2. The College also needs to create a specific budget line item to fund professional development activities.		2. BSI funds are utilized when appropriate, and there is an ongoing Fund 11 account.
III.A.5.b	1. Improvements to the professional development offerings to increase opportunities for all staff should be made.		1. The Professional Development site may be accessed: Please see Response to Recommendation 4, as this is explained in detail.

Standard	Actionable Improvement Plans	Recommended Lead(s)	Status
	2. The College also needs to create a specific budget line item to fund professional development activities. (See III.A.5.a)		
III.B.1	1. 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.		<p>1.a. The Coordinator of Distance Education works with faculty to develop an extensive program review document.</p> <p>Please also see Program Review Documents for Distance Education</p> <p>1.b. A plan for institutional involvement of DE in the budget and planning process was addressed and implemented in a more comprehensive manner by SACTAC, as it now reports to the SAC Planning and Budget Committee. Planning accommodates growth in webcam/video requirements.⁴⁹</p> <p>1.c. At the September 22, 2016 SACTAC meeting, SACTAC recommended that SAC transition to CANVAS. This should result in significant licensing savings. SACTAC recommended that all savings associated with this transition be invested back into DE for support and growth. The next step will be a report to the Planning and Budget Committee with a recommendation to College Council regarding the DE transition to CANVAS. The potential savings and utilization of the funds will be underscored.</p>
III.B.1.b	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.		1. A new tool for emergency notification has been developed. ⁵⁰

Standard	Actionable Improvement Plans	Recommended Lead(s)	Status
<p>III.B.2</p>	<p>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 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 2014-2015 RAR for the Facilities dept.</p>		<p>1.a. 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 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. (spring 2014)</p> <p>1.b. In 2015 the ONUMA work order management and preventative maintenance scheduling (PM) software was made available for all district sites. The Work Order system is a web-based system tied to the State’s FUSION and space inventory system. All work orders can be tracked, assigned, and closed out. Once the database is populated, and the system is utilized, this will provide the college with a comprehensive, enhanced preventative maintenance scheduling plan.</p> <p>1.c. In 2017 the ONUMA work order management system was established throughout the district.⁵¹</p>

Standard	Actionable Improvement Plans	Recommended Lead(s)	Status
III.B.2.a	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 document for 2014-15.		<p>1.a. 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. (spring 2015) Please see Program Review for Administrative Services.</p> <p>1.b. Regarding ONUMA, the District has established design guidelines that are updated on an ongoing basis with input from the colleges to assist in the long-term management of facilities. Design guidelines are made available to all of the architects and engineers, including staff of the district and colleges (via web access). The District has incorporated sustainable design practices in the design of new buildings, implemented sustainable landscaping, changed mechanical equipment to be more efficient, and added metering of utilities of various buildings. As new projects are developed and constructed, the College is provided a maintenance plan for the building and its equipment and components, e.g., the new Central Plant. (2016) (See also III.B.2)</p> <p>1.c. The Technology Replacement Plan has utilized this concept.⁵²</p>
III.C.1.a	1. In order to optimize accessibility for students at the School of Continuing Education, an open-entry computer lab should be made available.		1. School of Continuing Education (SCE) students are currently entitled to a free campus ID. SCE students have access to all technology and computer use that credit students have through the Academic Computing Center (ACC) and the Nealley Library. At Centennial Education Center (CEC), there is access to a Business Skills Lab open to any member of the public who registers for a course. In addition, since SCE students attend classes on the SAC campus, ACC and Nealley Library use has been enhanced. (f16)

Standard	Actionable Improvement Plans	Recommended Lead(s)	Status
III.C.1.b	1. 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.	<ul style="list-style-type: none"> VPAA 	1. There is a proposed plan for the ACC. Due to the physical changes required, and the new student tracking system being developed by ITS, workshops in the ACC for spring 2017 have been deferred to fall 2017, when the facility is reopened. ^{53, 54}
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.	<ul style="list-style-type: none"> Cabinet 	1. To ascertain if all campus constituents are aware of the formal RAR and its relationship to institutional planning and budget, a survey was conducted regarding the level of understanding of all constituent groups. ⁵⁵ Evidence is also provided in Planning and Budget Committee Minutes

Standard	Actionable Improvement Plans	Recommended Lead(s)	Status
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.		<p>1.a. In fall 2016, Santa Ana College opened an 11-classroom Adult Education Center on the SAC campus. The Center is a model for meeting student educational needs and helping students transition from adult education to college credit programs to employment. The Center has an emphasis on accelerated non-credit programs that are aligned with the credit programs at the college. Emphasis is placed on the pathway between adult education programs and college programs that lead to a degree or a career and technical education certificate. The establishment of the Santa Ana College Adult Education Center provides a pathway for new students to Santa Ana College while also meeting the community need for expanded adult education offerings.</p> <p>1.b. A district-wide Learning Management (LM) workgroup has been investigating learning management alternatives to Blackboard and has made a recommendation to transition to Canvas. There is support to include non-credit in the transition. To that end, a representative from SCE will be added to the workgroup. As a result, the license to utilize Canvas will be available to all faculty. (fall 2016)</p>

Standard	Actionable Improvement Plans	Recommended Lead(s)	Status
<p>III.C.2</p>	<p>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.</p>	<ul style="list-style-type: none"> • Cabinet • SACTAC 	<p>1.a. In spring 2014, SAC worked through College Council to redesign the reporting structure for SACTAC, which is now a reporting entity to the 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 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. Please see SACTAC web page.</p> <p>1.b. 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. (spring16 update)</p> <p>1.c. SACTAC completed the SAC Technology Plan in alignment with the District Technology Plan. (fall 2016)⁵⁶ This is aligned with the RSCCD Technology Plan.</p> <p>1.d. SACTAC creates budget priorities for technology based on the Technology Plan.⁵⁷</p>

Standard	Actionable Improvement Plans	Recommended Lead(s)	Status
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.	<ul style="list-style-type: none"> • 1. VP Admin • 2. SACTAC 	1. RARs were evaluated in an Effectiveness Survey Oct 2016. ⁵⁸
	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.		2. Technology needs are tied into long-term financial planning through the Technology Plan and the RAR process. ⁵⁹
III.D.1.c	1. 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 able to align its priorities to the resources available.		1. Annually, the District Fiscal Resources Committee builds a task force to review the current Budget Allocation Model in order to make recommendations for changes that are driven from the colleges. The SAC Planning and Budget Committee reviews the model, and members of the SAC Planning and Budget Committee participate on the FRC Task Force to bring about changes for the upcoming fiscal year. This review occurred during the fall semester, 2017, with the changes included in the BAM language as a part of the FY 17/18 Adopted Budget. ⁶⁰ The Planning and Budget Committee also continually discusses the effectiveness of the BAM and the management of fiscal resources under this model. ⁶¹

Standard	Actionable Improvement Plans	Recommended Lead(s)	Status
III.D.1.d	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.	<ul style="list-style-type: none"> • VP Admin 	1. The College engages in its annual Resource Allocation Request process, which is tied directly to each division/department program review documents and intended outcomes. All of the requests that are submitted are prioritized by the dean/directors and ultimately by the area vice presidents in alignment with the SAC Planning & Budget Committee's established budget priorities, the college's strategic planning documents. The VP Administrative Services made a RAR presentation made to the Academic Senate in February 2017. ⁶²
	2. The College 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.	<ul style="list-style-type: none"> • VP Admin 	2. The SAC Budget Office continues to offer training (group and one-on-one) to departments and campus team members on budget specifics, as well as group training such as the RAR presentation made to the Academic Senate in February 2017. More specific budget process and reporting training is scheduled for June 2017 with management team members and administrative support team members.

Standard	Actionable Improvement Plans	Recommended Lead(s)	Status
	3. POE will review the efficacy of the new process for establishing priorities.	<ul style="list-style-type: none"> • ALO 	<p>3.a. The Planning and Organizational Effectiveness Committee (POE) is the planning oversight committee within the District participatory governance structure. Responsibilities of POE are outlined with the RSCCD Planning Design Manual Responsibilities:</p> <ul style="list-style-type: none"> • 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 Progress 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, 2016.⁶³

Standard	Actionable Improvement Plans	Recommended Lead(s)	Status
			<p>3.b. The goals of the POE Committee are reviewed biannually.⁶⁴</p> <ul style="list-style-type: none"> • Work to align the planning and budget cycles between the colleges and the District • Serve as the oversight committee for the RSCCD Mission and Strategic Plan • Ensure integration of clearer responsibilities between the Fiscal Resources Committee (FRC) and POE utilizing District Council as the designator of responsibilities Assist in planning the District Governance Summit • Serve as the oversight committee for district-wide grants • Inform district governance committees of their respective roles in accreditation so they may serve as a support to the colleges <p>3.c. Among the responsibilities of the committee are to monitor accreditation exigencies for the District. Please see Accreditation and Shared Governance Committees Document and the Planning Design Manual Addendum–Accred Standards Update</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 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.</p>		<p>1. Training occurs in many venues, including the planning and Budget Committee, which has representation from all constituency groups. Upon request, the vice President of Administrative Services attends meetings to demonstrate the BAM and answer questions related to budget allocation and fiscal resources management. On February 7, 2017, the Vice President attended the Academic Senate Retreat to explain the RAR process and the overall fiscal stability of the College.⁶⁵</p>

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
<p>IV.A.3</p>	<p>1. Santa Ana College governance committees should create uniform standards for the posting of minutes in related to regularly scheduled meetings.</p>	<p>1. Governance Chairs</p>	<p>1. Agendas and minutes of all committees are posted on the participatory governance pages of www.sac.edu.</p> <p>Participatory Governance Committees</p> <p>College Council</p> <p>Facilities Committee</p> <p>Planning and Budget Committee</p> <p>Student Success and Equity Committee</p> <p>Archive—Former Committee—Institutional Effectiveness and Assessment (IE&A) Committee</p> <p>Task Forces and Workgroups that report to Participatory Governance Committees:</p> <p>Accreditation Oversight Committee (Reports to College Council)</p> <p>Basic Skills Initiative Strand A (Reports to Student Success and Equity and the Academic Senate)</p> <p>Health, Emergency Preparedness, Safety & Security Task Force (HEPSS - Reports to Facilities Committee)</p> <p>SAC Technology Advisory Committee (SACTAC) (Reports to Facilities Committee)</p> <p>Academic Senate</p> <p>Academic Senate Committees</p> <p>Curriculum and Instruction Council</p> <p>Teaching and Learning Committee (TLC)</p>

Standard	Actionable Improvement Plans	Recommended Lead(s)	Status
IV.B.2.b	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)	<ul style="list-style-type: none"> • Cabinet/ • IE Coordinator 	<p>1.a. The ALO has worked with the Research Analyst to make recommendations to College Council related to the data elements required for Strategic Plan analysis. (See I.B.3)</p> <p>1.b. College Council approved a Research Analyst position that will report to the VPAA and work with the ALO on accreditation and EMP issues. The first day of service was 01/09/17.⁶⁶</p> <p>1.c. Example of Research Office work includes working with departments as well as overall college work.⁶⁷</p>
IV.B.3.c	1. The Budget Allocation Model guidelines, procedures, and responsibilities will be reviewed and revised as needed.		<p>1.a. The District Fiscal Resources Committee reviews the BAM in a workgroup that has representatives from the District and both colleges. Reviews are typically conducted in October.</p> <p>1.b. The Planning and Budget Committee regularly discussed the BAM Minutes.</p>
IV.B.3.g	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.	<ul style="list-style-type: none"> • Cabinet 	1. 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. ^{68, 69}

Standard	Actionable Improvement Plans	Recommended Lead(s)	Status
	2. In addition, the 2014 RSCCD Functions/Mapping of Responsibilities will be broadly shared.		2. The IE Coordinator is the co-chair of the RSCCD Planning and Organizational Effectiveness Committee (POE) and was a member of the Functions/Mapping of Responsibilities workgroup. The Coordinator keeps the SAC Cabinet and College Council 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. ⁷⁰

Note: The status of the Actionable Improvement Plans related to Recommendations 1, 2, and 3 has been updated each year since the *Self-Evaluation Report of Educational Quality and Institutional Effectiveness*, with inclusion of Recommendation 4 in spring 2016. Although the format of the comprehensive report has changed, this document is linked to the *2014 Self-Evaluation Report* using the former standards references and has been useful to the college in keeping abreast of continuous quality improvement.

**RESPONSE TO ACCJC COLLEGE RECOMMENDATION
FOR IMPROVEMENT**

RESPONSE TO ACCJC COLLEGE 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)

The President of Santa Ana College guides institutional improvement of the teaching and learning environment by setting a broad-based vision and action plan based on research and analysis for all aspects of the College. This becomes the basis of overall institutional planning and decision-making. As Academic Affairs is the heart of the institution, the President carefully monitors the research agenda of the College and ascertains on a regular basis the success and achievement rates of the students. Procedures to evaluate overall institutional planning and implementation efforts follows the President's agenda. **(IV.B.2.b)**

The President has established a collegial process that sets values, goals, and priorities, which she shares in a formal document at selected meetings. Her commitment and focus include first and foremost the fiscal stability of the College, enrollment management, and facility improvement so that academic excellence may be a priority. Her student-centered approach includes four key areas: supporting workforce development; ensuring that the College remains relevant to the needs of business and industry; creating innovative program development and pathways; strengthening student support services; and promoting Adult Education. To ensure these long-term goals, the President has several short-term one-to two-year action plans:

- Manage the impact of the physical transformation of the college so it has the least impact on student completion and enrollment
- Expand and continue to strengthen relationships with SAUSD
- Expand and continue to strengthen relationships with our university partners
- Expand partnerships with business and industry
- Expand partnerships with non-profits

The President is integrated into all facets of the College and leads accreditation efforts. She meets bi-monthly with the ALO and creates action items for this work as well.^{71, 72}

To ascertain that the vision and goals are actualized, the President has also transformed the role of College Council into that of a working group rather than a group that receives updates from the participatory governance committees and then serves as an approving body.

RESPONSE TO ACCJC COLLEGE RECOMMENDATIONS

In March 2017, College Council sponsored a Strategic Planning meeting, during which accreditation standards were discussed, the mission statement was reviewed, and broad action plans were developed for the vision of the College.⁷³

In addition, the President has restructured the purpose of Management Council so that both bodies serve as integrated working groups with focused dialogue instead of serving as entities that only receive information from the units and committees.⁷⁴ To commence this process, at Management Council a survey hand-out was disseminated to identify concerns that managers face in an effort to better assess all unit outcomes (i.e., Academic Affairs, Student Services and Administrative Services). **(IV.B.2.b)**

The President has restructured the internal relations function and the external community relations function by establishing a college-level Public Relations Office to work in tandem with the existing Community Relations Office. Both report to the President's Office. The Public Relations Officer, hired spring 2017, works with the President on internal college issues. This complements the work of the SAC Foundation and the existing external public relations functions. The SAC Marketing Plan, which reaches out to the public and potential students, will then be actualized by the Community Relations Office.⁷⁵ **(II.A.6.c)**

Under the President's direction, all participatory governance committee decisions commence with ongoing collegial dialogue from the department to institutional levels. Santa Ana College also has five Participatory Governance Committees and other working Committees to move forward the President's agenda. The Participatory Governance Handbook lists the membership and goals of each committee. Each committee also has a website. Please see [Shared Governance Committees web site](#) and also [Participatory Governance Structure Handbook](#).

The President also ensures that educational planning is integrated with resource planning and distribution to achieve student learning outcomes at the highest level. This includes program development (e.g., CTE; Baccalaureate degree; pathways—the College has been selected to receive the California Guided Pathways Grant⁷⁶); professional development for faculty and staff; human resources planning; facilities planning;⁷⁷ technology planning; and budget allocation. To promote this integrated planning, the President has ensured that evaluation and planning rely on high quality research and analysis on external and internal conditions. Santa Ana College has systematically and slowly increased research capacity and data analysis to support decision-making and integrated planning that will lead to improved student success and achievement.

The College currently has a [Research Office](#) with a Director of Research and three research analysts. The Director of Research was hired spring 2016. The first research analyst was hired spring 2015 to create the Tableau tool. After the first research analyst left the college, two more analysts were hired to work on issues of Equity. In January 2017, a third research analyst was hired to work in Academic Affairs on issues related to accreditation and institutional effectiveness and to work with the School of Continuing Education.

RESPONSE TO ACCJC COLLEGE RECOMMENDATIONS

The President helps establish a research agenda, and she monitors progress on student success and achievement rates through special research requests. For example, for the 2017 Convocation, the President requested the Equity Office create a graph that demonstrated the progression of student completion of degrees and certificates, for both prepared and unprepared students, as this can have an impact on student success.⁷⁸ In addition, as the College will be offering a Bachelor of Science degree in Occupational Studies commencing fall 2017, the President has requested that a survey be sent out to better understand the needs of students who can potentially apply to the program. (IV.B.2.b)

To promote the President's agenda,⁷⁹ the Research Office has the following goals: creating and maintaining interactive dashboards; maintaining a webpage; data analysis and reporting.⁸⁰

The Santa Ana College Research Department has designed many interactive visualization tools (Dashboards) to assist in department and program evaluation. Faculty and staff are encouraged to contact the department for help.

[Degree & Certificate Tool](#)

[NEAT \(Non-Credit Equity Action Tool\)](#)

[Persistence Tool - Fall 2015 to Spring 2016](#)

[SEAT \(Student Equity Action Tool\)](#)

[Santa Ana College Credit First Census Trends](#)

[Santa Ana College Student Satisfaction Survey](#)

[SAUSD SEAT \(Student Equity Action Tool\)](#)

[SAUSD to SAC Pathway Tool](#)

[Santa Ana College Research Dashboard Page](#)

[Santa Ana College Program Review Resources](#)

[RSCCD Department of Research](#)

The Research Office has also developed the [Fact Book](#). Please also see [Student Success and Equity web page](#).

The Santa Ana College Fact Book contains key metrics about college demographics; course success rates; degrees and certificates; and enrollment trends, with an equity and overall student success lens.

COURSE SUCCESS RATES; PERSISTENCE; DEGREES AND CERTIFICATES; OTHER SAC RESEARCH

An Equity Coordinator who works in tandem with the Director of Research also co-chairs the [Student Success and Equity Committee](#) with the Vice President of Student Services.

RESPONSE TO ACCJC COLLEGE RECOMMENDATIONS

This participatory governance committee oversees the Equity Plan, SSSP, and the Basic Skills Initiative Plans.

As a result of data, needs are identified and workshops and activities are developed to address these needs.⁸¹ Training on how to access and utilize data is offered to faculty and staff as to how to utilize the tableau tool and the other dashboards and data tools created by the Research Office.⁸²

For example, faculty and staff may request training in the Student Equity Action Tool (SEAT) or Noncredit Equity Action Tool (NEAT) or training in how to design a study or research protocol so they may develop a research project for a specific program. Please see [Research Request Form](#) and [Tableau Research web page](#).

After the studies are completed by the Research Office, “Spotlight Reports” are sent to the faculty for use in program review reports and in designing curriculum and activities to improve student success. For example,

	Comparative Analysis of the MATH 2015 vs 2...	1/23/2017 1:05 PM	Microsoft PowerPoi...	10,653 KB
	Completion transfer handout for mgt council ...	1/11/2017 6:03 PM	Microsoft PowerPoi...	135 KB
	English - Persistence.pptx	11/28/2016 8:27 AM	Microsoft PowerPoi...	325 KB
	English & Math Enrollments, F10, F16, SAUS...	11/2/2016 8:19 AM	Microsoft PowerPoi...	108 KB
	English Course Completion Equity Analysis (F...	1/23/2017 8:38 AM	Microsoft PowerPoi...	1,584 KB
	Enrollment of Fall 2016 Adelante Students in ...	9/30/2016 8:26 AM	Microsoft Excel Wor...	23 KB
	Evaluation of the Promise Program_Fall 2016...	2/28/2017 9:47 AM	Microsoft PowerPoi...	1,675 KB
	Fall 2016 English multiple measures outcomes...	1/6/2017 1:24 PM	Microsoft PowerPoi...	376 KB
	Grade Distribution for Program Review by Eq...	2/7/2017 9:58 AM	Tableau Packaged ...	1,745 KB
	Mathematics - Course Sequence & number of...	11/28/2016 8:27 AM	Microsoft PowerPoi...	163 KB
	Multiple Measures Assessment by Original Pla...	10/17/2016 12:17 PM	Microsoft PowerPoi...	1,576 KB
	One year Academic Progress of fall 2015 frs...	10/4/2016 12:27 PM	Microsoft PowerPoi...	111 KB
	Persistence by Major_SP16 to F16.pdf	3/22/2017 3:04 PM	Adobe Acrobat Doc...	596 KB
	preliminary look at SAUSD placement, F2017,...	3/22/2017 2:44 PM	Microsoft PowerPoi...	55 KB
	SAC transfer report, 2 year colleges 1516.pptx	12/7/2016 8:42 AM	Microsoft PowerPoi...	2,811 KB
	Santa Ana College Student Satisfaction Surv...	9/22/2016 1:33 PM	Microsoft PowerPoi...	112 KB
	satisfaction Survey 2016 open ended comme...	9/22/2016 1:36 PM	Microsoft Excel Wor...	70 KB
	satisfaction Survey 2016 suggestions for imp...	9/22/2016 1:17 PM	Microsoft Excel Wor...	73 KB
	Survey of Student Experience at SAC Final R...	2/1/2017 3:25 PM	Adobe Acrobat Doc...	239 KB
	Survival Analysis of First-Time Freshman at S...	12/7/2016 9:26 AM	Adobe Acrobat Doc...	738 KB
	Thumbs.db	3/23/2017 11:37 AM	Data Base File	192 KB
	tracking 09-10 cohort over 15 terms-02-07-1...	2/8/2017 8:20 AM	Microsoft PowerPoi...	106 KB
	Understanding BOG Application_Sp2016.pptx	11/28/2016 8:45 AM	Microsoft PowerPoi...	1,535 KB
	Unit completion - what characteristics are as...	11/28/2016 8:34 AM	Microsoft PowerPoi...	1,623 KB
	Veterans Presentation Revised 012717.pptx	3/21/2017 11:53 AM	Microsoft PowerPoi...	554 KB
	What happened to Sp2016 Students.pdf	3/22/2017 3:04 PM	Adobe Acrobat Doc...	764 KB
	Who used the math center 102616.pptx	1/11/2017 6:20 PM	Microsoft PowerPoi...	55 KB

Using data provided by the Research Office, departments and units conduct self-reflective dialogue regarding the respective assessment results. Decisions are then made for improvement of student learning and/or institutional processes. Improvement can be noted in a variety of ways, including interdisciplinary discussions at the [Teaching Learning Committee](#) and [Academic Senate](#). Cross-integration of dialogue also occurs at each unit of the college. Academic Affairs, Student Services, and Administrative Services are referenced at the department/division, council/committee and constituency

group level.^{83, 84, 85} Please see also [Student Success and Equity Minutes](#) ; [TLC minutes](#); [Academic Senate minutes](#) (I.B.1, II.A.2.a)

Professional Development (III.A.5.b)

Santa Ana College provides other [professional development](#) opportunities for both faculty and staff to create a variety of learning opportunities to improve student success. The President's Spring Convocation offers opportunity for both faculty and staff to participate in activities designed to enhance student success.

The professional development team develops curriculum for both faculty and staff, from joint initiatives such as applications training, to courses tailored specifically to each audience. For example, ongoing discussion of SLOs in a cross-disciplinary format is important at the TLC and also in a professional development setting. Please see [SLO Symposium](#).

With the assistance of the participants, the College systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement. Surveys are often utilized to determine need.^{86, 87, 88, 89}

[Professional development](#) programs are designed and developed by a team of faculty and staff representatives from across disciplines, departments, and locations. This leadership team meets every semester to coordinate and plan offerings based on attendee feedback. This work is culminating in a preliminary meeting of the SAC Professional Development Advisory Committee on May 30th. This new committee will officially convene in fall, 2017.^{90, 91, 92, 93}

In an effort to promote college-wide literacy, interdisciplinary collaboration, and a sense of community, Santa Ana College officially adopted an annual initiative called: *The [Book-of-the-Year Program](#)* in fall 2009. The Nealley Library co-sponsors the Book-of-the-Year events with the Teaching Learning Committee. The 2016-17 BOTY is *Between the World and Me* by Ta-Nehisi Coates. Events were as follows:

Tuesday, September 20, [Between the World and Me Staff Development Workshop](#), 2:00 pm in The Learning Center, D-307

Tuesday, October 25, [Between the World and Me Staff Development Workshop](#), 2:00 pm in The Learning Center, D-307

Tuesday, November 1, [Reflections on Being Black in America](#), a *Between the World and Me* Panel Discussion, 1:00pm in A-210. AC Campbell (Faculty, Sociology), Janice Love (Director of Research, SAC), Veronica Oforlea (Associate Dean, DSPS) and Kalonji Saterfield (Faculty, Communication Studies), shared their impressions of the book and their experiences as African-Americans.

Wednesday, May 31, 2017, Guest speaker, Dr. Terrence Roberts, renowned author, educator, speaker, and member of the "Little Rock Nine," shared his story and views of race, identity, bias, prejudice, and engaged in a discussion on the central themes of the BOTY *Between the World and Me*.⁹⁴

RESPONSE TO ACCJC COLLEGE RECOMMENDATIONS

In 2016, two faculty members developed a packet of resources for faculty use to facilitate student reflection and discussions.⁹⁵

The Book-of-the Year selected by the college community for 2017-2018 is *One World: A Global Anthology of Short Stories*.⁹⁶

Student Success Factors Spring 2015 and Spring 2016 Convocations focused on the six student success factors from the RP Groups “[Student Success Redefined](#)”⁹⁷

From spring 2015 to spring 2017, multiple activities provided follow up and expansion on this research study and on faculty and staff discussions.

New full-time faculty participate in multiple New Faculty Institute sessions during biannual flex weeks as well as monthly meetings during the fall and spring semester of their first year at Santa Ana College. The District (RSCCD) and SAC host these sessions. Faculty from previous Faculty Institute cohorts share teaching practices and learning technologies with new cohorts. Topics range from practical aspects faculty engagement at the College to accreditation, program review, and institutional effectiveness.⁹⁸

Santa Ana College has offered a two-day *Adjunct Faculty Institute* biannually since January 2016. Topics include creating inclusive classrooms, campus resources, successful teaching strategies, and tips for using technology. Topics are added to the agenda in response to participant evaluations (*Adjunct Faculty Institute Evaluations August 2016; Adjunct Faculty Institute Agenda Spring 2017*).⁹⁹

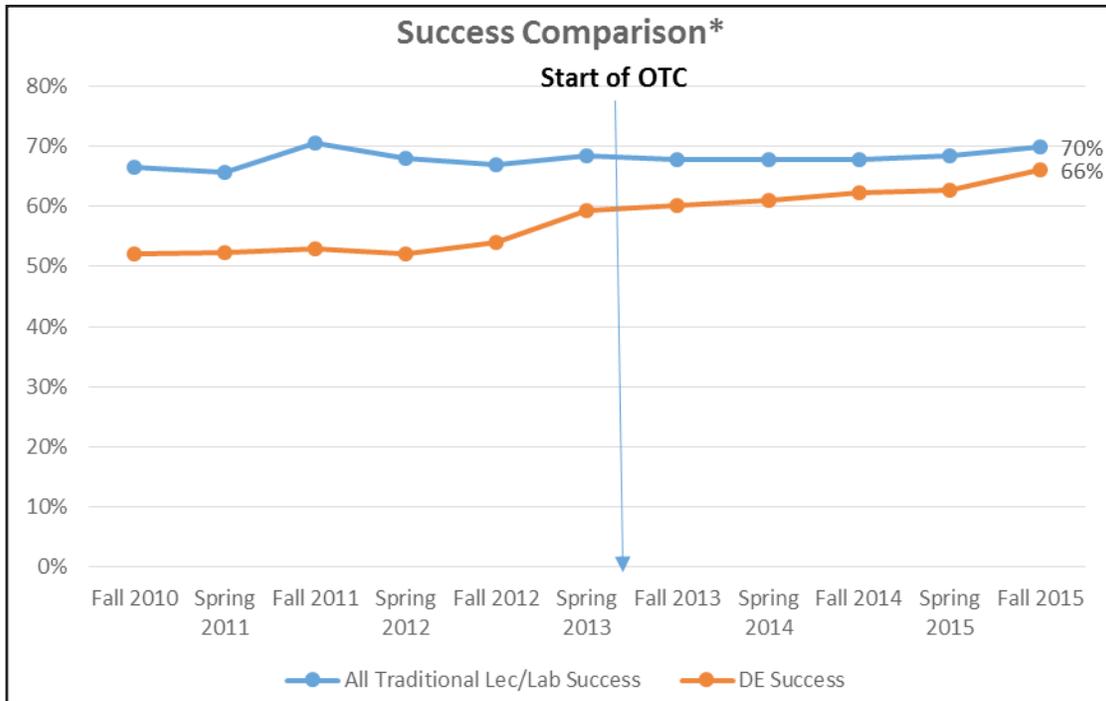
The SAC Professional Development team reviewed and assessed the responses and needs of the Classified Staff during meetings held in fall 2015. Based on the interests and needs expressed by classified members of the college community, the team has developed the *Staff Leadership Workshop Series*: a three-workshop series designed to inform and empower the classified staff utilizing student success best practices. Classified Staff who complete the series receive a Leadership Certificate.¹⁰⁰

The Distance Education department provides training in the following areas for Learning Management System support: Blackboard Basics; Assessments; Interactive Tools and Grade Center; NetTutor (online tutoring links available for students in online courses); and Proctorio (webcam based online exam proctoring). All training is offered in face-to-face workshops or via online self-paced modules.^{101, 102}

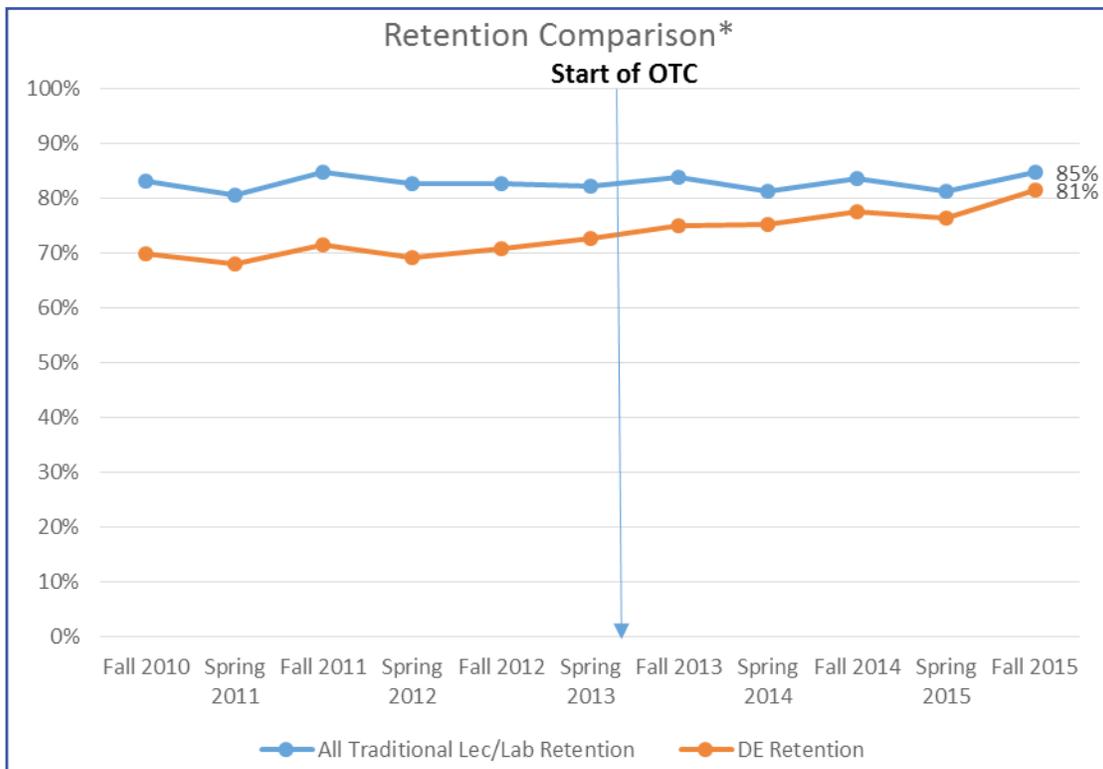
The SAC Online Teaching Certification is taught using a cohort model in an online 12-week synchronous format based on the [@ONE certification model](#) and is a SAC [online teaching requirement](#). At completion, faculty earn 2.5 CEUs toward step advancement. The College has seen improvements in student retention and success rates with this required training.

It has been noted that success rates have improved since online training for faculty has been made a requirement of teaching online.

RESPONSE TO ACCJC COLLEGE RECOMMENDATIONS



OTC: Online Teaching Certification
* Without Academies



OTC: Online Teaching Certification
* Without Academies

RESPONSE TO ACCJC COLLEGE RECOMMENDATIONS

Santa Ana College is a recipient of the Achieving the Dream: Open Educational Resources Degree Initiative. Liberal Arts and the Business Administration AS-T degrees will be offered with complete OER materials within the year. Faculty offering courses in this degree program are required to complete the online OER training for understanding OER harvesting, citing, and usage at the College.

RSCCD will be transitioning to Canvas as the LMS beginning summer 2017. Faculty Canvas training will begin spring 2017 with offerings in face-to-face workshops and online self-paced training. This professional development training will be a requirement for faculty teaching online. The College has seen increased interest from faculty to provide students with accessible materials within the LMS. As a result, accessibility is included in the Online Training Certification; creation of a special module for this topic is currently being discussed. The OEI Canvas migration is an 18-month process.

Human Resources (III.A.6)

Human resources planning is also integrated with institutional planning. The President monitors all hiring, including faculty, management, and classified positions reviewing the data supporting human resources requests.

The College systematically assesses the effective use of human resources and uses the results of the evaluation as the basis for improvement. Requests for new faculty are made by departments based on program review analyses and assessment that full-time faculty are needed for the welfare of students within a given program. After the program review cycle is completed, Resource Allocation Requests are sent by the department to the division dean that include all human resources requests.¹⁰³ Requests for full-time faculty undergoes a second level of rigor: the department fills out the Academic Senate Faculty Request Form, which includes rationale for the request.¹⁰⁴ These requests are then reviewed by the Faculty Priorities Committee, co-chaired by the Academic Senate President and the Vice President of Academic Affairs.¹⁰⁵ The priorities list is then sent to the deans to review, and the deans develop a list with rationale as well. Both priorities lists are then sent to the President, who has the final authority. In 2016, the President considered the recommendations, and based on additional information regarding the academic vision of the College, the President made a determination that the ranking of the Baccalaureate Program in Occupational Studies and the Psychology department should be adjusted to a higher rank. As a result, these two positions were filled in spring 2017. **(IV.B.2.b)**

The number of full-time faculty is determined by the District Human Resources department based on the Faculty Obligation Number (FON) for that year, and the Chancellor issues the number of faculty that will be hired for Santa Ana College and Santiago Canyon College based on the SB 361 funding formula. In 2015-2016, twenty-seven faculty were hired at SAC based on the FON; in 2016-17, eleven faculty were hired—ten will be counted toward the FON. The President ensures that specific faculty hiring in fulfillment of the Faculty Obligation Number (FON) is based on student demand; FTE generation; new and high-demand programs; academic pathways; and ACCJC or outside accreditation body exigencies, e.g., Nursing.

RESPONSE TO ACCJC COLLEGE RECOMMENDATIONS

Hiring of Management and Classified Staff positions follows a process of reorganization. Requests for reorganization are a result of program review in academic affairs, student services, administrative services, and the School of Continuing Education. College Council receives these requests and formal discussion occurs. College Council has representation from all constituency groups, including the President's Cabinet; the Academic Senate; the IE Coordinator/ALO; CSEA, Chapter 579; district liaison and support staff; and students.¹⁰⁶

Summary

The current President of Santa Ana College has continued the work of the former President, who supported the development of a vibrant research office. The President has been proactive in establishing a vision and action plans for the College that include all constituency groups through the participatory governance structure and work with the Academic Senate. She remains informed and is an active participant in accreditation processes and all matters of institutional effectiveness. In addition, through the development of a new Mission and Vision Statement to inform development of the Educational Master Plan, based on internal and external scans and in-depth research, the President has ascertained that planning and resource allocation processes will remain integrated and flexible enough to change as needed and drive educational planning. Since the *Follow-Up Report*, enhancement of institutional effectiveness has been formalized by the President.

ANNUAL REPORT DATA

ACCJC Midterm Report Data Reporting Form

ANNUAL REPORT DATA INSTITUTION-SET STANDARDS

STUDENT COURSE COMPLETION

(Definition: The course completion rate is calculated based on the number of student completions with a grade of C or better divided by the number of student enrollments.)

Category	Reporting Year		
	2014	2015	2016
Institution Set Standard	72%	72%	72%
Stretch Goal			74%
Actual Performance	74%	75%	77%
Difference between Standard and Performance	2%	3%	5%
Difference between Stretch Goal and Performance			3%

Analysis of the data: Although the college is exceeding its ISS as well as the stretch goal, analysis is being done from an Equity perspective to close gaps in areas of disproportionate impact. For this reason the stretch goals will not be raised for 2017.

DEGREE COMPLETION

(Students who received one or more degrees may only be counted once.)

Category	Reporting Year		
	2014	2015	2016
Institution Set Standard	1,864	1,902	1,941
Stretch Goal			1,980
Actual Performance	1,921	2,033	2,409
Difference between Standard and Performance	57	131	468
Difference between Stretch Goal and Performance			429

Analysis of the data: The same as above applies.

CERTIFICATE COMPLETION

(Students who received one or more certificate may only be counted once.)

Category	Reporting Year		
	2014	2015	2016
Institution Set	1,662	1,696	1,731
Standard Stretch Goal			1,766
Actual Performance	1,474	2,859	2,132
Difference between Standard and Performance	-188	1,163	401
Difference between Stretch Goal and Performance			366
Analysis of the data:	The same as above applies.		

TRANSFER

Category	Reporting Year		
	2014	2015	2016
Institution Set	2,012	2,096	2,117
Standard Stretch Goal			2,159
Actual Performance	1,987	2,123	2,277
Difference between Standard and Performance	-25	27	160
Difference between Stretch Goal and Performance			118
Analysis of the data:	The same as above applies.		

STUDENT LEARNING OUTCOMES ASSESSMENT

	Reporting Year		
	2014	2015	2016
Number of Courses	1,708	1,523	1,489
Number of Courses Assessed	1,708	1,523	1,489
Number of Programs	219	237	249
Number of Programs Assessed	219	237	249
Number of Institutional Outcomes	7	7	7
Number of Outcomes Assessed	1	2	3
Analysis of the data:	College Council is leading the process for revision of the college mission statement as well as the Vision Themes of the college. The Vision Themes serve as both the goals of the Strategic Plan and the basis of the ILOs. The results of this effort will affect ILO analysis. At this time, there is a four-year cycle of analysis for the seven ILOs. (Year one: Communication; Year two: Thinking and Reasoning; Year three: Information Management; Year four: first semester--Diversity, Civic Responsibility, second semester--Life Skills, Careers)		

ANNUAL REPORT DATA

LICENSURE PASS RATE

(Definition: The rate is determined by the number of students who passed the licensure examination divided by the number of students who took the examination.)

Program Name	Institution Set Standard	Actual Performance			Difference			Stretch Goal	Difference		
		2014	2015	2016	2014	2015	2016		2014	2015	2016
Registered Nursing	82.53%	72.45	85.06	83.3	-10.08	2.53	.77	83.53			-.23
Occupational Therapy Assistant	95%	94%	94%	95%	-1%	-1%	0	96%			-1%
Pharmacy Technology	75%	100	71%	71%	25%	-4%	-4%	76%			-5%

JOB PLACEMENT RATE

(Definition: The placement rate is determined by the number of students employed in the year following graduation divided by the number of students who completed the program.)

Program Name	Institution Set Standard	Actual Performance			Difference			Stretch Goal	Difference		
		2014	2015	2016	2014	2015	2016		2014	2015	2016
Registered Nursing	60%	61.2	65%	77%	1.2	+5%	17%	61%			16%
Occupational Therapy Assistant	95%	95%	96%	95%	0	1%	0	96%			-1%
Pharmacy Technology	80%	86.3	97%	97%	6.3	17%	17%	81%			16%

ANNUAL FISCAL REPORT DATA

Category	Reporting Year		
	2014	2015	2016
<u>General Fund Performance</u>			
Revenue	70,755,129	185,652,553	233,635,989
Expenditures	79,197,825	183,403,925	203,824,989
Expenditures for Salaries and Benefits	37,737,208	149,098,573	164,446,397
Surplus/Deficit	3,442,696	2,248,628	29,811,000
Surplus/Deficit as % Revenues (Net Operating Revenue Ratio)	(4.94%)	1.21%	12.76%
Reserve (Primary Reserve Ratio)			
Analysis of the data:	The district maintains an adequate reserve.		

Other Post Employment Benefits

Actuarial Accrued Liability (AAL) for OPEB	82,058,965	82,058,965	129,629,001
Funded Ratio (Actuarial Value of Plan Assets/AAL)	0%	0%	0%
Annual Required Contribution (ARC)	8,350,167	8,350,167	11,722,578
Amount of Contribution to ARC	8,350,167	8,350,167	11,722,578

Analysis of the data: The district has funded its full ARC each of these three years.

Enrollment

Actual Full-Time Equivalent Enrollment (FTES)	20,087	20,351	20,334
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Analysis of the data: Santa Ana College Full-Time Equivalent Student Enrollment (FTES) has grown 1.2% from 2014 to 2016. This is in line with expectations within this period of time. However, demographic shifts and other factors are now impacting enrollment, and the College expects to see a downturn of 5% in the 2017-2018 academic year.

Financial Aid

USED Official Cohort Student Loan Default Rate (FSLD - 3 year rate)	17%	12%	13%
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Analysis of the data: The Annual Report data was for cohort years 10/11; 11/12; 12/13
A third party has not been utilized to contact defaulted students to help get the students out of default; however, the college would investigate this option if the college ever exceeded the 20% mark.

Note for Licensure Pass Rate (p52 above—p3 of Data Form):

1. For the registered Nursing Program, a change in curriculum and basic skills requisites, the licensure pass rate was increased to above the benchmark between 2014 and 2015.
2. Students are not required to take the Pharmacy Technology examination, as licensure does not depend on it. Students are encouraged, however, to take the examination.

Note for Job Placement Rate (p52 above—p3 of Data Form):

1. All benchmarks have been met.

APPENDIX A

Enhancement of Integrated Planning and Institutional Effectiveness at Santa Ana College Assessing Documents and Processes

Overall institutional planning and implementation efforts are evaluated through multiple processes. Accreditation reports and the attached evidentiary documents underscore the strengths of the institution as well as improvement of educational quality and institutional effectiveness. In addition, a cyclical process is used to evaluate all processes and plans.

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
Review Mission Statement																
Review & Revise Strategic Plan Vision Themes																
Strategic Plan Update																
Planning & Decision-Making Processes																
Resource Allocation Processes																
Participatory Governance Structure																
Communication Processes (IE Survey)																
Training & Professional Development																
Educational Master Plan 2016-2022																
Accreditation																

= comprehensive (I.B.6, I.B.7)

APPENDIX B

Evidentiary Documents Midterm Report

1. [Official Commission Disposition Letter February 6, 2015](#)
2. [Accreditation Oversight Committee Website](#)
3. [Accreditation Oversight Committee Minutes](#)
4. [College Council Webpage](#)
5. [College Council Minutes 04-19-17](#)
6. [Meeting with Classified Staff, CSEA, Chapter 579— May 12, 2017](#)
7. [Academic Senate Agenda May 9, 2017](#)
8. [Follow-Up Report Template for Use with Constituency Groups](#)
9. [ALO Meetings with the President](#)
10. [Midterm Report Approval, May 10 and May 31, 2017](#)
11. [Board of Trustees Agenda and Summary August 14, 2017: Midterm Report Approval](#)
12. [TracDat Update](#)
13. [Program Review Template](#)
14. [Institutional Learning Outcomes Process](#)
15. [Example of ILO Analysis](#)
16. [TLC Discussion ILO Analysis 2017 in TLC End-of-Year Report](#)
17. [New Research Analyst Position](#)
18. [Data Workshops](#)
19. [Dashboard Training](#)
20. [FLEX/New Faculty Institute](#)
21. [Example Program Review CJ Aligned to SP](#)
22. [College Council webpage \(membership\)](#)
23. [Institution-Set Standards](#)
24. [College Council—Mission Statement Review, March 22 and May 31, 2017](#)
25. [Survey of Draft Mission Statements for College Voting and Results](#)
26. [Board of Trustees Mission Statement Approval, July 17, 2017](#)
27. [RAR FY 2017-18 in Planning and Budget Manual](#)
28. [Email Related to RAR Form FY17-18](#)
29. [RAR Effectiveness Survey](#)
30. [Marketing PowerPoint and Analytics Board Report](#)
31. [Fiscal Resources Committee Minutes](#)
32. [Planning and Budget Committee Minutes](#)
33. [Disaggregated Distance Education Success Data](#)
34. [Enrollment Management Plan](#)
35. [ILOs Mapped to General Education SCE and Credit Programs](#)
36. [Retention Rate Report re: New Scheduling Pattern for N50 fall 12; spring 13; fall 13; spring 14](#)
37. [ISS/IEPI](#)

APPENDIX B

38. [Student Transition Program](#)
39. [Student Satisfaction Survey](#)
40. [Distance Education Student Support Survey](#)
41. [AS_AS-T Unproductive Units Analysis](#)
42. [IQ Bar Request Form for Students](#)
43. [Nealley Library RAR](#)
44. Learning Center and Math Center Surveys [Learning Center](#) and [Math Center Satisfaction Surveys](#)
45. [Research Department Tableau](#)
46. [Learning Center BSI & Equity Funding](#)
47. [Learning Center Workshops: March 14-31](#)
48. [Example Professional Development on RARs](#)
49. [SAC Technology Plan 2015-18](#)
50. [Emergency Notification Tool: LiveSafe](#)
51. [ONUMA Work Order System Announcement](#)
52. [SAC Technology Plan 2015-18](#)
53. [Academic Computing Center Plans](#)
54. [Reimagining Professional Development](#)
55. [RAR Effectiveness Survey](#)
56. [SACTAC Technology Plan with Library Addendum](#)
57. [SACTAC Budget Priorities 2017](#)
58. [IQ Bar Request Form for Students](#)
59. [Nealley Library RAR](#)
60. [Fiscal Resources Committee Minutes](#)
61. [Planning and Budget Committee Minutes](#)
62. [RAR Presentation to Academic Senate February 2017](#)
63. [RSCCD Strategic Plan & Planning and Organizational Effectiveness Committee Documents](#)
64. [Planning and Organizational Effectiveness Committee Goals Update](#)
65. [RAR Presentation to Academic Senate February 2017](#)
66. [Reorganization Research Analyst Academic Affairs](#)
67. [Example Research Office Work: Enrollment by Residency Status and English Multiple Measures Analysis](#)
68. [Management Council Minutes](#)
69. [Chancellor's Updates](#)
70. [RSCCD Functions and Responsibilities Mapping Chart](#)
71. [Status Report October 2014:](#)
72. [ALO Work with President](#)
73. [Documents for College Council Retreat-Part 2](#)
74. [Management Council](#)
75. [SAC Marketing Plan](#)
76. [Pathways Grant](#)

77. [Examples of Technology Planning](#)
78. [Degree and Certificate Completion Progression](#)
79. [Research Agenda](#)
80. [Examples Research Office Data Analysis and Reporting](#)
81. [Examples Research Office Training and Workshops](#)
82. [Research Office “How to Utilize Data” Training](#)
83. [Shared Governance Committees Website](#)
84. [Academic Senate Website](#)
85. [Multiple Examples of Department Discussions](#)
86. [Professional Development Survey Convocation](#)
87. [Fall 2015 Professional Development Report](#)
88. [Professional Development Survey Results](#)
89. [Professional Development Feedback and Planning: Multiple Examples](#)
90. [Meetings of Professional Development Team](#)
91. [Documents Used for Planning by Professional Development Team](#)
92. [Professional Development Activities Planned by Professional Development Team](#)
93. [Conferences Funded by SE and BSI 2016-2017](#)
94. [Spring 2017 BOTY Event](#)
95. [Book-of-the-Year 2016-2017 Assessment](#)
96. [Book-of-the-Year 2017-2018 Announcement](#)
97. [Student Success Factors Update](#)
98. [New Faculty Institute](#)
99. [Adjunct Faculty Institute](#)
100. [Classified Staff Leadership Institute](#)
101. [Distance Education Professional Development](#)
102. [Distance Education Student Training](#)
103. [Example of Human Resources Request in RAR: EMLS](#)
104. [Example Faculty Hiring Request Form](#)
105. [Faculty Priorities Ranking](#)
106. [Examples Staff Requests](#)

