**Templates FOR AOC USE**

**Template #1**



**Accreditation Oversight Committee**

**Midterm Report October 15, 2017**

**Recommendations To-Do List**

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

**Appendix B**

**Updates for Midterm Report October 2017**

1. As of October 12, 2015, to enhance communication, the Classified Staff has been included at the Board of Trustees meetings to give informational reports.
2. At SAC through Student Success and Equity, a new student portal has been developed. Students will be advised of courses they need to take,
3. There is now a dedicated person (Teresa Cota-Mercado) to the Marketing Plan
4. Sara will request of the state that the BSI, Equity and SSSP reports be integrated into one report with color coding of activities and goals. This will demonstrate integrated planning. The Strategic Plan and mission will also be addressed.
5. New webpage for baccalaureate degree <http://www.sac.edu/AcademicAffairs/IEA_Office/Pages/Baccalaureate-Degree-Occupational-Studies.aspx>
6. Following Timeline for Key Planning and Assessment Activities—EMP 2015-16 academic year—waited for VPAA to come on board.
7. New prog review templates for AA used 2015-16
8. RSCCD SP reviewed at BOT Feb 22, 2016
9. Hired new Dir Research
10. RSCCD Governance Summit December 9, 2015
11. TracDat Update
12. Professional Development Update <http://www.sac.edu/facultystaff/professional-development/Pages/default.aspx>

1. Convocation  
2. Equity Update—Research Update
3. Baccalaureate degree Occupational Studies; Sub Change approved May 7, 2015; revised approval Jan 2016 <http://www.sac.edu/Accreditation/2014SelfEval/ACCJC%20Reports%20%20Correspondence/Santa%20Ana%20College%20SubChg%20Action%20Letter%201_29_16.pdf>
4. New ADTs: Biology; Film/TV
5. College Council Retreat 01-13-16
6. 
7. 
8. 
9. ALO presentation to Planning and Budget Committee Feb 2, 2016; Student Success and Equity Committee April 14, 2016; Facilities Committee March 15, 2016



1. College Council Planning Retreat April 18, 2016



1. BOT Planning Session 02-22-16



1. Follow-Up Report accepted by ACCJC <http://www.sac.edu/Accreditation/2014SelfEval/ACCJC%20Reports%20%20Correspondence/ACCJC%20Letter%20to%20Santa_Ana_College_2_5_2016%20(002).pdf>
2. *The Hispanic Outlook in Higher Education:* Top 25 Colleges for Hispanic—SAC #10
3. Spring Flex week



1. Quadrennial Reports Comm Studies; English; EMLS

[**http://www.sac.edu/Program\_Review/FPA/CMST/Annual%20Planning%20Portfolio%20and%20Quadrennial%2019QT%20Cap/CMST%20Quadrennial%20Capstone%20Report%202015-2016%20FINAL%2010\_14\_15.pdf**](http://www.sac.edu/Program_Review/FPA/CMST/Annual%20Planning%20Portfolio%20and%20Quadrennial%2019QT%20Cap/CMST%20Quadrennial%20Capstone%20Report%202015-2016%20FINAL%2010_14_15.pdf)

[**http://www.sac.edu/Program\_Review/HSS/English/Annual%20Planning%20Portfolio%20and%20Quadrennial%2019QT%20Cap/English%20Department's%20Quadrennial%20Capstone%20Report%20(February%202016).pdf**](http://www.sac.edu/Program_Review/HSS/English/Annual%20Planning%20Portfolio%20and%20Quadrennial%2019QT%20Cap/English%20Department's%20Quadrennial%20Capstone%20Report%20(February%202016).pdf)

[**http://www.sac.edu/Program\_Review/HSS/ESL/Annual%20Planning%20Portfolio%20and%20Quadrennial%2019QT%20Cap/Quadrennial%20Capstone%20Report%20EMLS%202015--2016%20version%202.pdf**](http://www.sac.edu/Program_Review/HSS/ESL/Annual%20Planning%20Portfolio%20and%20Quadrennial%2019QT%20Cap/Quadrennial%20Capstone%20Report%20EMLS%202015--2016%20version%202.pdf)

1. New Faculty Institute presentation on accreditation 02-19-16



1. Facilities Committee presentation on Accreditation 03-15-16
2. Student Success Committee presentation on Accreditation 04-14-16
3. RSCCD Governance Summit 
4. Last College Council Meeting: Governance End-of-Year Reports



TLC End-of Year Report

[http://www.sac.edu/committees/TLC/Documents/TLC%20End-of-Year%20Report%20May%2019,%202016.pdf](http://www.sac.edu/committees/ProgramReview/Documents/TLC%20End-of-Year%20Report%20May%2019,%202016.pdf)

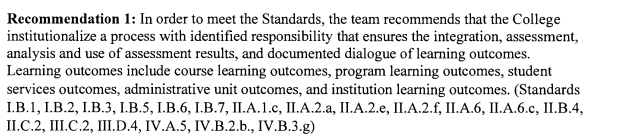
10-14-15; 02-10-16; 02-25-16; 03-01-16; 04-12-16; 05-11-16; 06-08-16; 06-27-16

**AOC Template #2**



**Midterm Report Template**

**October 2017**



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

**I.B. Improving Institutional Effectiveness**

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

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

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

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

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

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

**II.A Instructional Programs**

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

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

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

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

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

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

**II.B Student Support Services**

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

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

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

**III.C. Technology Resources**

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

**III.D. Financial Resources**

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

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

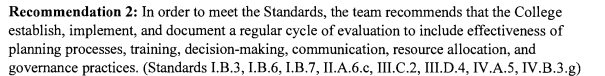
**IV.A.5** The role of leadership and the institutions governance and decision-making structures and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.

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

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

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

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



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

\*=Repeated from Recommendation 1

**I.B. Improving Institutional Effectiveness**

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

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

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

**II.A. Instructional Programs**

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

**III.C. Technology Resources**

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

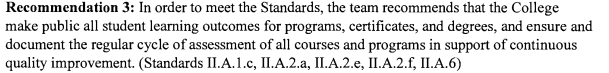
**III.D. Financial Resources**

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

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

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

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



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

\*=Repeated from Recommendation 1.

**II.A Instructional Programs**

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

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

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

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

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

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

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

\*=Repeated from Recommendation 1.

**III.A. Human Resources**

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

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

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

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

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

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