



Santa Ana College
Institutional Effectiveness and Assessment Committee
End-of-Year Report
June 10, 2012

Mission: The mission of Santa Ana College is to be a leader and partner in meeting the intellectual, cultural, technological, workforce and economic development needs of our diverse community. Santa Ana College prepares students for transfer, employment, careers and lifelong intellectual pursuit in a dynamic learning environment.

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

To: College Council, Academic Senate, Planning and Budget Committee, Facilities Committee, SACTAC, Safety & Security Committee, Student Success Committee, District Budget and Planning Review Committee (BAPR), FARSCCD, CSEA

From: Bonita Nahoum Jaros, Ph.D., Chair, Institutional Effectiveness and Assessment Committee

Dear Colleagues,

The Institutional Effectiveness and Assessment Committee (IE&A) has been formed as the planning oversight/coordination committee of Santa Ana College with the concept that all planning efforts of the college will be integrated and that planning and budget will be aligned (See Appendix A and Appendix B). IE&A also serves as the Accreditation Oversight Committee. As such, it is the gatekeeper of the Santa Ana College *Mission Statement*, the *Strategic Plan 2007-2015* and all annual updates and mid-plan reviews; Program Review (I. Academic Portfolio Assessment/Program Review—PA/PR; II. Student Services Program Review; III. Administrative Services Program Review; IV. President’s Cabinet Goals); and the annual Department Planning Portfolios (DPP); and all accreditation reports. The chair of the IE&A Committee ascertains that all updated documents are incorporated into the Santa Ana College *Educational Master Plan*, which contains all planning documents.

Membership of the IE&A Committee for 2011-2012

- Cecilia Arriaza, Classified Staff Representative
- Carol Comeau, Dean, Science, Mathematics and Health Sciences (member Teaching Learning Committee)
- Paul Foster, Vice President Administrative Services (co-chair Facilities Committee; co-chair Planning and Budget Committee)
- Raymond Hicks, Academic Senate President (member BAPR, BAPR Workgroup)
- Bonita Jaros, Ph.D., **chair**; Institutional Effectiveness and Assessment Coordinator; Accreditation Liaison Officer
- James Kennedy, Vice President, School of Continuing Education (member BAPR and BAPR Workgroup)
- Sara Lundquist, Ph.D. Vice President Student Services (co-chair Student Success Committee)
- Nga Pham, Director of Institutional Research, RSCCD (member BAPR, BAPR Workgroup)

Denise Phillips, Classified Staff Representative
Linda Rose, Ed.D., Vice President Academic Affairs (**co-chair** IE&A; member BAPR, BAPR Workgroup, District Technology Advisory Group)
John Zarske, Academic Senate President-Elect (co-chair Facilities Committee, BAPR Workgroup)
Alternate: Susan Garnett, Coordinator HS Subjects, School of Continuing Education (District Facility Planning Committee)

This year, the IE&A Committee, on behalf of President Erlinda J. Martinez, hosted the *Mid-Cycle Planning Retreat*, a college-wide retreat designed to review the Santa Ana College Mission Statement, assess the alignment of college and district planning documents, and to update the goals of each Vision Theme of the *Strategic Plan 2007-2015* (See InsideSAC.net/Institutional Effectiveness & Assessment Committee/College Plans/). As a result of this meeting, a commitment was reinforced to maintain the Vision Themes developed in the college-wide Planning Retreat of April 13, 2007, but to streamline the goals and activities within the strategic planning document (See Appendices C, D, E, F and G).

IE&A has reviewed the program review documents sent from the Teaching Learning Committee for Academic PA/PR; it has reviewed the Student Services, Administrative Services and President's Cabinet Portfolios/program reviews; it has created recommendations for the *Mission Statement* and *Strategic Plan*; it has received input from all participatory governance groups (see Appendix H); and it has aggregated all updated planning documents, including the budget plans, *Facilities Master Plan*, the *Technology Plan*, college-wide Core Competencies (See Appendix I), and the *Department Planning Portfolios*, into the *Educational Master Plan Update S12*. As the accreditation oversight committee, IE&A has kept abreast of ACCJC report exigencies, e.g., the March 31, 2012 *Annual Report* and the March 31, 2012 *Fiscal Report*; the October 2012 *College Status Report on Student Learning Outcomes Implementation*, and members of the committee have kept the college-wide community informed of the status of these reports. Fall 2012, the IE&A committee will make recommendations regarding processes for the comprehensive *Self Evaluation Report* of October 2014.

As the planning oversight/integration committee, IE&A is dedicated to informing all participatory governance groups of recommendations borne of the Academic *Department Planning Portfolios PA/PR* and the Student Services, Administrative Services and President's Cabinet Portfolios program reviews. Noteworthy is that all recommendations are aligned with the themes of the *Strategic Plan*. This information may help clarify or amplify information received from the President's Cabinet, College Council, the annual Department Planning Portfolios, BAPR, TAG, District Facility Planning Committee and other district-level participatory governance groups. It is understood that budget prioritization, for example, is very complex.

The following are the recommendations of the IE&A Committee as a result of the Academic PA/PR reports*, Student Services Portfolio analysis (complete program review is conducted triennially), Administrative Services Program Review (conducted annually) and President's Cabinet Portfolio analysis (conducted annually). Program review documentation was extensive, and details may be found at InsideSAC.net by looking at the *Department Index* followed by the name of the department and *Program Review*. Statistical

*Please note that the timelines for Academic Program review have been changed starting the 2012-2013 academic year to be in alignment with the district/college budget cycle (See Appendix J—Cyclical Academic Program Review Planning Calendar).

Reports utilized in academic program review documents may be found at <https://intranet.rscsd.edu/apps/pub.asp?Q=1151&T=Program>. Only those items that require referral are listed. For example, the Student Services portfolio and the Administrative Services portfolio are very detailed and complete; however, many items will be handled internally.

The IE&A Committee respectfully recommends that this information be used in the context of the planning and prioritization processes of your respective participatory governance groups in addition to the other information utilized. Each governance committee is requested to review the *Strategic Plan Update Spring 2012*, *Strategic Plan with Budget and Facilities Analysis Update S12*, as well as the *Planning & Budget Processes* chart (see Appendix B). Please put these in context of the recommendations of the IE&A Committee, and grant time for dialogue at the first meeting of fall 2012. A member of IE&A serves on each participatory governance committee and may serve as a resource and facilitator for dialogue. A response to the chair of IE&A is then requested by the end of September.

The 2012-2013 meeting dates for IE&A are as follows:

**FALL 2012—08-29-12; 09-12-12; 09-27-12(a Thursday);10-10-12; 10-24-12; 11-14-12;
11-29-12 (a Thursday);12-05-12**
**SPRING 2013—01-30-13; 02-13-13; 02-27-13; 03-13-13; 04-10-13; 04-24-13; 05-08-13;
05-22-13 (if needed)**

Respectfully Submitted,

Bonita Nahoum Jaros, Ph.D.
Chair, Institutional Effectiveness and Assessment Committee
Santa Ana College

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SECTION I: PROGRAM REVIEW 2011

Section I.A.

Educational Master Plan I. Academic Portfolio Assessment/Program Review:

The TLC has continued annual review of the Academic PA/PR Reports of 15 departments and has conducted discussion of the 19QT as well as the Direct-SLO Assessment reports of each from an interdisciplinary perspective. One complete four-year cycle of Academic PA/PR review was completed spring 2011. The second cycle of capstone quadrennial PA/PR review commenced in the 2011- 2012 academic year.*

The following Portfolio Assessment/Program Review Reports were reviewed spring 2012: American Sign Language; Auto/Diesel/Welding (three programs); Communication Studies; English/ESL (credit program); English as a Second Language (School of Continuing Education); Fire Technology; Global Business/Entrepreneurship; Human Development; Intercollegiate Athletics; Mathematics; Nursing; Paralegal; Philosophy; Speech Language Pathology Assistant Program.

The Teaching Learning Committee has also conducted a complete review of the PA/PR Process and will continue to do so annually. Recommendations were made to include more explicit instructions related to the integration of the annual Department Portfolio (DPP), the bi-annual Direct-SLO Assessment and the capstone quadrennial PA/PR review. (Please see Appendix J for Academic Portfolio Assessment/Program Review.) In addition, the Vice-President of Academic Affairs and the chair of the IE&A Committee are working on a The Program Review Handbook for Instruction, which will be disseminated fall 2012. A professional development workshop will be conducted during the August 2012 flex calendar by the chair of IE&A, who also serves as the chair of the TLC. Professional development activities will also be offered throughout the fall semester for faculty and staff.

Interdisciplinary Thematic Issues

As the TLC has continued the review the PA/PR Reports and participated in dialogue of the 19QT as well as the direct-SLO assessment reports, the committee has highlighted interdisciplinary thematic issues and strategies that are in alignment with the *Vision Themes* of the *Strategic Plan 2007-2015*. It is noteworthy that many of the themes are duplicative of the themes from prior years' analyses. This does not imply, however, that progress has not been made; rather, they are ongoing concerns. Fiscal considerations have also caused some worthy recommendations to be held to subsequent years.

*In years that the capstone PA/PR review is not conducted, all departments continue to conduct annual program review/goal updating, utilizing designated sections of the 19QT, as well as direct SLO-assessment every fall and spring through the Portfolio Assessment/Program, Review process. All program review documents, annual and quadrennial are housed electronically in the Department Planning Portfolio (DPP). The quadrennial capstone PA/PR review is conducted in the fourth year on a rotational schedule, utilizing the full 19QT, and is reviewed by the Teaching Learning Committee. The Teaching Learning Committee prepares a summary End-of-Year report for the IE&A Committee every spring.

Interdisciplinary Thematic Issues are:

1. Full-time **faculty hiring** for replacement of faculty (Faculty Priorities Committee); replacement of classified staff
2. Continued review of PA/PR processes and assessment methods, including review of distance education delivery mode
3. **Professional development** activities for use of technology and the distance education mode, e.g., Blackboard (Vision Themes IIB, IIC); professional development activities related to Basic Skills development, particularly reading/writing skills and numeracy skills (Vision Themes IA, ID, IIIA, VID; BSI strands)
4. **Facilities** Enhancement (performing arts; labs; science and math building; and other campus facilities); College-wide **Study Centers** (Vision Themes ID, IIB, IIIA)
5. **Technology** enhancement (Vision Theme V)
6. More **interdisciplinary dialogue** about programs, e.g. within departments in SCE, credit and SCE, academic literacy and academic numeracy across the curriculum (Vision Themes IA, VID)
7. More interdisciplinary dialogue between **CTE programs and Counseling** (Vision Themes IA, VID)
8. More discussion related to the **Reading and Civic Responsibility Core Competencies** (Vision Themes IA, IC, VB, VIC; BSI strands)
9. Continue to seek **grants**, other funding sources and cooperative projects with high schools and four-year institutions as well as the community (Vision Themes IIC, VA)
10. Create materials for **program promotion**; develop/maintain **outreach to Alumni** (Vision Themes IE, IIB, IIIC, IVA, IVB, IVC, VC);
11. Linkages to/partnering with tutoring and **supplemental instruction** (Vision Themes IA, IC, ID; IIIA, VIC);
12. Comprehensive **Writing Center**;
13. Connecting skills to the **labor market** (Vision Themes IA, V)
14. Support and management of a **website** (both public and internal) so **program review and planning documents** may be accessed easily; make InsideSAC.net more user friendly (Vision Themes I-IV)
15. Need for an **Institutional Researcher and Research Office** on the Santa Ana Campus linked to the IE&A Office (Vision Theme I-VI; BSI)
15. Development of a **Teaching Learning Commons** (Vision Themes I, II, III, VI)

Note: Interdisciplinary Thematic Issues listed are not in priority order.

To view the **complete PA/PR Reports**, please go to **[InsideSAC.net](#)**; go to Department Index; select a department; go to Program Review.

Recommendations for consideration are as follows:

Facilities Committee

1. **General facilities enhancement:** More mediated classrooms, Library enhancement, building of an Arts Complex, Study Center, more classroom space, more appropriate classroom space for programs with special needs (e.g., music) (Theme ID, IIB, IIIA)
2. Increase technology equipment; (Theme IIA, IIB, IIC);
3. Teaching Learning Commons/ Comprehensive Writing Center (Theme IA, ID, IIIB, IIC, VID)

Planning and Budget Committee

1. Replacement of faculty and classified staff

SACTAC

1. Increase use of Blackboard (Themes IIA, IIB, IIC);
2. Need for hardware and software updating (Theme IIA, IIB, IIC);
3. Faculty development training for use of technology (Web Advisor; CurricUNET; Share Point) and the online delivery mode (Themes IIB, IIC);
4. Aggregate media resources (Theme VID);
5. Make InsideSAC more user friendly (Theme V);
6. Continued assistance for updating all college web pages (Theme V);
7. Maintain the Department Planning Portfolio (Themes I, V).

IE&A—Integrate SACTAC Goals with C&I, TLC, Facilities Master Plan, Planning and Budget:

1. Fund upgrade of equipment as budget permits.
2. Follow up on Web Advisor enhancements.
3. Assess inclusion of technology areas into the Facilities Master Plan.
4. Develop requirements for student portal. (Involve Web Committee)
5. Obtain departmental technology goals in order to integrate them into SACTAC planning, as per accreditation internal recommendation.

Student Success

1. Continued need for infusion of reading-writing throughout the curriculum; infusion of numeracy across disciplines (Theme IA, IC);
2. Continued need for faculty development in BSI domains (Theme IA, IC); professional development activities related to academic literacy development (Theme IA, ID, IIIA, VID; BSI strands)
3. Continue to seek grants, other funding sources and cooperative projects with high schools and four-year institutions as well as the community (Theme IIC, VA);
4. More integration with DSPPS;
5. More work with setting expectations for students **Core Competencies**, especially Life Skills, (Theme IA, IC, VB, VIC), Reading and Writing, Numeracy, Critical Thinking, Problem Solving (Theme IA, IC, VB, VIC; BSI strands);

Academic Senate; TLC; BSI (Professional Development); Curriculum Committees

1. **Professional development** activities for discipline-specific activities as well as basic skills issues related to success and persistence rates, including professional seminars and workshops, particularly reading/writing skills and numeracy skills (Theme I.A, I.D, II.B, II.C, III.A, VI.D);
2. Need for infusion of reading-writing and problem solving throughout the curriculum (Theme IA, IC);
3. Review and ascertain the distance mode delivery meets high standards of practice
4. More **infusion of adjunct faculty** into program review processes; more **interdisciplinary dialogue (possible appointment of adjunct faculty to TLC)** (Theme IIIA, VID);
5. Continued **PA/PR Direct SLO Assessment training** for departments, utilizing TLC division liaisons (Theme IA, IC, IIIA, IVC, VB, VIA, VIC);
6. More integration with **Nealley Library** (Theme IA, IC, IE, IIA, IVC, IVD, VB, VIC, VID);
7. More work with setting expectations for students **Core Competencies**, especially Life Skills (Theme IA, IC, VB, VIC), Reading and Writing, Critical Thinking, Problem Solving (Theme IA, IC, VB, VIC; BSI strands);
8. Connecting skills to the **labor market** (Theme IA, V);
9. More **interdisciplinary dialogue** about programs (Theme IA, IE, VID); more cross-disciplinary dialogue with colleagues (a Teaching/Learning Center; enhancement of the CLI) (Theme IA, ID, IE, IIB, IIIA, VID); More interdisciplinary dialogue about programs, e.g. within departments in SCE, credit and SCE, academic literacy across the curriculum (Theme IA,VID); more dialogue between CTE programs and Counseling (Theme I; Theme V);
10. **Continued Professional development activities to improve access, completion and success** for use of technology and the online delivery mode (Theme IIB, IIC);
11. Continued development of **assessment techniques** (Theme IA, ID, IIB, IIC, IIIA,VID).

Note: Several of the issues for other participatory governance groups have budget implications. It is understood that expenditures must be considered under the new Budget Allocation Model.

Section I.B

Educational Master Plan Program Review II: Student Services

Student Services Portfolio Spring 2012

Background and Context:

The Student Services Division is a rich blend of student access and support programs coupled with academic programs appropriate to the department in which they are housed. The summary and chart below reflects the Program Effectiveness Review work undertaken in relation to programs and services centered on current and future students throughout the greater Santa Ana area. To ensure the closest possible connection between the data gleaned through the Program Effectiveness Review process and departmental planning, analysis, and goals, the Program Effectiveness Reports are incorporated into the Department Planning Portfolio for all Student Services programs. Although these portfolios are completed annually, the Program Effectiveness Review is updated once every three years. This portion of the portfolio is annotated to reflect the last date a Program Effectiveness Review was completed for each area and the date when the next Program Effectiveness Review will be undertaken. Classroom-based academic programs located in student services do not follow this model but are included in the Academic Program Review Model which is reported separately for SAC.

Brief Summary:

The majority of Student Services Programs completed their first full Program Effectiveness Review at the conclusion of the 2007-2008 academic year. Program leaders undertook the review in collaboration with faculty and staff and utilized environmental scanning to evaluate their programs in relation to other similar regional efforts and with our unique student population in mind. Most departments felt that the Program Review process itself was a learning experience the first time around and upon completion on the inaugural review learned a lot about how to refine the review as well as improve the alignment between the review and the Department Planning Portfolios in the future—especially in relation to Student Learning Outcomes, Program Outcomes, and overall impact assessment. One complete cycle of Program Review has been conducted. The second cycle commenced in the 2011-2012 academic year. Program Effectiveness Reviews undertaken this year will benefit from the early lessons learned, as will the complete second round of Program Effectiveness Reviews for the programs that debuted the model in 2007-2008.

In 2011-2012 the following departments conducted comprehensive program review: Testing Center

Program Area	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
Admissions & Records			X			X
Graduation			X			X
Counseling	X			X		
Center for Teacher Ed.	X			X		
Career/Job Placement Resource Ctr.	X			X		
Testing Center		X			X	
DSPS/Health Center/Speech-Language Pathology	X			X		
Psychological Services	X			X		
EOPS/CARE & CalWORKs	X			X		
Tutorial Center			X	X		
Financial Aid/Veterans Affairs & Resources	X			X		
Scholarships	X			X		
Office of School & Community Partnerships	X			X		
Outreach	X			X		
Student Support Services/TRIO	X			X		
Upward Bound/TRIO			X			X
Talent Search/TRIO			X			X
Student Development	X			X		
International Students			X			X
Community Services	X			X		

Student Services Program Effectiveness Review

Program:

Testing Center

Submitted

By: Beverly Birnbaum **Date:** 4/17/12

Brief Program Summary/Purpose:

The Testing Center has 5 primary functions:

- 1) Provide placement testing for English, ESL, reading and Math.
- 2) Instructor Make-up testing.
- 3) Accommodated Testing.
- 4) Ability To Benefit Testing.
- 5) Career Assessment Testing.

Area I: Environmental Scan: Provide highlights of the most significant trend data, student input, strategic planning efforts, and other activities or environmental impacts that were a significant part of the current year.

Datatel CAPP

Ongoing development of process and procedures for scoring of tests utilizing Computerized Assessment and Placement Programs (CAPP) software, loading test on Datatel servers as well as to a local ASAP Look network, allowing counselors to view Counseling Reports indicating multiple measures utilized in the development of adjusted scores to determine class placement has been the Testing Center's major focus since implementation of Datatel (summer 2008).

The Testing Center has maintained ongoing communication with ITS in this effort. Debra Bosboom who was the primary contact left RSCCD in March 2012. Bay Dinh of ITS has taken over her Datatel responsibilities and the Testing Center is currently working with Bay to manage this complex process.

Approximately 500 placement waivers based upon counselor recommendation are entered in Datatel database by Testing Center annually.

A Testing Center Procedure manual as well as a trouble shooting manual for CAPP/Datatel have been developed. The process is primarily handled by Giang Vu, however, other Testing Center staff members have been trained and are currently knowledgeable and have the ability to carry out these complex technical procedures.

Research

English and Math Course Success by Waiver Status:

About 10% of students enrolled in Math and English courses receive Waivers to enroll in a higher level. 81% of students in English were considered by their instructors to be appropriately placed and 65% of students in math courses were considered by their instructors to be appropriately placed.

Instructor and Student Ratings of Appropriateness of Placement by CTEP

This study included students who were placed in English classes by CTEP score in conjunction with factored multiple measures. 89% of students assessed their placement to be appropriate and 85% of instructors agreed that their students placement was appropriate.

Instructor and Student Ratings of Appropriateness of Placement by TELD

89% of students rated their placement to be appropriate and 83% of instructors agreed that the students' placement was appropriate.

Instructor and Student Ratings of Appropriateness of Placement by MDTP

99% of students rated their placement to be appropriate and 77% of instructors agreed that the students' placement was appropriate.

TELD Renewal

Chancellor's office approval of TELD expires on 7/1/12, however, the deadline for submission of date for renewal has been extended until 11/14/12. Consequential validation is completed, however, content review is still in progress and will be completed May 2012.

Second Party Tests

The CTEP and MDTP Chancellor's office approval expires in July 2012. However, deadline for submission of renewal status has been extended until 11/19/12 and publishers of both of these instruments are currently undertaking renewal process.

Early Decisions

Major changes have included:

- 1) Acceptance of EAP English and Math in lieu of RSCCD placement
- 2) Reading of essays for SA Unified students scoring under 29 on the CTEP.

81 essays for students scoring below 29 on CTEP have been read in 2012 and placement on reading of essay was as follows:

<u>Class recommendation</u>	<u>Number</u>	<u>Percent</u>
ESL N49	1	1%
EMLS 055	7	9%
EMLS 107	2	2%
EMLS 109	7	9%
EMLS 110	3	4%
English N50	25	31%
English N60	27	33%
English 061	9	11%
	81	100%
N50 as default	25	31%
Lower than N50	20	25%
Higher than N50	36	44%
	81	100%

Also this year high school instructors have been instrumental in selecting appropriate math level for students as well as indicating whether they should take the CTEP or TELD.

Ability To Benefit

The Department of Education will discontinue Ability To Benefit testing to allow students without a high school diploma to qualify for financial aid (7/1/12). The Testing Center will not offer ATB testing after 6/30/12.

Reading Proficiency

The Reading Department has substituted the DRP (Degrees of Reading Power) to test for reading proficiency instead of the Nelson Denny. The scores range from 2.2 to 12.8 on Vocabulary and Comprehension. A student must receive at least a 10 on both scales to meet reading proficiency. A list of students who qualify is sent to the Testing Center by the Reading Department. The Testing Center enters a “P” for pass on Datatel which appears on TSUM screen under Other Tests.

Security

In Fall 2011 the Testing Center began the practice of not allowing students to take cell phones with them into testing room and requiring that phones be left with test proctor.

Keyed lockers were purchased 6/11 to allow students to leave personal items in more secure space.

Area II: Comparative Context: Consider your work in context and comment on significant issues relative to the impact of the program over time and/or the relative status of peer programs regionally.

Other Testing Center sites which have been visited are generally much larger than SAC's Testing Center.

The Testing Center cannot accommodate all the students who need to take make-up or accommodated tests during peak time such as Mid-terms and Finals. Students often have to wait in the hall for a seat in the Testing Center, particularly during Finals.

Primary functions a) (Placement Testing) and b) (Instructor Make-up and accommodated testing) overlap and conflict with each other.

Verbal instructions are given in placement tests and therefore, at time that placement tests are scheduled students are not able to take make-up or accommodated tests.

The Testing Center currently has 4 small stationary cameras connected to a monitor to monitor students taking placement and make-up tests. We would like to purchase a rotating camera, for approximately \$2,000.00 to allow for better viewing of students while testing.

Area III: Analysis: What are the implications of the above information for the program work in progress and future efforts?

If the Testing Center was able to regain its former larger space, more than the current 37 placement tests could be offered at each regularly scheduled placement test administration. This would allow administration of the same number of placement tests as are currently offered, with fewer scheduled placement tests sessions, thus allowing more hours to be available for instructor make-up and accommodated testing.

Purchase of a rotating camera would enhance test security.

Area IV: Plan: Please highlight related action and planning items. So what?

There are several possibilities for addressing the Testing Center's conflicting priorities:

- Allocation of a larger room to allow for expanded placement testing capacity.
- Allocation of 2 separate rooms to allow placement testing and instructor make-up and accommodated testing to take place simultaneously.

Plans for the future include continuing to address challenges of Datatel/CAPP administration.

Along with Counseling and Outreach the Testing Center will continue to work on enhancements to the Early Decisions delivery model.

The Testing Center will continue to emphasize monitoring of students while testing and all aspects of test security. The purchase of rotating camera would facilitate this effort.

Overall Conclusions:

Student Services Departments

1. Seek continued sources of funding (Theme IC);
2. Research and analyze strategies to consolidate experiential learning sources at SAC (Theme IC, IVA, VID);
3. Implement and assess SLOs (Theme IA, IB, ID); 4. Work with academic departments to employ collaborative techniques of delivery and assessment (Theme IA, IB, IC, ID, IVA).
4. Continue **to work collaboratively** with discipline and academic support center faculty to strengthen services to students overall.

Community Outreach (Theme IVA, IVB)

1. Combine efforts; 2. Increase network for continued support of scholarship program

Budget (Theme IA, IB, IC, IIB, IIB, VID)

1. Work to maximize resources as categorical funding is decreased by state mandate;
2. Work collaboratively to integrate student services and academic programs where possible (Theme I)

Facilities (Theme IA, IC, IE, IIA, IIIA, IIIB, VID)

1. Continue to work on Facilities Master Plan related to learning center incorporation
- 2.

TLC (Theme IA, IC, ID, IIIA, IVA, VID)

1. Communicate with faculty (especially English and math) regarding student progress as a result of tutoring;
2. Expand collaborative efforts with student services programs; 3. Integrate research and BSI FIG projects with student services; 4. Integrate with the Library

IE&A 1. Follow up Core Competency integration between Student Services departments and Academic Affairs in relation to Student Achievement (Vision Theme I) and New American Community (Vision Theme VI); 2. Insure integration between facilities plans and budget allocation related to integrating Learning Centers

SACTAC 1. Help establish department web page

Section I.C

Educational Master Plan Program Review III: Administrative Services Departmental Portfolio Plan and Annual Program Review—Spring 2012



ADMINISTRATIVE SERVICES DIVISION

Area Plan and Annual Program Review

June 2012

Introduction:

The Portfolio Assessment/Program Review process is the method whereby Santa Ana College renews itself and affirms the college's integrity. The process entails systematic cyclical review with the goal of continuous improvement in all the departments under Academic Affairs, Student Services, Administrative Services, and the President's Cabinet.

Area Plan

An Administrative Services Area Plan (ASAP) is completed every spring. This plan includes goals and projected personnel and budgetary needs for the upcoming fiscal year. Three year and five year goals will be incorporated into future plans.

The purpose of the plan is to assess each department within the division in order to identify needs and opportunities for improvement. The ultimate goal is to become organized, effective, and efficient. A thorough annual review keeps our goals before us, identifies strengths and weaknesses, and helps determine functions that might be combined or eliminated. This ASAP is a vital, living document in an on-going process of assessing the current status in each department and anticipating future needs.

This current plan will be presented to the Institutional Effectiveness and Assessment (IE&A) Committee for review. The IE&A Committee incorporates departmental plans into the Strategic Budget Plan and the Strategic Facilities Master plan. Information is shared with appropriate shared governance committees, College Council, and President's Cabinet.

Mission Statement for Santa Ana College:

The mission of Santa Ana College is to be a leader and partner in meeting the intellectual, cultural, technological, workforce and economic development needs of our diverse community. Santa Ana College prepares students for transfer, employment, careers and lifelong intellectual pursuit in a dynamic learning environment

Mission Statement for the Administrative Services Division at Santa Ana College:

The Mission of Santa Ana College Administrative Services Division is to provide resources and professional services in support of student success and the operations of the college in a cooperative, convenient, and expeditious manner.

Division Summary:

Administrative Services consists of six departments: (1) Administrative Services (campus budgets, Foundation accounting, keys, transportation, & AQMD), (2) Custodial, (3) Grounds, (4) Maintenance, (5) Utilities, and (6) Transportation.

Division Administrative Outcomes:

1. Administer SAC Budget to meet identified needs of the campus in a transparent manner in a shared governance structure
2. Maintain a safe, healthy environment for students and staff at SAC, CEC, and CJA
3. Maintaining functionality of existing facilities and equipment
4. Maintain an attractive appearance
5. Complete employee submitted work requests
6. Enhance accessibility
7. Reduce our carbon footprint (ecological sustainability)

General Guidelines:

Division management strives to maintain a climate of trust and mutual support where employees are adhering to the Board's Civility Policy (BP 4137) and the Board's Code of Ethics (BP 7020). Employees are expected to complete tasks with a positive attitude.

Planning:

This annual ASAP document identifies the goals and objectives of each department within the division. Goals are the general statements, objectives state specific things to be accomplished. Action plans are developed stating how objectives will be accomplished.

Historically the District rolls budgets from one year to the next. Departments create budget change forms to move funds with divisions to cover operating costs throughout the year. Moving to the SB 361 model will allow divisions to build and monitor their budgets and to budget more effectively for anticipated needs.

The planning process begins with a financial review of current contracts and current staff along with a review of current budgets and prior expenditures. Please see **Appendix A** to review a five-year snap shot of SAC's Administrative Services division.

Impact of Current State Budget Crisis:

Actual expenditures in 2010/11 were only 77% of what they were in 2007/08. Notice that actual spending for 2010/11 is \$1.9 million below actual spending for 2007-08. The breakdown by department appears below:

<u>Department</u>	<u>2007/08</u> <u>Actual</u>	<u>2010/11</u> <u>Actual</u>	<u>Dollar</u> <u>Savings</u>	<u>Percent</u> <u>Savings</u>
Administrative Services	\$ 777,249	\$ 636,667	\$ 140,582	18 %
Custodial	2,180,663	2,119,285	61,378	3 %
Grounds	828,348	579,671	248,677	30 %
Maintenance	2,166,060	1,145,702	1,020,358	47 %
Utilities	2,343,408	1,896,177	447,231	19 %
Transportation	<u>190,358</u>	<u>197,187</u>	<u>(6,829)</u>	<u>(-4)%</u>

Total	\$8,486,086	\$6,574,689	\$1,925,055	23 %
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Summary of Personnel Reductions:

The Administrative Services Division is down 7 positions since January 2008.

Seven (7) permanent positions have been eliminated:

1 Director of Institutional Services	\$132,982
1 Administrative Clerk	66,595
2 Gardeners/Utility Workers	137,266
2 Skilled Maintenance Workers	160,581
1 Maintenance Utility Worker	<u>54,612</u>
Total full-time reductions in dollars	\$552,036

Four (4) vacant positions currently being filled on an interim basis:

- 1 Vice President of Administrative Services (A)
- 1 Facilities Manager (I)
- 1 Skilled Maintenance Worker (Locksmith) (11)
- 1 Custodian (4)

No realized savings

Part-Time Employee Reductions:

Two 19-hour On-going positions were reduced from 12 months to 10 months
 One 10-hour custodial position was eliminated at Fire Academy at Centennial Park.

Total part time reductions in dollars \$13,503

Budget Impact on Operations:

Health and safety is our primary concern, followed by maintaining the existing facility, then by appearance and going green. Our top custodial priority is sanitizing restrooms and shower areas, followed by trash removal and white board cleaning.

Individual budget line items in all Administrative Service departments were analyzed and reduced for 2010/2011. Additional reductions were made by defunding existing vacant positions for FY 2012/13 Tentative Budget. Department budgets are being analyzed and re-prioritized to align them with the above concerns. The biggest concern is the high dollar annual maintenance for high voltage maintenance.

Please see **Appendix B** for a chart of existing full time employees by department and **Appendix C** for the current organization chart for Administrative Services Division. A description of current existing position in the Administrative Services division is provided below.

Administrative Services Division Office:

The Santa Ana College Administrative Services Office supports the mission of Santa Ana College by providing budget and financial information, filling key requests, coordinating transportation for students, and administering the AQMD/campus rideshare program. Current vacant funded positions are expected to be filled during FY 2012/13. Presently the following positions are within the Administrative Services Division Office:

Vice-President of Administrative Services (VPAS) - is a member of SAC President's Cabinet and College Council; Co-Chair of the SAC Planning & Budget Committee; Co-Chair of the SAC Safety and Security Committee; member of the Emergency Preparedness subcommittee, Co-Chair of the SAC Facilities Committee; Member of the SAC Environmental subcommittee; member of the Master Plan subcommittee; member of the ADA subcommittee; member of the IE&A Committee, member of BAPR committee; member of BAPR workgroup; member of District Facility Planning Committee. The VPAS performs daily inspections, monitors division personnel, makes operational decisions, works with accreditation, and attends other meetings as required.

Executive Secretary – Schedules meetings, manages Vice President e-mail, prepares agendas and minutes for the shared governance and task force meeting, maintains Inside SAC web pages for the department and for the shared governance committees, creates the departmental newsletter, assists with the DDP for the department, conducts electronic surveys, works with accreditation, participates on college events as part of the cabinet assistants team. She works closely with the Academic Senate in assisting senate co-chairs as needed. In addition, she serves as the college's Employee Transportation Coordinator and coordinates the required annual AQMD survey.

College Accountant - Per the current job description (Jan 2005), 50% of the time will be devoted to Foundation accounting, the remainder 50% is devoted to the campus budget. The accountant primary role is to maintain the SAC Foundation accounting, cut scholarship checks, post cash receipts and journal entries; prepare foundation financial statements and assist in the yearly audit. This position also provides support to college departments when needed with general budget questions; budget changes, budget reports, transfer of expenditures, new accounts, purchase orders and monitoring special projects.

Part-Time Accountant - Assists with Foundation and college accounting, maintains comparative spreadsheets for unrestricted accounts.

Administrative Clerk – performs difficult and specialized clerical work requiring knowledge of department procedures; prepares reports, assists in research; answers phones, directs staff via radio, and monitors vendor contracts and expenses to date.

Part-Time Administrative Clerk –distributes keys, handles student transportation, and programs the electronic schedule for the I Building.

Administrative Services Division Office Staffing Needs:

1 - FTE Campus Budget Analyst = \$106,612 (New position)

Now the District is moving to a new budget allocation model, which will shift the accounting responsibilities to Administrative Services. Under the new SB361 revenue allocation model, the campus will be responsible for budget development and monitoring all expenses, both fixed as well as discretionary.

With this change in the model, additional accounting staff will be required to effectively manage the \$76 million budget. A redistribution of resources to the campuses from the District is not anticipated.

The campus will have added responsibilities to monitor and account for things like COLA, growth, salaries and benefit increases. Each site will have to factor these amounts into their budgets each year and each cost center

will maintain a reserve. Accounting at this level requires an accurate payroll tracking mechanism for the approximately 3,100 employees charged to SAC locations (65% of RSCCD total personnel). The Campus Budget Analyst position would be essential to assume duties associated with the SB361 budget allocation model that has been adopted as part of the tentative budget assumptions for FY 12/13 as we transition to the new budget model in July 1, 2012.

Maintenance Department

The maintenance department supports the mission of Santa Ana College by maintaining the facilities, equipment, and infrastructure at SAC, CEC, and the CJA. Its responsibility is primarily the maintenance and repair of existing buildings. This is accomplished by a combination of eight maintenance staff and outside contractors. There are two kinds of contracts for outside vendors: annual preventive maintenance contracts and supplies/repair contracts. Minor remodeling projects and minor installations are done by maintenance staff while all large projects especially those requiring changes in office furniture and partitions, major electrical or computer wiring, etc. are done by outside vendors paid for by the department. Presently the following positions are within the Maintenance Department

Maintenance, Grounds and Transportation Department Management

Facilities Manager - 1

Reports to the V.P. of Administrative Services and is responsible for the entire operation of the maintenance and grounds department. Manages the maintenance and grounds staff, oversees the annual preventive maintenance contracts and the supplies/repair contracts, and coordinates construction on the campus and centers with the District Construction staff

Lead Maintenance Worker - 1

This position reports to the Facilities Manager. Assists the Facilities Manager with the coordination of the department with outside vendors and school staff and performs journey-level plumbing 50% of the time.

HVAC Mechanics - 2

They perform routine maintenance and repair on all Chillers under 20 tons, and all other HVAC equipment except specialty equipment such as VFDs and the like. They also program the EMS system, working with the outside contractor that maintains it.

Skilled Maintenance Workers – 5

We have one electrician, one painter/carpenter, one locksmith, one painter/general, and one plumber, all with journey-level knowledge and experience to effectively do their job in their area of expertise.

The maintenance department is also responsible for setups for events and transfers of equipment and furniture from one location to another or to the district warehouse. This is accomplished by a Lead Custodian who reports to the Facilities Manager and two senior custodians.

Lead Custodian - 1

This position reports to the Facilities Manager. He assists the Facilities Manager with the coordination of setups and transfers with school staff and spends 50% of his time working with the senior custodians performing the setups and transfers.

Senior Custodians - 2

They focus their time on performing setups and transfers and changing light bulbs and ballasts. They also clean, snake toilets, and urinals, bring supplies to custodians, dump trash bags in bins, and replace dispensers and toilet seats as needed.

Maintenance Staffing Needs:

Skilled Maintenance Worker - Electrician

The electrical department is responsible for all electrical issues at SAC, CEC, and Sheriff's Academy. This includes replacing all building exterior lights and center pole lights. The electricians are also responsible for the inspection, maintenance, and repair of all emergency lights, exit signs, and other electrical and battery operated.

Before staff budget cuts, we had two electricians and one 50% electrician in the Lead position. We now have one electrician. The electrical needs of the SAC and its centers is too numerous to be accomplished effectively by one electrician.

Grounds Department

The Grounds department supports the mission of Santa Ana College by maintaining the campus landscape and athletic fields. Currently the following positions are within the grounds department:

Lead Gardener – 1

He reports to the Facilities Manager. He performs gardening duties 50% of the time and assists the Facilities Manager with the coordination of the department with outside vendors and school staff.

Athletic Field Grounds Workers – 1.396

They maintain athletic fields and prepare the fields for college level games.

Gardener/Utility Workers – 4

Performs all the duties associated with gardening and grounds keeping. The grounds crew does tree trimming of smaller trees. Outside contractors trim the larger trees at SAC, CEC, and CJA and renovate the athletic fields as part of our annual preventive maintenance contracts.

Grounds Staffing Needs:

1 Gardener/Utility worker

Shortly after the new SAC Child Development Center was built, budget cuts forced the reduction of 2 gardeners. Also, the annual contract that was in place for the grounds care at the Centennial Education Center was eliminated. Currently, the CDC gets only one hour a day of grounds care, the CEC four hours a week on Fridays and the Sheriff's Academy none. SAC itself is not completely taken care of as well.

Transportation Department:

The transportation department supports the mission of Santa Ana College by keeping vehicles and equipment operational. Presently there is one position within the Transportation Department:

Automotive Mechanic – Maintains district vehicles including trucks, vans, carts, and grounds and maintenance equipment. The Automotive Mechanic is responsible for ordering fuel and is the liaison for regulatory agencies that require various documents, reports, and inspections throughout the year. Under current regulations, public transportation vehicles must be maintained by certified mechanics. All vehicles currently needing service are sent to outside contractors who employ certified mechanics. In anticipation of the return of better financial times, the department needs to develop replacement schedules for vehicles and equipment.

Custodial Department

The custodial services department supports the mission of Santa Ana College by providing a clean, safe, and sanitary environment for students, faculty, and administrators. Presently the following positions are within the Custodial Department:

Custodial Department Management

Custodial Supervisor - 1

Reports to the V.P. of Administrative Services and manages the entire operation of the custodial department on all shifts and coordinates the work of the department with the work of the maintenance and grounds department.

Custodians - 2 (AM shift), 9.396 (SWG shift), 10 (GYD shift)

They clean, sanitize, restock restrooms, offices, and classrooms. They also clean carpets and strip and wax floors.

Senior Custodians - 1 (SWG shift), 1 (GYD shift)

They perform cleaning, change light bulbs and ballasts, snake toilets, and urinals, bring supplies to custodians, dump trash bags in bins, replace dispensers and toilet seats.

Lead Custodian - 1 (AM shift), 1 (GYD) Shift

These positions report to the Custodial Supervisor. The AM shift Lead Custodian assists the Custodial Supervisor by coordinating the work of the AM Shift Custodians and oversee the picking up and disposal of paper and the like on the cement of the entire campus and parking lots 50% of the time. The GYD Lead Custodian assists the custodial supervisor in coordinating custodial work and assigning proper substitution for areas with an absent custodians and performs senior custodial duties 50% of the time.

Custodial Staff Needs

None at this time if no reductions take place.

Annual Program Review:

The annual Administrative Services Division Program Review includes a college wide survey of the services provided by the Administrative Services division in relationship to the following Administrative Outcomes.

1. Administer SAC Budget to meet identified needs of the campus in a transparent manner in a shared governance structure
2. Maintain a safe, healthy environment for students and staff at SAC, CEC, and CJA
3. Maintaining functionality of existing facilities and equipment
4. Maintain an attractive appearance
5. Complete employee submitted work requests

6. Enhance accessibility
7. Reduce our carbon footprint (ecological sustainability)

Guiding Principles/Tools for Administrative Services Program Review:

These Administrative Outcomes were assessed by a survey and an administrative review of projects completed in 2011-2012. The results of the survey are summarized below and include concerns and recommendations made by faculty and staff.

On-Line Survey

An annual survey is conducted to monitor customer satisfaction with Administrative Services department functions. Question identified specific problem areas. Comments were requested for all questions with fair and poor responses.

The last survey was launched in October 26, 2011. All faculty members, administrators and classified employees at Santa Ana College and the Centennial Education Center were invited to participate. A summary of the responses to the surveys appears below:

Results of the Administrative Services & M&O Survey:

The Administrative Services Assessment was launched on October 26, 2011. There were 131 respondents this year compared to 100 respondents in spring 2011. Respondents answered all eleven questions. The overall response was better than last spring with 54% responding that the service was either 'Excellent' (16%) or 'Good' (38%) compared with last spring where 52% saying services provided were either 'Excellent' (19%) or 'Good' (34%).

'Appearance and condition of campus grounds' and 'Appearance and condition of campus buildings' received the highest 'Good' responses (71% and 72%) this year. 'Appearance and condition of campus grounds' and 'Appearance and condition of campus buildings' received the highest 'Good' responses last year (56% and 50%).

The greatest number of 'Fair' responses came from 'Cleanliness of classrooms and offices' (24%). Last spring 28% responded 'Fair' to the same question. 'Cleanliness of restrooms' also received a high number of 'Fair' responses this year (21%). Last spring 27% responded 'Fair' to the same question.

The greatest number of 'Poor' responses this year came from 'Cleanliness of restrooms' (18%). Last year 16% responded 'Poor' to the same question. 'Cleanliness of classrooms and offices' also received a high number of 'Poor' responses this year (12%). Last spring 28% responded 'Fair' to the same question.

We had twenty-five (25) additional comments this year compared to 17 additional comments provided by respondents last spring. The additional comments reflected an increase of positive feedback of 44% over last spring's 31%. Overall, end users felt the department was doing a better job.

Conclusions

The same questions were used this year and last year, providing good comparative data.

Management needs to develop a plan to improve the cleanliness of the campus including classrooms, offices and restrooms.

Progress Review:

The following issues were identified in prior year surveys:

Completed:

- A clarifier to trap kitchen grease has been installed and connected
- Sewer lines on the west end of campus have been repaired

In Progress or Uncompleted:

- Develop preventative maintenance schedules for all departments
- Develop an internal inventory system for equipment and supplies
- Develop equipment replacement schedules
- Develop a plan for effective and efficient use of staff to reduce use of contractors

Executive Summary:

The Administrative Services division is moving forward in spite of budget obstacles. This one-page summary captures the needs and goals for 2012-2013.

Prioritized and fill out Administrative Services vacant existing positions and newly requested positions:

Vacant Positions

- 1 VP of Administrative Services
- 1 Facilities Manager
- 1 Skilled Maintenance Worker (Locks/Doors)
- 1 Custodian

Immediate Staffing Needs(New Positions):

1 Campus Budget Analyst	\$105,769
1 Skilled Maintenance Worker (Electrician)	\$75,095
1 Gardener/Utility Worker (CDC and sites)	\$68,775
Estimated Annual Cost including benefits	\$249,639

Division Goals for 2012-2013:

The following goals have been identified for 2012-2013:

- Develop an internal inventory system for equipment and supplies
- Develop equipment replacement schedules
- Conserve resources through preventative maintenance and energy conservation
- *Develop a system and procedures for the monitoring and implementation of the new SB361 budget model*

Administrative Services Division Equipment Needs:

Custodial

- Auto Scrubber
- Small trailer for custodial equipment

Grounds

- Replace broken Athletic fields tractor
- Kabota Tractor/Backhoe
- Fertilizer spreader
- Parking lot sweeper

Maintenance

- 42' tilt Geni Lift for gym
- Replace copier
- Lift for replacing light in outside poles

Transportation

- Flatbed Taylor Dunn Cart
- Student activities Ford 150 (8) passenger van

SECTION II: PLANNING DOCUMENTS—APPENDICES A-G



APPENDIX A Santa Ana College Planning Documents

Part I: Seminal Planning Documents—These documents are contained within the *Educational Master Plan* and are fully described therein.

Plan Title	Coordinating Group(s)
<i>Educational Master Plan</i>	Institutional Effectiveness and Assessment Committee (IE&A)
Strategic Plan	Institutional Effectiveness and Assessment Committee
SAC Facilities Master Plan	Facilities Committee
Budget calendar and plans	Planning & Budget Committee
Technology Plan	SAC Technology Advisory Committee (SACTAC)
Core Competencies/ General Education SLOs	Curriculum and Instruction Council (C&I)/ Teaching Learning Committee (TLC)
Program Review: Part I. Academic (Portfolio Assessment/Program Review)	TLC/ IE&A
Program Review: Part II. Student Services	Student Services Division—VP Student Services oversight/ IE&A VP Administrative Services oversight/ IE&A
Program Review: Part III. Administrative Services	SAC President oversight/IE&A
Program Review: Part IV. President’s Cabinet	

Part II: Other Planning Documents—In addition to the seminal planning documents contained in the SAC *Educational Master Plan*, the following plans have been developed by faculty and staff at SAC as part of both ongoing strategic planning efforts and required compliance work in association with Title V and state/federal agencies.

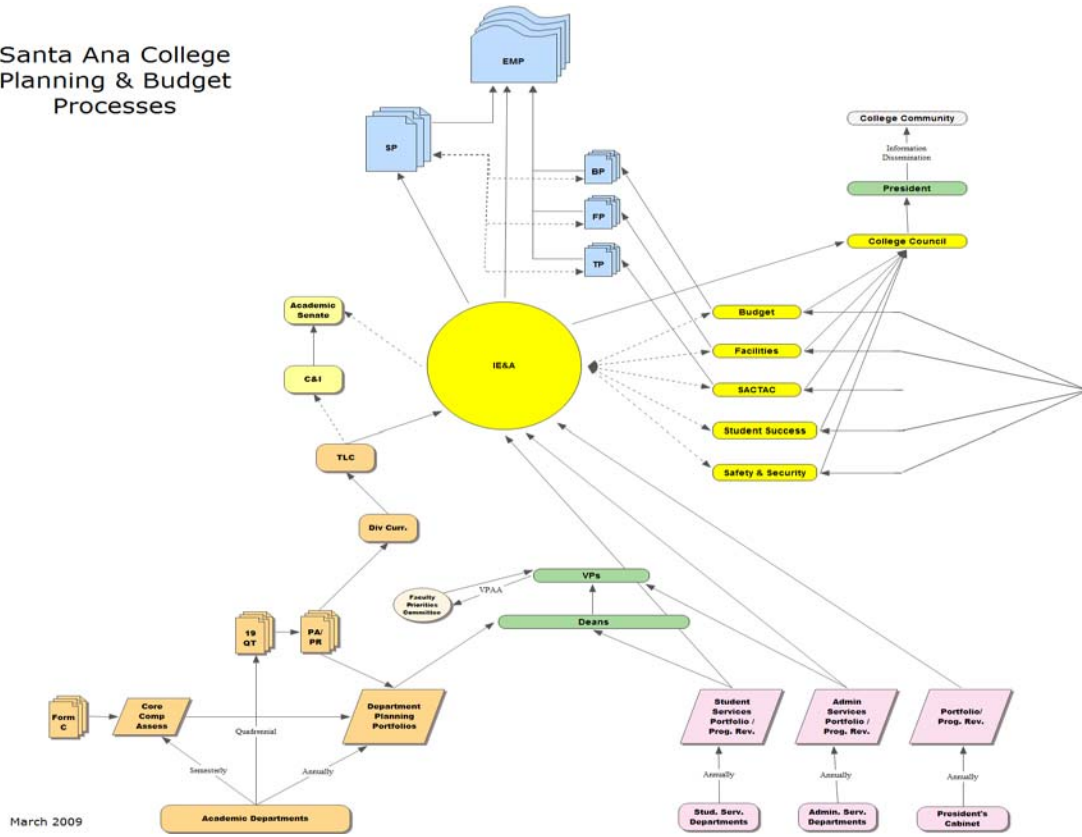
Plan Title	Brief Description	Lead(s)
Matriculation Plan	This plan details the college’s work across all components of its matriculation initiative.	VP of Student Services
Student Equity Plan	This plan identifies a series of measures for college access and success and identifies any differences among and between student groups. Analysis of the differences and action plans as appropriate are also included.	VP of Student Services
Plan Title	Brief Description	Lead(s)
Categorical Program Plan	This plan includes college-wide responses to a variety of student success elements in the context of categorical program supports. It	VP’s of Student Services at SAC and SCC

	serves as a foundation for on-site program review in conjunction with the California Community College System Office.	
Plan Title	Brief Description	Lead(s)
EOPS Program Plan	This plan is required by Title V and details staffing, activity, and spending plans for EOPS for the coming year.	Associate Dean of EOPS
DSPS Program Plan	This plan is required by Title V and details staffing, activity, and spending plans for DSPS for the coming year.	Associate Dean of DSPS
Perkins IV Program Plan	This plan is required by Perkins IV and details activities to address the core indicators of technical skill achievement, skill certificate or degree completion, student persistence or transfer, student employment, nontraditional participation and nontraditional completions.	VP of Academic Affairs
OCR Compliance Plan	This plan responds to OCR-identified compliance issues and details specific actions that will be undertaken to achieve compliance.	SAC Cabinet
Basic Skills Strategic Plan	Beginning in 2007-2008 this college-wide strategic plan contains a self-assessment of basic skills needs at the college, an inventory of strategies currently underway, and previews future issues requiring attention and effort in support of the success of students enrolled in basic skills.	SAC BSI Leadership Team



APPENDIX B Planning & Budget Processes Chart

Santa Ana College
Planning & Budget
Processes





APPENDIX C
Mid-Cycle Planning Retreat Agenda
Task I and Task II Charts
Table Teams

Strategic Plan Mid-Cycle Planning Retreat

Sponsored by

President Erlinda J. Martinez, Ed.D.

and

The Institutional Effectiveness & Assessment Committee

AGENDA

March 2, 2012; 8:00am-1:30pm; U-201A

Slide Show loop of photos

8:00-8:30 Reception and Coffee

8:30-8:45 Welcome from President Martinez

8:45-9:15 Orientation: Program Facilitators

A. Accreditation/ Program Review and the Future of Institutional Effectiveness

B. Changes at the College since 2007

9:15-9:30 Instructions for Our Work for Today

9:30-10:00 TASK I: Work in Teams on Planning Alignment Documents

10:00-10:30 Report Out (five minutes per team)

10:30-11:30 TASK II: Work in Teams by Vision Theme

11:30-12:00 Break and Buffet Lunch

12:00-1:00 Report Out and Discussion



1:00-1:15 Wrap Up: Program Facilitators

A. What did we do today?


B. Follow-Up Activities

1:15-1:30 Final Word from President Martinez

TASK I: Planning Alignment

	 RANCHO SANTIAGO COMMUNITY COLLEGE DISTRICT Santa Ana College • Santiago Canyon College	 Commitment to Learning: 100 Years & Beyond 2015 Santa Ana College • founded in 1951	How do these documents align? Please be specific	Preliminary comments for improvement/action
Team I	District Vision	SAC Mission		
Team II	District Goals	SAC Vision Themes		
Team III	District Strategic Plan	SAC Strategic Plan		
Team IV	District Goals	SAC Core Competencies		
Team V	SAC Mission	SAC Vision Themes		
Team VI	SAC Vision Themes	SAC Core Competencies		

TASK II: Strategic Plan Evaluation

	 Commitment to Learning: 100 Years & Beyond 2015 Santa Ana College • founded in 1951	What is the status of the Goals/ Strategies of this Vision Theme? Should they be eliminated, reframed, or continued?	Preliminary Comments for future goals (do not need to be related to existing goals)	Status of Theme on ACCJC Rubric
Team I	Vision Theme I			
Team II	Vision Theme II			
Team III	Vision Theme III			
Team IV	Vision Theme IV			
Team V	Vision Theme V			
Team VI	Vision Theme VI			

Guiding Questions for the Strategic Plan Review (after you re-familiarize yourself with the Vision Theme your team is working with today)

- Are there any goals that have been completed and no longer need to be included in the plan?
- Are there any goals that your group thinks are a lower priority and should be removed from the plan?
- Are there any goals in the plan that are important to continue working on?
- Are there any goals that are missing from your Vision Theme that need to be added?

Mid-Cycle Planning Retreat Table Assignments

<p>Team I: Vision Theme I—Student Achievement</p> <p>Facilitator: Sara Lundquist and Cecilia Arriaza</p> <p>Fernando Antúñez Micki Bryant Gerald Ghelfi Shelly Jaffray Dorothy Nacita Rafael Vargas Julia Vercelli</p>	<p>Team II: Vision Theme II—Technology</p> <p>Facilitator: John Zarske</p> <p>Esmeralda Abejar Monica Collins Allen Dooley Luisa Laulile Eduardo Lopez Sean Small</p>
<p>Team III: Vision Theme III—Innovation</p> <p>Facilitator: Jeff McMillan and Nga Pham</p> <p>Tom Andrews Clara Avila Glenn Doolittle Christine Kosko Sylvia Turner</p>	<p>Team IV: Vision Theme IV—Community</p> <p>Facilitator: Jim Kennedy and Denise Phillips</p> <p>Alejandra Alvarez Judy Arroyo Marycruz Gallardo Yolanda Garcia Brian Sos Lilia Tanakeyowma</p>
<p>Team V: Vision Theme V—Workforce Development</p> <p>Facilitator: Ray Hicks</p> <p>Minh Chau Bart Hoffman Sylvia Gordon Madeline Grant Janet Grunbaum Monica Porter</p>	<p>Team VI: Vision Theme VI—New American Community</p> <p>Facilitator: Carol Comeau and Sue Garnett</p> <p>Jodi Coffman Zachary Fish David Gonzalez Ron Jones Erlinda Martinez Sarah Salas</p>

At-large: Linda Rose and Bonnie Jaros



APPENDIX D
SAC Strategic Plan 2012-2015
DRAFT: Sent to College Council for Approval June 4, 2012
Theme I: Student Achievement

- A. Transfer/Program Completion B. Excellence in Teaching/Learning C. Literacy across Disciplines**
D. Credit/Non-Credit Articulation E. Eliminate Economic Barriers for Students

GOALS	STRATEGIES/ACTIONS	PROGRESS ON GOALS (include measures—direct and indirect/qualitative & quantitative as appropriate; persons/groups responsible)
A. Transfer/Program Completion: Increase transfer, progress/course completion, and attainment of certificates.	A.1 Increase completion of certificates, degrees and transfer. A.2 Design the most efficient pathways to completion that are possible for students (engaging the elements of course design, assessment, condensed classes, educational planning, scheduling, and support services necessary for success). A.3 Provide opportunities for student engagement and leadership that enhance their personal and professional development, sense of belonging to SAC, and persistence.	Possible measures for S13 update: student achievement data from non-credit to credit; from credit to four-year institutions
B. Excellence in Teaching/Learning: Promote and sustain excellence in teaching and learning.	B.1 Identify innovators and expert practitioners in teaching and learning across disciplines and develop a set of initiatives to adopt promising practices college-wide.	Possible measures for S13 update: faculty development; student achievement data
C. Literacy across Disciplines: Increase student academic literacy and learning across disciplines.	C.1 Coordinate efforts between instruction and student services to maximize literacy across disciplines. C.2 Provide a comprehensive learning assistance center to support discipline literacy across the curriculum for all students. C.3 Strengthen partnerships with K-12 to offer literacy-enhancement programs.	
D. Credit/Non-Credit Articulation: Enhance cooperative efforts between credit and non-credit	D.1 Redesign pathways for students in non-credit programs.	Possible measures for S13 update: analyze the academic assessment process for accuracy of placement; check alignment of

to encourage success in workforce preparation, transfer and basic skills.		support services across the credit-non-credit bridge; add GE SLOs to non-credit courses; provide students in the SCE with the same level of facilities as the credit program.
E. Eliminate Economic Barriers for Students: Eliminate barriers to enhance access and achievement of all learning goals for students.	E.1 Expand economic supports that help students to enroll and progress to completion. E.2 Review and improve academic and support services to maximize student access and success. E.3 Expand low-cost textbook options for students.	

Link to college-wide participatory governance and other groups: Student Success Committee; Basic Skills Taskforce; Curriculum and Instruction Council; Teaching Learning Committee; Academic Senate; all academic departments; ASG

Link to other documents: All program review documents (Academic Affairs: Department planning portfolio, direct-SLO For C, PA/PR reports; Student Services program review; Administrative Services Unit Goals Report), BSI Report, participatory governance Year-End reports



Theme II: Use of Technology

A. Students B. College Environment C. Classrooms

GOALS	STRATEGIES/ACTIONS	PROGRESS ON GOALS (include measures—direct and indirect/qualitative & quantitative as appropriate; persons/groups responsible)
A. Students: SAC students will graduate with skills necessary to access technology in their education and professional lives.	A.1 Determine skill sets required by discipline; revise to reflect current trends and needs. A.2 Determine skills necessary to access technology by department/discipline. A.3 Maintain currency in hardware and software within the curriculum to reflect the workplace.	Possible measures for S13 update: Core Competency 3: Information Management review by department; curriculum revision and development
B. College Environment: SAC will provide a technology-rich environment for faculty, staff and students.	B.1 Determine campus locations where students can access technology to improve their skills sets. B.2 Enhance existing facilities to promote technology proficiency. B.3 Maintain currency in hardware and software.	Possible measures for S13 update: analyze: registration; wireless access on campuses; portal status; check web pages; staff development program; check software; updates of Datatel/Colleague; status of state-of-the-art specialty technology for

	<p>B.4 Provide equal access to current hardware, software and databases to offices, student labs, the library and all classrooms.</p> <p>B.5 Formalize the technology staff development program.</p> <p>B.6 Enhance and ensure timely, efficient and complete technology support in all offices.</p> <p>B.7 Provide communication software that allows for collaboration such as blogs and wikis.</p> <p>B.8 Include technology in facilities planning by coordinating college and district efforts.</p> <p>B.9 Provide access to information to students, staff and faculty with disabilities</p> <p>B.10 Develop alternative strategies for funding technology including endowments.</p> <p>B.11 Maintain Technology Plan to be in concert with District Technology Plan</p>	<p>students with disabilities; technology in the Nealley Library and at SCE; student printing solution</p>
<p>C. Classrooms: SAC will provide innovative instructional technologies that will enable faculty to enhance and facilitate student learning.</p>	<p>C.1 Mediate remaining classrooms</p> <p>C.2 Update, replace and standardize technology in existing classrooms and offices every four years.</p> <p>C.3 Enhance and ensure timely, efficient and complete support in all classrooms and offices.</p> <p>C.4 Fully develop an instruction design team and training program to support faculty which includes facilities, personnel and a responsive organization.</p> <p>C.5 Continue to maintain and increase quality of distance education (defined by a set of rubrics and included in program review) and the quantity of hybrid and online courses.</p>	

Link to college-wide participatory governance and other groups: Planning and Budget Committee; Facilities Committee; SACTAC; TAG; Academic Senate, all departments

Link to other documents: Technology Plan, all program review reports, Facilities Master Plan, Budget plans



Theme III: Innovation

**A. Academic/Student Services/Operational Support Efforts; B. Embrace Scholarship and Inquiry;
C. Access/Outreach**

GOALS	STRATEGIES/ACTIONS	PROGRESS ON GOALS (include measures—direct and indirect/qualitative & quantitative as appropriate; persons/groups responsible)
<p>A. Course, Program, Degree-Level; Student Services; Administrative Services: Cultivate a culture of innovation to enhance student success throughout the entire college environment, including course, program, certificate/degree-level; student services and operational support.</p>	<p>A.1 Academic:</p> <ul style="list-style-type: none"> • Investigate redesign of course content delivery to enhance student pathways to completion, e.g., distance mode, accelerated models. • Bridge achievement gaps of students by creating a variety of interdisciplinary learning communities, e.g., credit/non-credit • Develop a Teaching Learning Commons • Maintain professional development activities to support student achievement for all constituency groups <p>A.2 Student Services:</p> <ul style="list-style-type: none"> • Create college-wide, interdisciplinary learning centers • Expand and innovate in the provision of Academic Educational Plans for all students <p>A.3 Operational Support:</p> <ul style="list-style-type: none"> • Investigate managed enrollment options • Seek ongoing input from classified staff regarding potential means of innovation in their respective work areas • Investigate options for obtaining and maximizing fiscal resources 	

<p>B. Embrace Scholarship and Inquiry: Promote high standards of scholarship/intellectual inquiry and provide the tools for ongoing learning.</p>	<p>B.1 Create an environment in which students are encouraged to excel B.2 Through dialogues within program review, establish strategies to increase student success and achievement rates B.3 Maintain a research-based approach to teaching and learning B.4 Utilize the institutional core competencies as a base for planning efforts in all areas, i.e., academic affairs, student services, administrative services B.5 Provide students with opportunities to develop both hard and soft skills in an academic environment which they may bring into the workforce and their personal endeavors</p>	
<p>C. Access/Outreach: Enhance opportunities for student access to non-traditional delivery modes</p>	<p>C.1 Offer traditional and non-traditional classes 24/7 C.2 Reach traditional and non-traditional students C.3 Offer access to innovative student support services for non-traditional modes of delivery C.4 Enhance the Distance education [program to be consistent with the standards of instructional quality and effectiveness of the traditional model C.5 Assess SLOs to glean accurate student success data, and create appropriate interventions C.6 Narrow the achievement gap between distance education and traditional classroom instruction C.7 Maintain a faculty development program for teaching in distance education mode</p>	

Link to college-wide participatory governance and other groups: Academic Senate, Curriculum and Instruction Council, Teaching Learning Committee; Student Success Committee; BSI; SACTAC
Link to other documents: Program review reports; BSI Report, Technology Plan, Course Outlines of Record; SLO-Assessment Form C



Theme IV: Community

A. Access/Motivation; B. Community/Family Involvement; C. Lifelong learning; D. Healthful Living/Environment

GOALS	STRATEGIES/ACTIONS	PROGRESS ON GOALS (include measures—direct and indirect/qualitative & quantitative as appropriate; persons/groups responsible)
<p>A. Access/Motivation: Promote an “achievement attitude” among our prospective student population and supporting networks</p>	<p>A.1 Determine prospective students, including SCE, K-12, international students and community members A.2 Instill belief in students’ ability to success in college</p>	
<p>B. Community/Family Involvement: Extend awareness of the college as a part of the community</p>	<p>B.1 Evaluate the value the community places on the college B.2 Develop programs and services to meet community needs</p>	
<p>C. Lifelong Learning: Increase interest in learning across the college and community</p>	<p>C.1 Pursue all avenues in which the college can provide opportunities for lifelong learning in all delivery modes, e.g., credit, non-credit, community services, distance education</p>	
<p>D. Healthful Living/Environment: Increase awareness and practice of healthful living across the college and community, including personal and environmental choices</p>	<p>D.1 Create partnerships with the community to promote healthful living within the community D.2 Seek other models other than the traditional credit model at the college D.3 Incorporate healthful living into curricular activities and institutional practices D.4 Develop environmentally-friendly practices to apply at the college and in the community environment</p>	

Link to college-wide participatory governance and other groups: Academic Senate, Facilities Committee, Teaching Learning Committee; Planning and Budget Committee; Environmental Workgroup; SACTAC; Administrative Services

Link to other documents: Program review documents; Facilities Master Plan, Budget plans



Theme V: Workforce Development

A. Partnerships & Relationships; B. Skills Across the Curriculum; C. Skilled Employees; D. Practical Work Experience; E. Career and Educational Pathway Planning

GOALS	STRATEGIES/ACTIONS	PROGRESS ON GOALS (include measures—direct and indirect/qualitative & quantitative as appropriate; persons/groups responsible)
<p>A. Partnerships & Relationships: Develop industry partnerships & alumni relationships</p>	<p>A.1 Coordinate Advisory Committee meetings with business partners and secondary schools (e.g. Vital Link, CTE Partnerships)</p> <p>A.2 Maintain relations with industry partners to attract monetary and other donations (e.g. current technology) for CTE programs.</p> <p>A.3 Create an Alumni Network</p> <p>A.4 Increase visibility of CTE programs to employers, universities and the community at large.</p>	
<p>B. Skills Across the Curriculum: Integrate basic and technical skills with employability and workplace competencies, to address workforce needs.</p>	<p>B.1 Work with math and English (reading & writing) to develop contextualized instruction/curriculum for CTE students.</p> <p>B.2 Infuse soft/employability skills and training into CTE classes.</p> <p>B.3 Support faculty professional development to maintain current industry knowledge and best practices across the CTE curriculum.</p>	
<p>C. Skilled Employees: Support regional workforce development by becoming the primary local source of skilled employees</p>	<p>C.1 Launch new CTE programs to meet regional employer needs.</p> <p>C.2 Maintain and enhance CTE programs to meet industry requirements and accreditation/licensing body standards.</p>	

	C.3 Promote CTE programs to regional employers to increase student employment opportunities.	
D. Practical Work Experience: Provide practical work experience SAC students	<p>D.1 Enhance internships and work-based learning through utilization of the Career Center and Service Learning Center.</p> <p>D.2 Prepare students for Practical Work Experience placement by utilizing Work Experience Coordinator(s).</p>	
E. Career and Educational Pathway Planning: Develop and teach educational pathways leading to degree and certificate completion.	<p>E.1 Expand strategic alignment with local high schools, universities and other colleges, and CTE Partnerships.</p> <p>E.2 Enhance counseling involvement in CTE student Career & Education planning.</p> <p>E.3 Utilize technology to provide CTE students with Education Planning.</p>	

Link to college-wide participatory governance and other groups: Academic Senate, Teaching Learning Committee; Planning and Budget Committee; SACTAC; CTE regional committees
Link to other documents: Program review documents; Budget plans



Theme VI: Emerging American Community

**A. Local and Global Responsibility; B. Cross-cultural Education; C. Cross-disciplinary Education;
D. Increase “Green” Efforts; E. Accountability and Transparency**

GOALS	STRATEGIES/ACTIONS	PROGRESS ON GOALS (include measures—direct and indirect/qualitative & quantitative as appropriate; persons/groups responsible)
<p>A. Local and Global responsibility: Promote individual and collective awareness at the local and global level</p>	<p>A.1 Continue existing efforts, including Voter Registration, Service learning, Citizenship Day, Constitution Day; reinforce as appropriate in courses across the discipline. A.2 Promote collective awareness of local and global issues. A.3 Support our role in the community as a place of welcome for special populations.</p>	
<p>B. Cross-cultural Education: Educate the faculty, staff, students and community regarding <i>Emerging American Culture</i>, the cultural polyglot that has transformed us and our community, promoting greater awareness and global enrichment</p>	<p>B.1 Foster a culture of conservation and recycling. B.2 Increased awareness of individual accountability for the environment. B. 3 Continue to advocate for mass transit solutions/options in conjunction with community leaders. B.4 Promote increased use of electronic copy for classroom use in lieu of hard copy handouts.</p>	
<p>C. Cross-disciplinary collaboration: Create an environment among faculty, staff and students that encourages cross- disciplinary collaboration, activities and dialogues.</p>	<p>C.1 Create discussions on the new and emerging attitudes regarding ethnicity and self-identification. C.2 Provide opportunities for faculty, staff and students to share how the cross-cultural nature of SAC has transformed our lives, our learning and our practices (example: classroom conversations or college wide blog).</p>	
<p>D. Increase “Green” efforts</p>	<p>D.1 Create Cross disciplinary learning communities and events. D.2 Encourage interdisciplinary best practices sessions to identify examples of the application of cross-disciplinary SLO’s (example: Freshmen experience).</p>	

<p>E. Transparency and Accountability: Define roles, responsibilities and processes within the college community and make them easily accessible</p>	<p>E.1 Define processes, roles and responsibilities in the community college environment. E.2 Ensure Information on college processes will be easily available to the college community. E.3 Maximize electronic communications that are user friendly and easily accessible in support of goal</p>	
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Link to college-wide participatory governance and other groups: Academic Senate, Facilities Committee, Teaching Learning Committee; Planning and Budget Committee; Environmental Workgroup; SACTAC; Administrative Services

Link to other documents: Program review documents; Facilities Master Plan, Budget plans

NOTE: The Institutional Effectiveness and Assessment Committee is the oversight committee of all college planning documents and the Strategic Plan, which is the college-wide planning document based on the goals of the six institutional Vision Themes. The strategies linked to the goals are meant to encompass all aspects of the college. Details of how each segment of the college addresses these goals is contained within the area’s program review documentation. IE&A conducts analysis of all program review documents received from the Teaching Learning Committee (Academic PA/PR); Student Services and Administrative Services. An IE&A End-of-Year report is then written. This report is sent to all governance chairs, as it contains vital information to be used in the planning efforts of those groups (e.g., Technology Plan, Facilities Master Plan, Budget plans). IE&A recommendations to make changes to the mission statement or to revise the Strategic Plan are referred to College Council for approval and then incorporated into the Educational Master Plan.

APPENDIX E

Santa Ana College Mission Statement and Vision Themes

The mission of Santa Ana College is to be a leader and partner in meeting the intellectual, cultural, technological, workforce and economic development needs of our diverse community. Santa Ana College prepares students for transfer, employment, careers and lifelong intellectual pursuit in a dynamic learning environment.

Proposed Mission Statement Revision

As a result of a recommendation received *Mid-Cycle Planning Retreat* of March 2, 2012 and feedback received from all the participatory governance committees, the IE&A Committee has recommended the following **Santa Ana College Mission Statement** revision to College Council for review:

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

In a follow-up meeting on March 15, 2012, the **School of Continuing Education** also developed a Mission Statement as a result of the work conducted at the *Mid-Cycle Planning Retreat* as follows:

Mission Statement School of Continuing Education

The Santa Ana College School of Continuing Education is a responsive community leader dedicated to adult student success through innovative educational programs and services. The School of Continuing Education prepares students to transition to college, improve language and workforce skills, increase civic involvement, and promote lifelong learning.

Vision Themes

I. Student Achievement; II. Use of Technology; III. Innovation; IV. Community; V. Workforce Development; VI. New American Community

Proposed Vision Theme VI Revision: Emerging American Community

Approved by College Council June 13, 2012. Requires Board of Trustees approval.

APPENDIX F

RSCCD Board of Trustees Vision and Goals 2012

RSCCD Strategic Plan 2011-2013

Vision Statement

The colleges and centers of the Rancho Santiago Community College District (RSCCD) are learning communities. The RSCCD Board of Trustees is committed to ensuring access, equity, and success for students by providing comprehensive educational opportunities throughout our communities. The RSCCD will be a global leader in many fields, delivering cost-effective, innovative and sustainable programs and services that are responsive to the diverse needs and interests of all students. The RSCCD will be exceptionally sensitive and responsive to the economic and educational needs of our students and communities. The environment of the RSCCD will be collegial and supportive for students, staff, and the communities we serve.

The RSCCD will promote and extensively participate in partnerships with other educational providers, including business, industry, and community groups, to further the goal of enhancing our communities' cultural, educational, and economic well-being.

The RSCCD will be a leader in the state in student learning. Students who complete programs will be prepared for success in business, industry, careers, and all future educational endeavors. We will prepare students to embrace and engage the diversity of our global community and to assume leadership roles in their work and public lives.

Goals

1. Promote a learning community environment that is innovative, student-centered, and celebrates student achievement.
2. Prepare students for success in their academic, career, and personal life endeavors by providing access to education and services that foster student retention and program completion.
3. Update and implement facilities master plans, maximize college and community use of facilities, and incorporate "green" efforts into facilities development and other efforts when cost-effective.
4. Promote flexible, cost-effective educational programs and services including the use of cutting-edge technology and educational program delivery via technology.
5. Pursue alternative public and private funding sources to increase the district's fiscal sustainability and to implement the district's vision and goals, and encourage the foundations and district to create plans for capital and program campaigns, alumni association development, and other resource development activities.
6. Maintain a positive, productive working environment for employees, recognizing and embracing diversity and enhancing staff development opportunities that address innovation and technology.
7. Expand partnerships with business, labor, community groups, universities, schools, and other public and private agencies in order to enhance the district's resource development; ensure student access and success; ensure robust economic development programs; and be responsive to workforce development needs and high-demand career fields.
8. Assess and address the educational needs of the communities we serve, and enhance awareness of the district and its colleges through outreach and advocacy to community constituencies, including local, state, and national leaders.

Approved by the Board of Trustees on February 6, 2012

RANCHO SANTIAGO COMMUNITY COLLEGE DISTRICT

SANTA ANA COLLEGE • SANTIAGO CANYON COLLEGE

Since the time that the District transitioned from a single college to multi-college district in 1997, its planning process has centered around the Board of Trustees' annual planning meeting, which focused on the development of the District's Vision Statement and Goals. That planning meeting was typically held during the summer each year, but in order to provide greater coordination with the District's budget development process, that meeting is now held in February of each year. Shortly after his appointment in August 2010, the Chancellor initiated discussions with the Board of Trustees and constituent groups regarding the need for a district strategic plan. Two consultants, Darroch "Rocky" Young, retired Chancellor of the Los Angeles Community College District, and Eva Conrad, retired President of Moorpark College, were selected to assist the District in this planning effort.

THE PLANNING DESIGN

Because each of us shares in the responsibility of planning and evaluation, these activities are conducted continuously throughout the District. The colleges (Santa Ana College and Santiago Canyon College) have their own internal processes for planning and evaluation, which are coordinated and simultaneously integrated into the district-wide planning and resource allocation processes.

The consultants conducted two days of interviews at the colleges and district office during the Spring 2011 semester in order to identify significant issues impacting the District's planning process. Based upon the information gleaned from those interviews, the consultants established an agenda for an initial planning meeting which was focused on:

- developing a streamlined planning process for the district, and
- developing strategic objectives centered around the District's goals

On April 8, 2011, thirty-seven representatives from both colleges and the district office met with the consultants to initiate the strategic planning process. Following a presentation by the consultants on effective planning models, the participants broke into four small groups and developed recommendations for a new district planning model. Those four drafts were subsequently assimilated into a single draft that was reviewed and approved by the participants at the next planning meeting. Utilizing a matrix based upon the District's eight goals, the participants once again broke into four smaller groups and drafted strategic objectives for each goal. The consultants reviewed these drafts, eliminated duplicates, and developed draft objectives for the group's consideration at the next planning meeting.

The participants reconvened on May 6, 2011 and approved the draft planning cycle that was developed during the first planning session. Breaking into four smaller groups, each group was assigned two of the eight District goals. Each group was provided the draft planning matrix produced by the consultants after the first planning session and a potential list of metrics for each district goal that was developed by an ad hoc planning team. Each group

was asked to identify its top two or three objectives for each goal, assign responsibility for the completion of each objective, and a timeline for its completion.

Responsibility for editing the strategic objectives was assigned to a writing committee, which prepared a draft of the strategic plan and circulated it to all participants. A second draft was prepared that included the participants' suggested revisions and corrections. The second draft was presented to the District's Budget and Allocation Planning Review Committee, which approved it and submitted it to the Chancellor.

THE PROCESS

Rancho Santiago Community College District is a learning community. The college district and its colleges are committed to ensuring access and equity, and to planning comprehensive educational opportunities throughout our communities. We will be global leaders in many fields, delivering cost-effective, innovative programs and services that are responsive to the diverse needs and interests of all students. We will be exceptionally sensitive and responsive to the economic and educational needs of our students and communities.

The environment will be collegial and supportive for students, staff, and the communities we serve. We will promote and extensively participate in partnerships with other educational providers, business, industry, and community groups. We will enhance our communities' cultural, educational, and economic well-being.

We will be a leader in the state in student learning outcomes. Students who complete programs will be prepared for success in business, industry, careers, and all future educational endeavors. We will prepare students to embrace and engage the diversity of our global community and to assume leadership roles in their work and public lives.




THE VISION

2011-2013

The following individuals participated in one or both planning meetings as well as the review of the strategic plan draft:

THE PARTICIPANTS

The following individuals participated in one or both planning meetings as well as the review of the strategic plan draft:

Santa Ana College 	Santiago Canyon College 	District Office 
Steve Eastmond Paul Foster Norm Fujimoto Janet Grunbaum Marti Guerra Ray Hicks Bonnie Jaros Sara Lundquist Erlinda Martinez Monica Porter Ed Ripley Christina Romero Evelyn Sanchez Sean Small John Zarske	Morrie Barembaum Michael DeCarbo Caroline Durdella Corinna Evett John Hernandez Steve Kawa Aracely Mora Esther Odegard Jose Vargas Juan Vázquez Joyce Wagner Robert Waldren John Weispfenning Lana Wong	Tammy Cottrell John Didion Becky Fraser Peter Hardash Sylvia LeTourneau Linda Melendez Enrique Perez Nga Pham Marti Reiter Raúl Rodríguez Laurie Weidner



APPENDIX G
Santa Ana College Vision Themes with Updated Goals Spring 2012
Aligned to RSCCD Board of Trustees Goals 2012

- I. Student Achievement [1, 2]**
 - A. Transfer/Program Completion: Increase transfer, progress/course completion, and attainment of certificates
 - B. Excellence in Teaching/Learning: Promote and sustain excellence in teaching and learning
 - C. Literacy across Disciplines: Increase student academic literacy and learning
 - D. Credit/Non-credit Articulation: Enhance cooperative efforts between credit and non-credit to encourage success in workforce preparation, transfer and basic skills
 - E. Eliminate Economic Barriers for Students: Eliminate economic barriers to enhance access and achievement of all learning goals for students
- II. Use of Technology [4, 6]**
 - A. Students: SAC students will graduate with skills necessary to access technology in their education and professional lives
 - B. College Environment: SAC will provide a technology-rich environment for faculty, staff and students
 - C. Classroom: SAC will provide innovative classroom technologies that will enable faculty to enhance and facilitate student learning
- III. Innovation [1, 2, 4, 7, 8]**
 - A. Academic/ Student Services/Operational Support Efforts: Cultivate a culture of innovation to enhance student success throughout the entire college environment, including course, program, certificate/degree-level; student services and operational support
 - B. Embrace Scholarship and Inquiry: Promote high standards of scholarship/intellectual inquiry and provide tools for ongoing learning
 - C. Access/Outreach: Enhance opportunities for student access to non-traditional delivery modes
- IV. Community [1, 2, 5, 7, 8]**
 - A. Access/Motivation: Promote an “achievement attitude” among our prospective student population and supporting networks
 - B. Community/Family Involvement: Extend an awareness of the college as part of the community
 - C. Lifelong Learning: Increase interest in lifelong learning/healthful living across the college
 - D. Healthful Living/Environment: Increase awareness and practice of healthful living across the college and community, including personal and environmental choices
- V. Workforce Development [5, 7, 8]**
 - A. Partnerships: Expand and identify partners and collaborate with industry and communities to identify workforce needs
 - B. Skills across the Curriculum: Integrate basic and technical skills, as well as workplace competencies, to address workforce education needs
 - C. Skilled Employees for High Demand Occupations: Support regional development by becoming the primary local source of skilled employees for high demand occupations

- D. Practical Work experience: Provide practical work experience for career and technical education students
- E. Career and Educational Pathway Planning: Career and educational pathways leading to degree and certificate completion

VI. Emerging American Community [1, 3, 5, 7, 8]

- A. Local and Global responsibility: Promote individual and collective awareness at the local and global level
- B. Cross-cultural Education: Educate the faculty, staff, students and community regarding Emerging American Culture, the cultural polyglot that has transformed us and our community, promoting greater awareness and global enrichment
- C. Cross-disciplinary collaboration: Create an environment among faculty, staff and students that encourages cross-disciplinary collaboration, activities and dialogues.
- D. Increase “Green” efforts throughout the college
- E. Transparency and Accountability: Define roles, responsibilities and processes within the community and make them easily accessible

bnj / 05-20-12/based on Strategic Plan Update S12 with Vision Themes and Revised Goals: approved IE&A 05-14-12

Strategic Plan Update Spring 2012 sent to College Council for approval June 1, 2012

RSCCD and Santa Ana College Strategic Plan Vision Themes

District Goal	District Objective	SAC Vision Theme/ Committees	Vision Theme Objectives
1. Promote a learning community environment that is innovative, student-centered, and celebrates student achievement.	8.1 Identify learning innovation & projected number of students impacted. 8.2 Continue to monitor student satisfaction and student centeredness (both credit & non-credit) 1.3 Identify events and ceremonies where students can be recognized.	1. Vision Theme I, III, IV, VI/ C&I, TLC, IE&A, President’s Cabinet, Student Success Committee, BSI, College Council	A. Increase academic literacy and learning across disciplines B. Eliminate economic barriers to student achievement C. Increase program completion/transfer/employment rates for all students D. Promote and sustain excellence in teaching/learning E. Increase credit/non-credit articulation F. Increase development of innovative teaching techniques G. Help students embrace scholarship, inquiry and a love of learning H. Access/Outreach: Enhance opportunities for student access to non-traditional

<p>2. Provide access and retention for completion of programs, including transfer, vocational and high school diploma programs; and prepare students for success in their academic, career and personal life endeavors</p>	<p>2.1 Prioritize class offering to match change of CCC's (i.e., transfer, CTE, BS) 2.2 Manage our current enrollment challenges with limited funds received from state for FTES 2.3 Examine programs we will focus on and what/who we plan on serving (e.g., distance education) 2.4 Increase number of transfers, degrees and certificates earned 2.5 Examine course success rates by population served</p>	<p>2. Vision Theme I, III, IV/C&I, TLC, Student Success, BSI, President's Cabinet, College Council</p>	<p>delivery modes</p> <p>I. Promote a higher "achievement attitude" among our prospective student population and supporting networks</p> <p>J. Extend an awareness of the college as part of the community</p> <p>K. Increase interest in lifelong learning/healthful living across the college</p> <p>L. Increase awareness and practice of healthful living across the college and community</p> <p>M. Increase awareness and foster proactive civic responsibility</p> <p>N. Increase "Green" efforts throughout the college</p> <p>O. Educate the faculty, staff, students and community of the <i>New American Culture</i>; develop an integrated community of learners throughout the institution.</p> <p>P. Create an environment among faculty, staff and students that encourages cross-disciplinary collaboration, activities and dialogues</p> <p>A. Increase academic literacy and learning across disciplines</p> <p>B. Eliminate economic barriers to student achievement</p> <p>C. Increase program completion/transfer/employment rates for all students</p> <p>D. Promote and sustain excellence in teaching/learning</p> <p>E. Increase credit/non-credit articulation</p> <p>F. Increase development of innovative teaching techniques</p> <p>G. Help students embrace scholarship, inquiry and a love of learning</p> <p>H. Access/Outreach: Enhance opportunities for student access to non-traditional delivery modes</p> <p>I. Promote a higher</p>
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<p>3. Update and implement facilities master plans, maximize college and community use of facilities, and incorporate “green efforts” into facilities development and other efforts where cost effective.</p>	<p>3.1 Support the completion and Board approval of the Colleges’ Facilities Master Plans 3.2 Assess unmet facilities needs in order to maximize the utilization 3.3 Create district-wide “green team” taskforce to look at unified district effort to go “green”</p>	<p>3. Vision Theme VI and Facilities Committee</p>	<p>“achievement attitude” among our prospective student population and supporting networks J. Extend an awareness of the college as part of the community K. Increase interest in lifelong learning/healthful living across the college A. Increase “Green” efforts throughout the college B. Educate the faculty, staff, students and community of the <i>Emerging American Culture</i>; develop an integrated community of learners throughout the institution. C. Create an environment among faculty, staff and students that encourages cross-disciplinary collaboration, activities and dialogues</p>
<p>4. Promote flexible, cost-effective educational programs and services including the use of cutting-edge technology and educational program delivery via technology.</p>	<p>4.1 Convene a district-wide group to review the distance education program at both colleges to identify efficiencies through collaboration and shared resources. 4.2 Form a sub-committee of Technology Advisory Group charged with brainstorming strategies to maximize the use of existing technology (i.e., implementing the degree audit program). 4.3 Identify minimum standards of service to support distance education courses for both faculty and students 4.4 Identify allocation of technology technicians to the</p>	<p>4. Vision Theme II, III/ SACTAC</p>	<p>A. Graduate students with highly competitive skills for continuing education and professional life B. Provide a technology-rich environment for faculty, staff and students C. Provide innovative classroom technologies that will enable faculty to enhance and facilitate student learning D. Increase development of innovative teaching techniques E. Help students embrace scholarship, inquiry and a love of learning F. Access/Outreach: Enhance opportunities for student access to non-traditional delivery</p>

<p>5. Pursue alternative public and private funding sources to increase the district’s fiscal sustainability and to implement the district’s vision and goals, and encourage foundations and district to create plans for capital and program campaigns and alumni association development.</p> <p>6. Maintain a positive, productive working environment for employees recognizing and embracing diversity, and enhancing staff development opportunities that address innovation and technology.</p> <p>7. Expand partnerships with business, labor, community groups, universities, schools, and other public and private agencies in order to enhance the district’s resource development, ensure student access and success, ensure robust economic development programs, and be responsive to workforce development needs and high demand career fields.</p> <p>8. Assess the educational needs of the communities we serve, and enhance awareness of the colleges and community involvement through outreach and advocacy among community</p>	<p>colleges.</p> <p>5.1 Explore and make public grant opportunities 5.2 Explore the creation of an emeritus program</p> <p>6.1 Monitor employee satisfaction</p> <p>6.5 The district shall provide for staff development</p> <p>7.1 Create an RSCD/SAC/SCC inventory of current partnerships and evaluate the depth and quality of the relationship</p> <p>7.2 Determine which partnerships need to be maintained, further developed, or added</p> <p>8.1 Convene a district group charged with developing and aggressive student recruitment campaign that builds from a fresh update on the educational needs of our community of:</p>	<p>5. Vision Theme V/ SAC Foundation/ all academic departments/all student services departments/ BSI</p> <p>6. Vision Theme VI/ President’s Cabinet, all administrators Staff development: BSI, TLC</p> <p>7. Vision Theme V/ CTE Programs</p> <p>8. Vision Theme IV, V</p>	<p>A. Expand and identify partners and collaborate with industry and communities to identify workforce needs</p> <p>A. Educate the faculty, staff, students and community of the <i>New American Culture</i>; develop an integrated community of learners throughout the institution.</p> <p>B. Create an environment among faculty, staff and students that encourages cross-disciplinary collaboration, activities and dialogues</p> <p>A. Expand and identify partners and collaborate with industry and communities to identify workforce needs</p> <p>B. Integrate basic skills and workplace competencies</p> <p>C. Support regional development by becoming the primary local source of skilled employees for high demand occupations</p> <p>A. Promote a higher “achievement attitude” among our prospective student population and supporting networks</p> <p>B. Extend an awareness of the college as part of the community</p> <p>C. Increase interest in lifelong learning/healthful living</p>
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constituencies and leaders.	high school students (including continuing education students working adults non-working adults high demand industries demographic imperatives		across the college D. Increase awareness and practice of healthful living across the college and community E. Expand and identify partners and collaborate with industry and communities to identify workforce needs F. Integrate basic skills and workplace competencies G. Support regional development by becoming the primary local source of skilled employees for high demand occupations
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SECTION III: END-OF-YEAR REPORTS PARTICIPATORY GOVERNANCE



APPENDIX H Academic Senate / Participatory Governance Committees 2012 Updates Year-End Assessment Form (Some to be approved fall 2012)

III.E.1 ACADEMIC SENATE GOALS 2011-2012

ACADEMIC SENATE GOALS 2011-2012

1. Proactively participate in supporting all aspects of the SAC mission and *Strategic Plan 2007-2015*. **Ongoing**
 - a. Senate representation on Planning & Budget committee.
 - b. Senate representation on College Council.
 - c. Senate executive committee meets with administration and classified on an annual basis.
 - d. Senate executive committee members were active participants in the district strategic planning meeting.
 - e. Senate President meets with college President and Vice President of Academic Affairs twice per month.

The academic senate had representation at all Planning and Budget committee meetings, with at least 5 faculty at each meeting, where each member participated in discussions of agendas items. The academic senate representation included the co-chair of the committee, the senate president, the past president of the senate, and the secretary-treasurer of the senate.

Two members of the academic senate attended the college council meetings throughout the year, and this practice will continue throughout the next year as well.

On April 11, the senate executive committee held its annual meeting with the SAC administration and classified staff. The intention is to move this back to January for the next fiscal year.

The senate executive committee members were active participants in every aspect of district strategic planning as was possible throughout the year, by attending all related District Council, BAPR and BAPR workgroup meetings.

The senate president held regular meetings with the college president and vp of academic affairs twice per month.

2. Maintain the effectiveness and integrity of programs through increased collaboration. **Ongoing**
 - a. Promoted faculty participation in faculty development activities that included program “What works at SAC?” and Faculty workshop series.

The academic senate increased its level of involvement in faculty development by sponsoring and hosting numerous workshops, including the writing workshop after the spring semester convocations

3. Increase faculty attendance and participation in the Academic Senate as part of the participatory governance process (e.g., Increase faculty and department involvement in the planning and budget process). **Ongoing**
 - a. Senate President providing ongoing education to senate members on faculty roles and responsibilities regarding 10+1 and the meaning of the faculty role in participatory governance.
 - b. Use of 10+1 scenarios to increase faculty awareness.
 - c. Discussion at senate meetings on importance of senate attendance to be able to share information with respective divisions/departments.

The biggest development the senate made in this area was in the creation of the Department Chairs meetings. Starting in the fall flex week, the senate organized and led a meeting department for the chair, where experienced chairs could share their accumulated knowledge with newer chairs. One of the main goals is to set up an ongoing process where chairs work with their respective departments in order to educate and involve faculty members in the planning and budgeting process, which is going to change with the onset of the SB 361 budget model recently adopted by the RSCCD Board of Trustees to take effect in the 2012-13 fiscal year.

4. Participate in development of the Faculty Institute- **ACHIEVED**
 - a. Workgroup was established which included faculty and administration representation. Through collaborative efforts, the *Faculty Institute* will be implemented the fall 2011. As a participant in the Faculty Institute, new faculty will attend 1-2 workshops per month that address a wide range of topics from the tenure process through retirement.

The senate was fully involved in the Faculty Institute. The new faculty participated in the event, and commented on how it was of great benefit to them in acclimating themselves to both SAC and SCC.

5. Encourage operational efforts of the Environmental Workgroup.
 - a. New co-chair appointed to workgroup and workgroup now meeting on regular basis.

The new co-chair has conducted several regular meetings. The senate president has appointed two new members to the committee, and this committee will interface with the new RISC on the district level, encouraging resource management and conservation.

6. Further develop collegial consultation/communication with administration and transparency of participatory governance.
 - a. Implementation of faculty co-chairs on Administrative screening committee's
 - b. Currently working on operationalizing faculty co-chairs on division curriculum committees for 2011-2012.
 - c. Currently working on operationalizing faculty co-chairs on department chair committees for 2011-2012.

Maintaining faculty co-chairs is an ongoing process indeed and requires constant vigilance by the senate executive board and all faculty on campus. The faculty has made great strides in involving itself in many levels of the processes. However, complacency and assumptions remain part of the culture of many departments. We at the senate are determined to continue with the advances we made in the past year and institutionalize a structure and a culture where faculty are successfully integrated in these areas in the future.

7. The Senate will take a more active role in the Basic Skills Initiative: **Ongoing**
 - a. Members of the senate executive committee participated in the restructuring of the leadership structure of the Basic Skills committee.
 - b. Senate President and President-Elect were active members of Strand A.

Senate President and President-Elect participated in the evaluation of funding proposals.

The academic senate executive committee was more involved in basic skills than at any time in the recent history of the BSI Initiative. The senate president was in regular contact with the BSI coordinator and attended the Strand A meetings with the President-Elect in most circumstances. In May, both the president and the president-elect participated in the evaluation of funding proposals for the coming year.

8. Collaborate in the development of a more effective and transparent Budget Allocation Model-**Ongoing**
 - a. Representation on BAPR and BAPR workgroup.
 - b. Currently BAPR and BAPR workgroup are working on the implementation of the SB 361 budget allocation model.

After years of pushing, a new budget model, based on the SB 361 model, was adopted by the district. The new model is set to take effect on July 1, 2012. Senate representation at both BAPR and BAPR workgroup has been robust and vocal. The representatives are committed to being equally involved as the model is implemented, scrutinizing expenditures and developing plans that bring resources to the campuses and ultimately the students.



SANTA ANA COLLEGE
Participatory Governance Committees
Year-End Assessment Form

III.E.2. ENVIRONMENTAL TASK FORCE
REPORTING TO: THE FACILITIES COMMITTEE
CHAIR - SUSAN SHEROD

DATE: May 31, 2012

MEMBERSHIP

Susan Sherod - Enviro Chair	Roy Shahbazian	Student Member - Julio Rangel	Alberto Moralles	Paul Foster, Facilities Lead
Zachary Fish	Teresa Simbro	Melissa L. Tran	Vincent Nunez	Roy Jones, Facilities/Maintenance Representation
Loy Nashua	ASG Rep - will rotate each semester - was Jackie Madriz	Humberto Gallegos	Sheri Bagdonas	cc: Bonita Jaros, IE&A Chair

Goals	Completely met	Partially met (Please explain)	Not met/ should be carried over (Please explain)	Not met/ should not be carried over (Please explain)
<p>To identify environmentally positive improvements that the college can make in areas that include but are not limited to:</p> <ol style="list-style-type: none"> 1. Energy use 2. Purchasing of equipment, supplies, furniture and technology 3. Grounds and gardening 4. Recycling, reuse, and reclamation 5. supporting the community in it's efforts to be sustainable 6. providing ideas that may be innovative 7. including students input and participation 		<p>Ongoing - 1. energy - 74% of energy use is lights and hvac. recommendations for: relamping to LED tube lights, and perhaps adding tube lights or skylights if cost effective, and further look at using natural ventilation identified it can be via roof mounted units that (essentially) use solar energy to draw up air through the existing ducts and are off the shelf products. There are other energy savings we could recommend as well as incentives to be identified.</p> <p>2. Recommend markers that can be recycled. Item 3 - We recommended removal of grass, and install of plants to shade buildings and that are CA Natives, where feasible or that are at the least highly drought tolerant. 4. Some of this is now mandated and SAC complies according to member, Ron Jones, but we can do more 5. We've recommended a recycle event previously, nothing this year 6. We support the EPA grant application by ENGR dept. in this area 7. we had past student participation, but not successful there this year</p>		

Recommended goals 2012/2013

Goals for next year include more research and recommendations for rebates and incentives such as offered at CA Edison <https://www.sceonlineapp.com/> to lower the costs for sustainable improvements, more details on the items in this menu that we didn't have time to pursue this year and revisit of supporting data for the natural ventilation recommended previously.

What outcomes and/or body of work have been generated by this committee?

We identified payback times for the recommended LED tube light change out, and the natural ventilation to be approximately 2 years, and since we found an EPA document (attached) that gave the breakout of cost of energy we were able to guesstimate the annual savings to the campus and district to be \$688,650 annually if done. It's difficult to estimate precisely without metering the buildings individually. We further noted that if Measure E money is used, or if incentives/rebates are available to SAC and RSCCD using those would result in faster payback time. We recommend against a Central Plant HVAC solution since it would cost about eight times as much as a natural ventilation and natural AC solution. In addition, the natural solutions reduce budget costs for all subsequent years by a substantial amount, of over 1/3 of the total SAC electrical cost of \$1,800,000.

**SANTA ANA COLLEGE
Participatory Governance Committee
End-of-Year Report 2011-2012**



III.E.3. COMMITTEE – PLANNING AND BUDGET

DATE: May 20, 2012

CO-CHAIRS – PAUL FOSTER and JEFF MCMILLAN

MEMBERSHIP

Paul Foster
Jeff McMillan
Tom Andrews
Fernando Antunez

Judy Arroyo
Steve Bautista
Matt Beyersdorf
Ray Hicks

Elliot Jones
Sara Lundquist
Michael Kelcher
Monica Porter

Linda Rose
George Wright
John Zarske

Goals	Completely met	Partially met (Please explain)	Not met/ should be carried over (Please explain)	Not met/ should not be carried over (Please explain)
2011/2012 Goals				
1. Divisions and Departments should explore options, prepare recommendations, and/or develop mechanisms for potential budget reductions in the event that Santa Ana College is further impacted by the state budget crisis.	17%	83%		
2. Integrate SAC planning into District budgeting.		50%	67%	
3. Validate campus priorities to ensure budget requests are consistent with core campus mission.	17%	17%	67% <i>Not involved in making budget requests</i>	
4. Provide recommendations to the district Budget Allocation and Planning Review Work Group for their annual review and analysis of the Budget Allocation Model.	33%	50%	17%	
5. Prepare to successfully transition to the new SB 361 revenue allocation model. This includes providing adequate staff to effectively manage the budget locally.	17%	50%	33%	17%
6. Explore ideas for making the committee more proactive rather than reactive.	17%	50%	33%	

Recommended goals for next year:

1. Have BAPR minutes & agendas forwarded to our committee to review prior to BAPR meetings.
2. If we are going to engage in true planning and budgeting, I think there needs to be a stronger connection between the budget and planning committee and the other major committees on campus (IE&A, Student Success, etc) and even the deans council (both academic and student services).
3. Continue to provide recommendations to the district Budget Allocation and Planning Review Work Group for their annual review and analysis of the Budget Allocation Model.
4. Further identify responsibilities of the committee as the college transitions into the new Budget Allocation Model.
5. Committee will reaffirm/develop priorities should further reductions be required.
6. Prepare recommendations on how SAC can accomplish more of its core goals in times of stagnant or shrinking budgets.
7. Continue to work on the transition to the new budget model

What outcomes and/or body of work have been generated by this committee?

1. We rock! Working to get items discussed of importance to faculty and classified who are not

- included w/ President cabinet so at least there is some input even if indirect at that level.
2. Provided recommendations to college council on the adoption of a new district Budget Allocation Model. Provided recommendations to college council for the use of the district ending balance.
 3. The committee is gaining valuable insight into the budget and budgeting process. From this work the committee has made specific recommendations regarding those arms of the budget that will need further scrutiny in the future. The committee has also been a strong advocate for making sure that the budget properly reflects the core goals of the college as listed in the SAC mission statement

**Percentages were based on responses received.*

SANTA ANA COLLEGE
Participatory Governance Committee
End of Year Report 2011-2012



Paul Foster	Bart Hoffman	Sara Lundquist	Nilo Lipiz	Valinda Tivenan
Ray Hicks	Elliot Jones	Elyse Chaplin	Sarah Salas	Sylvia Turner
Monica Collins	Ron Jones	Luis Pedroza	Sean Small	Karen Warner
Linda Rose	Rhonda Langston	Darryl Odum	Susan Sherod	James Wooley
Jim Kennedy				John Zarske

III.E.4. COMMITTEE – FACILITIES

DATE: May 15, 2012

CO-CHAIRS – PAUL FOSTER and JOHN ZARSKE

MEMBERSHIP

Goals	Completely met	Partially met (Please explain)	Not met/ should be carried over (Please explain)	Not met/ should not be carried over (Please explain)
1. Monitor efforts to maintain existing buildings, infrastructure, and equipment.		On-going Committee is updated through the monthly project updates provided by the district.		Efforts are a work in progress and additional resources will be needed to implement a preventative maintenance plan.
2. Monitor efforts to maintain and improve campus appearance.		On-going Monthly M&O reports are presented to the committee updating members on projects and/or campus improvements.		Efforts are a work in progress and additional resources will be needed to implement a preventative maintenance and improvement plan.
3. Monitor and support the goals of the approved task forces.		On-going The task forces provide monthly standing reports of their work to the members.		Efforts toward goals that have yet to be accomplished must continue to be supported.
4. Continue to review and implement the SAC Facilities Master Plan with ancillary sites		On-going The district is looking to Master Plans for ancillary sites.		SAC has several off-campus properties that require continued planning for future use.

5. Evaluate secondary effects of renovation and/or re-purposing of space

On-going
The committee evaluates the Master Plan on an as needs basis.

Many of SAC's core educational programs continue to evolve with industry trends, and require ongoing assessment of space and other needs.

6. Review the ADA Transition Plan and proceed with modification to correct known deficiencies.

On-going
The ADA task force meets on monthly and addresses any issues that arise.

SAC campus has many aged facilities that continue to require modifications to meet ADA regulations.

Recommended Goals 2012/2013:

- Space Utilization.
- Assure that the space/facilities needs of all programs are recognized in the Facilities Master Plan.
- Have an annual preventative maintenance plan in place.

What outcomes and/or body of work have been generated by this committee?

- The Health, Emergency Preparedness, Safety and Security (HEPPS) task force oversaw and reviewed the emergency drills (fall and spring) on both campuses and conducted training for the Incident Command Structure essential personnel as well as monitored the HEPPS structures in place for compliance.



SANTA ANA COLLEGE
Participatory Governance Committee
End-of-Year Report 2010-11

III.E.5. COMMITTEE – SAFETY AND SECURITY
CO-CHAIRS – PAUL FOSTER and MONICA COLLINS

DATE: May 19, 2011

MEMBERSHIP

Paul Foster	John Finch	Ron Jones	Rich Pena	Health rep. (vacant)
Monica Collins	Claudia Flint	Sara Lundquist	Ed Ripley	Al Chin (Ex –Officio)
Avie Bridges	Ricardo Foreman	Don Maus	Sean Small	Don Mahany(Ex –Officio)
Mary Ellen Bobp	Sue Garnett	Veronica MacKinney	James Wooley	Ken Soltis(Ex –Officio)
Jose Contreras	Phil Hughes	Lizbeth Navarro	John Zarske	

Goals	Completely met	Partially met (Please explain)	Not met/ should be carried over (Please explain)	Not met/ should not be carried over (Please explain)
1. Monitor campus practices to ensure Health and Safety efforts are maintained, evaluated, and improved where possible.		A summary of Campus Preventative Maintenance has been created and included in the Admin Services April 2011 DPP Executive Summary. Additional resources are needed.	Ensuring all health and safety systems are fully operational is an on-going goal.	
2. Identify first responders and trainers to receive training and ensure that programs offered are NIMS/SEMS compliant.		This goal is in progress and on-going. Keeping a current list of building captains and floor wardens for days and nights is a challenge.	This is an on-going goal to be carried over from year to year due to staffing and schedule changes.	
3. Establish on-line/web-based trainings with universal access to the campus community		This goal is in progress and on-going. Online resources have been augmented, but are not complete. Staff can access the basic NIMS courses from the RSCCD Employee Intranet under Safety & Environ Health.	Developing new on-line resources is an on-going goal	
4. Identity, plan and implement new and ongoing emergency preparedness training for faculty and staff during flex week		This goal is in progress and on-going.	Safety should be an on-going Flex week workshop	

activities.			option.	
Goals	Completely met	Partially met (Please explain)	Not met/ should be carried over (Please explain)	Not met/ should not be carried over (Please explain)
5. Establish a safety reporting mechanism and educate users.		Existing Work Order system is not well known by users.	Improving the current system and providing additional training is an on-going goal.	
6. Review, revise and disseminate the Emergency Response Plan.		This goal is in progress and on-going. The newest version of Emergency Response Plan is posted on the District website.	Updating and improving this document is an on-going goal.	

Recommended goals for next year:

1. Monitor campus practices to ensure Health and Safety efforts are maintained, evaluated, and improved where possible.
2. Identify first responders and trainers to receive training and ensure that programs offered are NIMS/SEMS compliant.
3. Establish on-line/web-based trainings with universal access to the campus community.
4. Create a master calendar for inspection and service dates for all fire, life, and safety systems.
5. Identity, plan and implement new and ongoing emergency preparedness training for faculty and staff during flex week activities.
6. Analyze options for improving the reporting mechanism for safety-related items.
7. Review, revise and disseminate the Emergency Response Plan.
8. Assist the district in assessing effectiveness of the video surveillance project.

What outcomes and/or body of work have been generated by this committee?

1. The committee has monitored the operational effectiveness of the new fire alarm system on campus as well as the water flow and suppressions systems. Improvements have been made in areas reported to out of range for users to hear emergency notifications. A maintenance contract is in place at all three sites to ensure the system remains fully operational.
2. A “Student Emergency Notifications” document was created for distribution to faculty. The purpose of the document was to give instructors a tool that can be read at the beginning of the semester to notify users of basic campus emergency procedures.
3. October 21, 2010: Great California Shake Out provided the opportunity to test the emergency alert system. Deficiencies in the system were noted and corrected.
4. February 22, 2011: Emergency Evacuation Drill (one in AM and one in PM), deficiencies in the system were noted and corrected. For the first time a First Aid Station was incorporated into the drill.
5. Emergency Quick Reference guide, Emergency Procedure, and Evacuation Maps were updated, distributed and posted on the intranet.
6. Additional drop off stalls were created to ensure child and parent safety at the new Child Development Center
7. CPR training and ‘Emergency 101’ workshops were offered during fall and spring flex weeks.

8. The committee reduced its meeting schedule to twice a semester and its membership continues to be refined in an attempt to achieve consistent attendance and full participation of all sites.
9. Centennial Education Center's Safety committee achieved the following:
 - a. Wayne Bennett presented Emergency Preparedness and First Aid to campus staff.
 - b. Administrators and classified staff had the Active Shooter on Campus training.
 - c. Whenever possible emergency supplies are purchased: seven search and rescue kits and 100 gallons of emergency water in 2010-2011.
 - d. Six classrooms had safety trainings co-presented by faculty and safety officers.

NOTE: The Safety and Security Committee is now incorporated into the Facilities Committee.

III.E.6 Student Success Committee Update:



SANTA ANA COLLEGE Participatory Governance Committee Year-End Assessment Form

Committee: Student Success Committee

Chairs: Sara Lundquist & Mary Huebsch

Members: Beverly Birnbaum, Micki Bryant, Karen Dennis, Catherine Emley, Raymond Hicks, Todd Huck, Mark Liang, Lynn Marecek, Daniel Marquez, Rosa Martinez, Jeff McMillan, Gwen Morgan-Bezell, Loy Nashua, Nga Pham, Christina Romero, Linda Rose, Lilia Tanakeyowma, Martha Vargas

- To serve as a hub for dialogue across institutional sectors related to practices and policies that could increase student success at SAC.
- To serve as the participatory governance committee supporting other SAC task forces and committees/task forces such as BSI, transfer, scholarship, and matriculation.
- To provide an environment where exploratory discussions about data, student success, and boundary-spanning strategies to improve equality of outcomes at SAC can occur.
- To sponsor and support resource leveraging and institutional transformation in support of the Student Success Committee.

Goals	Completely met	Partially met (Please explain)	Not met/should be carried over (Please explain)	Not met/ should not be carried over (Please explain)
<p>1. To serve as the governance repository for the work of BSI, Matriculation, Transfer, and Scholarship committees.</p>	<p>XX: Reports and updates are included from committee chairs as part of every meeting.</p>	<p>Work in progress includes launch of new online Early Alert process (Matriculation), implementation of Santa Ana Adelante partnership (SAUSD, SAC, CSUF, UCI)(Matriculation/ Transfer); assisting students in accessing transfer pathways including the new transfer AA degrees.</p>		
<p>2. To be an institutional think tank where ideas that will enhance/maximize student success are vetted across SAC constituencies for implementation consideration.</p>	<p>XX: Purposeful dialogues held at every meeting create a plan to prioritize and problem-solve as an academic and student-centered community.</p>	<p>19 professional development workshops led by SAC faculty experts were offered on topics requested by SAC faculty. Over 350 people from 40 departments participated in these workshops. (BSI)</p>		
<p>3. To serve as the operational arm for the Student Success Grant Program in collaboration with the SAC Foundation.</p>	<p>XX: Competitions were completed and funds were awarded.</p>	<p>Consideration of STARS, scholarship software. (Scholarship)</p>		
<p>4. To review college-wide student success data and to recommend ways to frame critical student success</p>	<p>XX: SSC members organized 2nd annual</p>	<p>Work in progress includes the Math Department's development of an</p>		

conversations college-wide.	academic Winter Convocation panels and workshops to address Writing. Partnership with USC's Center for Urban Education continued with a focus on impacting equity through changes to course syllabi.	accelerated model with redesign and merging of Math 060 & 080 courses. College- wide work in progress includes consideration of acceleration to help students succeed in coursework and persist in programs.		
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Recommended goals for next year: To continue the above goals for 2012-13. To create or support the creation of a college-wide calendar of activities. Operational changes: To expand committee membership to include deans of Humanities and Social Sciences; Science, Mathematics and Health Sciences; and/or Human Services and Technology. To hold a meeting near the beginning of each semester.

What outcomes and/or body of work have been generated by this committee?

- **A comprehensive BSI Plan, including state reports, budget documents, a revised proposal submission and review template, and revised related college planning and resource allocation tools**
- **Planning documents and updated policies in relation to SAC's comprehensive matriculation program, Scholarship Office, and Transfer Task Force**
- **Research reports from the RSCCD Research Office and the Center for Urban Education at USC**
- **Documentation of the review and advancement of proposals from throughout the college community for SAC Foundation funding through the Student Success Grant Program (formerly the Innovation Grants Program and the Sustaining Excellence Grants Program)**

III.E.7 Committee: SACTAC



**SANTA ANA COLLEGE
Participatory Governance Committee
Year-End Assessment Form**

Date: June, 2012

Committee: SAC Technology Advisory Committee (SACTAC)

Chairs: Becky Miller (Admin), Roy Shahbazian (Fac, Fall) George Sweeney (Fac, Spring), Brian Schroeder (Fac)

Members: Pilar Traslavina, Joe Pacino, Vincent Nunez, Cherylee Kushida, Don Dutton, Stacy Russo, Lance Lockwood, Susan Gaer, Gary Bennett, Allen Dooley, Juli MacDonald, Marilou Morris, Bruce Nichols, Michelle Parolise, Linda Rose, Dennis Sadler, Roy Shahbazian, Gisele Salas (student representative Fall, 2012), Minhchau Chau (student representative Spring, 2012)

Goals	Completely met	Partially met (Please explain)	Not met/ should be carried over (Please explain)	Not met/ should not be carried over (Please explain)
1. Determine computer skills needed	Completed in 2008; computer skills degree requirement deleted			
2. Determine technology skills of students	Completed 2009			
3. Determine technology skills sets of students by department/discipline	Completed 2010			
4. Imbed technology skills into appropriate department curriculum	In SLOs of PA/PR			
Goals	Completely met	Partially met (Please explain)	Not met/should be carried over (Please explain)	Not met/ should not be carried over (Please explain)
5. Determine learning areas where students can learn appropriate technology skills		Multiple labs across campus but review concept of availability of across campus concept; change to “Develop learning areas...”		
6. Enhance existing facilities to promote technology proficiency		Some facilities enhanced but due		

		to budget constraints more needed		
7. Assess student technology skills upon identified program completion	Completed when researching computer degree requirement in 2009/2010			
8. Provide student email on registration	Private student email is collected and listed on rosters			
9. Provide registration 365/24/7	Completed 2009			
10. Install 100% wireless access to Internet on campus		Partial wireless coverage; funding forthcoming for consultant and upgrade; change to "Complete 100%..."		
11. Plan portal access to college and Datatel information for students and staff	WebAdvisor in place	Change to "Plan for single logon..."		
12. Implement portal access	WebAdvisor in place. Mobile access to sac.edu 2011	Change to "Develop one screen for access"		

13. Provide current hardware, software, and databases to offices, students labs, library, and classrooms		Some enhancement occurred but due to budget constraints more needed; ITS involvement needed		
14. Strengthen the technology training staff development program		Multiple training classes occurred but need to develop strategies to encourage staff to attend; needs new strategies developed for attendance; change to "Re-instate..."		
15. Continue to replace and upgrade office technology		Some enhancement occurred but due to budget constraints more needed; District IT plan includes implementing timeline for technology		

		equipment replacement		
16. Enhance and ensure timely, efficient and complete technology support in all offices		District IT plan includes centralized IT with college-specific help desk		
17. Provide communication software that allows for collaboration such as blogs and wikis		SharePoint Training; add calendar and document sharing		
18. Include technology in facilities planning by coordinating college and district efforts		Technology considerations given in facility planning to continue; to include Department Planning Portfolio; to change timelines for DPP, SACTAC, and TAG for budget planning		
19. Support expanded usability development of Datatel		Needed updating prioritized		

20. Provide access to information to students, staff and faculty with disabilities through the use of state-of-the-art specialty technology		Assistive technologies hardware and software available; pamphlet developed		
21. Develop alternative strategies for funding technology including endowments		Some grants obtained but more needed; need partnership with other colleges/industry		
22. Mediate remaining classrooms		Some mediation occurred but due to budget constraints more needed		
23. Update, replace and standardize technology in existing classrooms every 5 years		Some enhancement occurred but due to budget constraints more needed; District IT plan includes implementing		

		timeline for technology equipment replacement		
24. Enhance and ensure timely, efficient and complete technology support in all classrooms		District IT plan includes centralized IT with college-specific help desk		
25. Fully develop instructional design team			With improved budget	
26. Continue to maintain and increase quality of distance education		Blackboard 9.1 enhancement but need to increase use for online, hybrid, and class enhancement		

Recommended goals for 2012/2013 year:

- 1. Prioritization of goals**
- 2. Support best practices**
- 3. Use analytics to determine use of web content/sites**
- 4. Maintain and increase quality of distance education**
- 5. Investigate emerging technologies**
- 6. Plan for single logon portal access with one screen**
- 7. Provide SharePoint opportunities for training, calendars, document sharing**
- 8. Re-configure timing of goals with Department Planning Portfolio, SACTAC goals, and TAG goals for budget planning**
- 9. Increase awareness of assistive technology**
- 10. Increase awareness of technology hardware and software**
- 11. Develop alternative strategies for funding technology**
- 12. Create greater integration of attendance systems**
- 13. Interface with Academic Senate, Teaching/Learning Committee, and Curriculum and Instruction Council**
- 14. Fully develop an instructional design team**
- 15. Increase ITS presence at SACTAC**

What outcomes and/or body of work have been generated by this committee?

This committee reviewed/discussed/decided the following: the computer degree requirements was voted in Curriculum and Instruction Council to be deleted; prioritization of wireless access with system across campus; selection of Turnitin software for plagiarism and grammar teaching occurred in TAG; presentations to Academic Senate regarding Camtasia and department planning portfolio statistics collection; surveyed faculty for software usage of innovative technologies and need; websites converted to SharePoint following individualized training as needed by Web Committee and trainers.

Submitted by Becky Miller

III.E.8 Committee: Teaching Learning Committee

As the Teaching Learning Committee submits an End-of-Year Report to the Institutional Effectiveness and Assessment Committee, only the introduction and summary of PA/PR report goals are included herein.



TEACHING LEARNING COMMITTEE End-of-Year Report May 15, 2012

To: President Erlinda Martinez; TLC Committee Members; IE&A Committee Members; Executive Committee Academic Senate; ASG

From: Bonita Nahoum Jaros, PhD, Chair, Teaching Learning Committee

Mission: The mission of Santa Ana College is to be a leader and partner in meeting the intellectual, cultural, technological, workforce and economic development needs of our diverse community. Santa Ana College prepares students for transfer, employment, careers and lifelong intellectual pursuit in a dynamic learning environment.

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

Dear Colleagues,

The Teaching Learning Committee (TLC) is a group of interdisciplinary colleagues from different operational divisions dedicated to the enhancement of teaching and learning, thereby increasing student learning college-wide. It is based on sincere dialogue with the main outcome: Student Success. To accomplish this outcome, the TLC goals, reflected on every agenda, include discussion of program review processes, student learning outcomes, professional development, the Basic Skills Initiative strand activities, the Book-of-the-Year Initiative, the college-wide core competencies, and interdisciplinary integration efforts. Other items of academic interest are also included. The TLC is a committee of the Institutional Effectiveness and Assessment Committee (IE&A) because of its link to planning, accreditation and academic program review. The TLC also makes recommendations to the Curriculum and Instruction Council (C&I) on academic policy issues. The TLC advises the C&I Council on issues of academic program review as well and sponsors workshops dedicated to SLOs and assessment as it relates to program review.

Membership of the Teaching Learning Committee for 2011-2012:

Rick Castillo, Humanities & Social Sciences (Psychology; **BSI Researcher**)

Jodi Coffman, Kinesiology Division Chair

Carol Comeau, Dean Science, Mathematics & Health Sciences Division (member **IE&A** Committee)

Allen Dooley, Dean, Business Division (administrative appointee to coordinate **professional development** activities)

Yolanda Garcia, Library (Chair of **Book-of-the-Year** Workgroup)

Dennis Gilmour, Student Services Division Counselor (**C&I Council** representative)

Gina Giroux, Science, Mathematics & Health Sciences Division (Nursing Department)

Mary Huebsch, Fine & Performing Arts Division (Communication Studies Department; **Basic Skills Coordinator**)

Bonnie Jaros, **Chair TLC** (Chair IE&A Committee; **Accreditation Liaison Officer**)

Mike Kelcher, Science, Mathematics & Health Sciences Division (Chemistry Department)

Cherylee Kushida, **Distance Education Coordinator**

Melanie Mowrer, Humanities and Social Sciences Division (ELS wing of the English Department; **BSI Strand Leader**)

Vincent Nunez, Adjunct Faculty (also works in Media Services Department)

Monica Porter, Speech Language Pathology Assistant Program (C&I Council representative; Secretary/Treasurer of the **Academic Senate**)

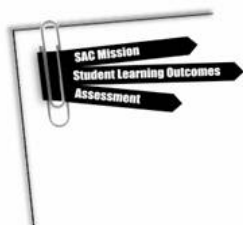
Irene Soriano, Fine & Performing Arts Division (Art Department—on sabbatical)

Jinhee Trone, Business Division (Accounting Department)

Julia Vercelli, School of Continuing Education (Counselor)

Frequent Guest: Dahlia Vu, Math Department

I. SAMPLE AGENDA



SANTA ANA COLLEGE Teaching Learning Committee Agenda April 30, 2012; 2:00-4:00pm; A-112

To: Distribution

From: Bonnie Jaros, Chair, Teaching Learning Committee

Mission: The mission of Santa Ana College is to be a leader and partner in meeting the intellectual, cultural, technological, workforce and economic development needs of our diverse community. Santa Ana College prepares students for transfer, employment, careers and lifelong intellectual pursuit in a dynamic learning environment.

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

- I. Approval of Minutes of April 16, 2011
- II. PA/PR Cycle II 2012-2016

- A. PA/PR and Institutional Program Review: Review of Reports (English/ESL—credit program; Philosophy; Fire Technology; Human Development; Auto-Diesel-Welding; Intercollegiate Sports; Paralegal; Global Business/Entrepreneurship)

Note: Please read reports prior. They are posted on InsideSAC.net: Department Directory: Department: PA/PR

- III. BSI Report
 - A. Strand Updates
 - B. Professional Development
- IV. Book-of-the-Year
 - A. *Hotel on the Corner of Bitter and Sweet*
 - B. 2012-2013 Book-of-the-Year
- V. Curriculum and Instruction Update
- VI. Future Agenda
 - A. Reading Proficiency from Interdisciplinary Perspective
 - B. Core Competencies Discussion
 - C. Teaching Learning Commons
 - D. Accreditation Update: SLO Report; Role of the TLC in 2014 Self Evaluation Report

II. BASIC SKILLS INITIATIVE

Ongoing discussion of Basic Skills strand reports, professional development activities and FIG group activities occurred at every TLC meeting (Please see minutes on InsideSAC.net). The Basic Skills Coordinator is a member of the TLC and reports regularly; in addition, several members of the TLC serve on the Strand A committee of the BSI, including the chair of the TLC.

III. BOOK-OF-THE-YEAR

The Book-of-the-Year, sponsored by the Teaching Learning Committee and the Nealley Library, has been a college-wide initiative for three years, to support READING. It was created in response to the interdisciplinary thematic issue raised by several PA/PR documents related to reading. It also is in direct support of Core Competency I— Communication Skills: Reading and Writing and Vision Theme I: Student Achievement. . This year’s book was *Hotel on the Corner of Bitter and Sweet* by Jamie Ford. A workgroup of the TLC worked on planning events all year and creating a webpage on sac.edu. On the webpage is also a list of curriculum activities conducted by different departments. Events included showing of films, forums, lectures and an art exhibit in the Nealley Library.

IV. SUMMARY AND ANALYSIS OF SPRING 2012 PA/PR REPORTS

As PA/PR reports have been analyzed by the TLC for five years, the second complete review cycle commenced spring 2012 with 15 departments submitting PA/PR capstone reports. The TLC has also been assessing the academic program review process. Some reports contain more analysis and more depth than others. In an effort to give departments autonomy to determine how they will assess their respective goals, the TLC has not suggested which statistical reports should be used for indirect assessment. However, at the same time, it must be understood that the 19QT capstone DPP Report must be a reflection of how a department may achieve goals and systematically increase student achievement. Student success must also be addressed through direct-SLO assessment.

In an effort to clarify expectations but still maintain department autonomy, two PA/PR clinics were held at the Curriculum and Instruction Council, one in May 2010, a second fall 2011. A

series of *PA/PR Clinics* will be held fall 2012, e.g., department chairs and deans; the Academic Senate, as all members of the college community are expected to be involved in planning and program review. In addition, during the Flexible Calendar week, there will be a PA/PR meeting for all departments in the 2012-2013 cycle, under the aegis of the Academic Senate.

In preparation for the fall 2012 presentations, the Vice President of Academic Affairs and the Chair of the IE&A Committee are working on a Planning/Program Review manual which will be a resource guide for the college community. It will contain planning information, program review documents, links to data, and timelines.

Portfolio Assessment/Program Review Reports

The following departments submitted PA/PR Reports Spring 2012:

American Sign Language; Auto/Diesel/Welding; Communication Studies; English/ESL (credit program); English as a Second Language (School of Continuing Education); Fire Technology; Global Business/Entrepreneurship; Human Development; Intercollegiate Athletics; Mathematics; Nursing; Paralegal; Philosophy; Reading; Speech Language Pathology Assistant Program

Interdisciplinary Thematic Issues

As the TLC has continued the review the PA/PR Reports and participated in dialogue of the 19QT as well as the direct-SLO assessment reports, the committee has highlighted interdisciplinary thematic issues and strategies that are in alignment with the *Vision Themes* of the *Strategic Plan 2007-2015*. It is noteworthy that many of the themes are duplicative of the themes from prior years' analyses. This does not imply, however, that progress has not been made; rather, they are ongoing concerns. Fiscal considerations have also caused some worthy recommendations to be held to subsequent years.

Interdisciplinary thematic issues are:

- 1. Full-time faculty hiring** for replacement of faculty (Faculty Priorities Committee); replacement of classified staff
- 2. Professional development** activities for use of technology and the distance education mode, e.g., Blackboard (Vision Themes IIB, IIC); professional development activities related to Basic Skills development, particularly reading/writing skills and numeracy skills (Vision Themes IA, ID, IIIA, VID; BSI strands)
- 3. Facilities** Enhancement (performing arts; labs; science and math building; and other campus facilities); College-wide **Study Centers** (Vision Themes ID, IIB, IIIA)
- 4. Technology** enhancement (Vision Theme V)
- 5. More interdisciplinary dialogue** about programs, e.g. within departments in SCE, credit and SCE, academic literacy and academic numeracy across the curriculum (Vision Themes IA, VID)
- 6. More interdisciplinary dialogue** between **CTE programs and Counseling** (Vision Themes IA, VID)
- 7. More discussion** related to the **Reading and Civic Responsibility Core Competencies** (Vision Themes IA, IC, VB, VIC; BSI strands)

8. Continue to seek **grants**, other funding sources and cooperative projects with high schools and four-year institutions as well as the community (Vision Themes IIC, VA)
9. Create materials for **program promotion**; develop/maintain **outreach to Alumni** (Vision Themes IE, IIB, IIIC, IVA, IVB, IVC, VC);
10. Linkages to/partnering with tutoring and **supplemental instruction** (Vision Themes IA, IC, ID; IIIA, VIC);
11. Comprehensive **Writing Center**;
12. Connecting skills to the **labor market** (Vision Themes IA, V)
13. Support and management of a **website** (both public and internal) so **program review and planning documents** may be accessed easily; make InsideSAC.net more user friendly (Vision Themes I-IV)
14. Need for an **Institutional Researcher and Research Office** on the Santa Ana Campus linked to the IE&A Office (Vision Theme I-VI; BSI)
15. Development of a **Teaching Learning Commons** (Vision Themes I, II, III, VI)

Note: Interdisciplinary thematic issues listed are not in priority order.

Budget restraints have caused enhancement of creative efforts to decrease duplication of efforts and maintain SAC as a comprehensive college with a full compendium of transferable courses and CTE programs, e.g., federal and state grant opportunities. Professional development activities related to academic literacy, including Reading Apprenticeship and other techniques for increased success across disciplines have been funded and presented under the aegis of BSI. In addition, the Winter Convocations, January 2011 and January 2012 have strengthened the imperative to increase student achievement (success and persistence rates). To that end, the Academic Senate has dedicated a portion of several of its meetings to professional development workshops. Professional development activities dedicated to strengthening the assessment portion of the PA/PR process (e.g., FIG update—Reading Apprenticeship; Writing Across Disciplines; Rubric Development; Student Success Strategies; Accelerated Learning Strategies; FIG—Collaborative Inquiry; Data Coaching) have been offered. Several Faculty Inquiry Groups have also been formed under BSI to create an interdisciplinary approach to solving basic skills challenges across the curriculum, e.g., Generation 1.5; Reading Apprenticeship; Collaborative Inquiry FIG.

The following departments will submit revised capstone PA/PR reports by August 31, 2012:

Business Division: Paralegal (reformat and update)

Humanities & Social Sciences Division: English/ESL (two separate programs within this report; include more complete data); Philosophy (more complete data and analysis; Reading (update and include more data)

Human Services/Technology: Auto/Diesel/Welding—the diesel and welding portions; Fire Technology (reformat)

The following departments will submit capstone PA/PR reports October 2013:

Business Division: Computer Science

Counseling Division: Counseling

School of Continuing Education: High School Subjects

Kinesiology: Activity and Aerobic Fitness; Sports Medicine

Fine and Performing Arts: Art; Music

Humanities and Social Sciences: Anthropology/Sociology/Women’s Studies; Political Science

Human Services and Technology: Manufacturing Technology; Occupational Therapy Assistant

Science, Math and Health Sciences: Chemistry; Geology/Earth Science; Physics (moved from 2014 for this cycle only)

Meeting dates for the 2012-2013 academic year are:

09-18-12 (a Tuesday—PA/PR Review); 10-01-12; 10-15-12; 10-29-12; 11-20-12 (a Tuesday); 11-26-12; 12-10-12; 02-04-13; 02-19-13 (a Tuesday); 03-04-13; 03-18-13; 04-08-13; 04-22-13; 05-06-13; 05-20-13.

SECTION IV: EDUCATIONAL MASTER PLAN PROGRAM REVIEW PART I: ACADEMIC PORTFOLIO ASSESSMENT/PROGRAM REVIEW DOCUMENTS—APPENDICES I-J

APPENDIX I Core Competencies



Educational Master Plan Santa Ana College Mission Statement

The mission of Santa Ana College is to be a leader and partner in meeting the intellectual, cultural, technological, workforce and economic development needs of our diverse community. Santa Ana College prepares students for transfer, employment, careers and lifelong intellectual pursuit in a dynamic learning environment.

COLLEGE-WIDE CORE COMPETENCIES (The Basis of General Education Student Learning Outcomes)

1. Communication Skills	a. Listening and Speaking Students will listen actively and respectfully to analyze the substance of others’ comments. Students will speak in an understandable and organized fashion to explain their ideas, express their feelings, or support a conclusion. b. Reading and Writing Students will read effectively and analytically and will comprehend at a college level. Students will write in an organized and grammatically correct fashion to explain their feelings and support a conclusion.
2. Thinking and Reasoning Students will identify and analyze real or potential “problems” and develop, evaluate, and test possible solutions using creative thinking, analysis and synthesis, quantitative reasoning, and/or transfer of knowledge and skills to a new context as appropriate.	a. Creative Thinking Students will develop the skills to formulate original ideas and concepts in addition to integrating those of others in the creative process. b. Critical Thinking Students will think logically in solving problems; explaining their conclusions; and evaluating, supporting, or critiquing the

	<p>thinking of others.</p> <p>c. Ethical Reasoning Students will demonstrate an understanding of ethical issues that will enhance their capacity for making sound judgments and decisions.</p> <p>d. Quantitative Reasoning Students will use college-level mathematical concepts and methods to understand, analyze and explain issues in quantitative terms.</p>
3. Information Management	<p>a. Information Competency Students will do research at a level that is necessary to achieve personal, professional and educational success. They will use print material and technology to identify research needs, seek, access, evaluate and apply information effectively and responsibly.</p> <p>b. Technology Competency Students will use technology learning tools and technology applications at a level appropriate to achieve discipline-specific course requirements and standards. Demonstrated skills might include, but are not limited to: word processing and file management; use or development of simulations, web pages, databases, etc.</p>
4. Diversity Students will develop individual responsibility, personal integrity, and respect for diverse peoples and cultures of the world.	<p>a. Cultural Students will respect and work with diverse people including those with different cultural and linguistic backgrounds and different abilities.</p> <p>b. Social Students will interact with individuals and within groups with integrity and awareness of others' opinions, feelings and values.</p> <p>c. Environmental Students will demonstrate an understanding of ethical issues that will enhance their capacity for making decisions and sound judgments about the environment.</p>
5. Civic Responsibility Students will take personal responsibility for becoming informed, ethical and active citizens of their community, their nation and their world.	
6. Life Skills	<p>a. Creative Expression Students will produce artistic and creative expression.</p> <p>b. Aesthetic Appreciation Students will respond to artistic and creative expressions.</p> <p>c. Personal Growth Students will demonstrate habits of intellectual exploration, personal responsibility, and practical and physical well-being.</p> <p>d. Interpersonal Skills Students will participate effectively in teams, committees, task forces, and in other group efforts to make decisions and seek consensus.</p>
7. Careers Students will develop the knowledge and skills necessary to select and develop careers.	

Revision to Core Competency #3 approved Curriculum and Instruction Council October 26, 2009;
November 30, 2009.

APPENDIX J



Educational Master Plan Program Review Part I: Academic Portfolio Assessment/Program Review

Philosophy Statement

Program Review is an institution-wide, integrated process that works toward the common goal of institutional effectiveness as an organic whole. The *Department Planning Portfolio Assessment/Program Review* evaluation process should be conducted by professional educators working in the program who participate in continual dialogue. Clearly-defined goals, assessment of those goals, and plans for improvement should be ongoing and cyclical.

Although capstone *Program Review* takes place on a quadrennial basis, a detailed portfolio with goals and assessment of those goals must be conducted annually. The 19QT is used as a template for both annual and quadrennial capstone review; Sections I and V are utilized each year and updated, and all sections are used for the quadrennial capstone review. The distinction is that the quadrennial review includes a capstone summary of the prior four years in addition to the annual department planning goal analysis. SLO assessment must also be ongoing and conducted every semester. SLO assessment is utilized for department planning analysis annually as a direct measure.

All budget requests must be a result of planning efforts and must have rationale. Where appropriate, valid and reliable multiple measures (qualitative as well as quantitative data) should be collected and utilized in the preparation of objective and viable planning / goals and in requests for resources.

Concern and attention to continuous improvement, keeping in mind the mission of the institution and the *Strategic Plan*, will result in identifying program strengths as well as areas that need improvement or that might need to be changed due to changing need of the community and student body. This could result in program revisions, staff retraining, technology changes, etc.

The annual Department Planning Portfolio with updated goals will be sent to the division dean. The quadrennial capstone *Portfolio Assessment/Program Review* (PA/PR) will be validated by the Division Curriculum Committees, which will report to the Teaching Learning Committee (TLC). After departments complete the “19QT” report analyzing and summarizing PR conclusions, the departments inform the Division Curriculum Committee and the division Dean that PR has been completed and placed in the Department Planning Portfolio. The dean will forward reports to the TLC Committee and the Vice President of Academic Affairs. The Teaching Learning Committee will also receive a summary of concerns from the Division Curriculum Committees regarding direct

assessment of SLOs and engage in dialogue. The TLC will then send an aggregate annual report to the Institutional Effectiveness and Assessment (IE&A) Committee.

The following is from the *Program Review Handbook for Instruction*:

Planning and Program Review for Faculty Introduction

Since program review is for the purpose of **continuous assessment** with the goal of increasing **student success**, it is an **ongoing** process of planning so budget may be linked to planning. To accomplish this, departments must have **continuous dialogue**...and **seek help** when needed from the division dean and the chair of the Teaching Learning Committee.

Departmental program review is important because...

It informs the **planning** activities at the **division** level. Therefore, the department's program review also informs the larger **budget of the division**, and ultimately, contributes to the **budget planning for the institution**.

Additionally, an **administrative review** is conducted for **Institutional Effectiveness**. The Institutional Effectiveness and Assessment Committee (IE&A) conducts review of all program and administrative documents.

The **planning calendar** for program and administrative reviews must be **aligned** with the **budget planning cycle** of the college and the district. The alignment will help us allocate our resources effectively.



The Quick Program Review “Q & A” for Faculty

First...

Who conducts Program Review? The faculty of the department—**EVERY full-time faculty** member of every department. Get adjunct faculty involved as much as possible.

When is Program Review conducted? Program Review is conducted annually and placed in the Department Planning Portfolio (DPP). It is a self-assessment and is updated annually to demonstrate student success. Sections I, II and VI of the 19-Question Template (19QT) are utilized. **Every four years** a **capstone** review of the program review in the annual DPP is sent to the Teaching Learning Committee (TLC) for interdisciplinary review. All sections of the 19QT are utilized for the capstone review.

What are the elements of program review? Parts or all of the 19QT is used annually, (Sections I, II and VI for three years; all sections the fourth year). In addition, **Direct-SLO Assessment of the SLOs** related to the college-wide Core Competencies is conducted every semester. The data from this assessment is incorporated into Section II of the 19QT. Call the chair of the TLC for help with this if you need it. Contact your TLC “point person” as well. This person is your division representative to the Teaching Learning Committee and serves on the Division Curriculum Committee.

Is it useful to teaching and learning? YES, YES, YES!

Is it just another phase and more paperwork? NO! It is good practice. The paperwork is done together in the whole department and is a result of dialogue. Also, the chair of the TLC and your TLC representative will come to your department **during a department meeting to help you with every piece of the process if you need it.**

Is this the same as the Department Planning Portfolio? Your program review documents are housed in the Department Planning Portfolio online. The process is called portfolio assessment/program review (PA/PR). Use Sections I, II and VI of the 19QT annually and just keep updating it! Use all sections of the 19QT for your quadrennial review. The goals and activities of the department’s DPP is tied to all requests you make for facilities, equipment, full-time faculty—in other words, anything with budgetary implications is in your DPP. Your student success data (i.e., SLO analysis) and student achievement data (e.g., persistence rates, success rates) are the basis of all your goals.

Who receives the completed Program Review? Your dean, who will utilize it for the Division Plan. If you are on the quadrennial capstone calendar for TLC review, the department chair will send your complete 19QT report to the Division Curriculum Committee for review. Then it is sent to the chair of the TLC, who will send it to the TLC for committee review. The TLC is a group of

interdisciplinary colleagues who aggregate all reports by theme. It takes three meetings to review all the reports. A representative of your department must attend when your report is being reviewed—anyone is welcome to attend any time! Also... your capstone report will be posted for you on InsideSAC.net under your department in Department Index. All Program Review documents you will need are also posted on InsideSAC.net on the cover page at the bottom: Web Resources: [Program Assessment / Program Review Forms](#).

When are program review documents due? All program review documents are due to your dean by October 30th. After Division Curriculum Committee review, capstone quadrennial PA/PR reports are due to the chair of the TLC by November 15th. In addition, the Form C reports of SLO assessment are due in the spring by April 15th. The college planning cycle ends at the end of February; the new cycle commences in March to synchronize with the college and then the district annual budget cycles.

DEFINITION OF TERMS

DPP—Department Planning Portfolio—Where all program review documents are housed

BSI—Basic Skills Initiative

Core Competencies—The seven Institutional SLOs

COR—Course Outline of Record (the one on CurricUNET)

Course Overview/Syllabus—The document you give your students describing the course and the requirements. This is a legal document kept in the division office.

IE&A—The Institutional Effectiveness and Assessment Committee, a committee serving as the gatekeeper of institutional planning and all program review

PA/PR—Portfolio Assessment/Program Review—This is the annual self-assessment of the department, including the quadrennial capstone review. Every year the department updates goals based on student success and achievement data; it is then placed in the DPP.

19QT—19-Question Template—The 19 questions that guide the program review annually and quadrennially.

Direct-SLO Assessment—Program and course-level Student Learning Outcomes assessment based on the college-wide core competencies

Form B—The SLO assessment form for individual faculty

Form C—The departmental SLO assessment form to aggregate information from all department faculty as a result of dialogue.

TLC—The Teaching Learning Committee, made up of representatives from each division with the main goal of conducting interdisciplinary dialogue for the purpose of increasing student success college-wide.

Vision Themes—The Strategic Plan of Santa Ana College is informed by six Vision Themes. The Strategic Plan contains goals for achieving each of the Vision Themes. The Strategic Plan is updated annually by the IE&A Committee.

So, what do we do now?

Follow the timelines of the Cyclical Academic Program Review Planning Calendar and the recommendations for how to answer the 19QT!

Cyclical Academic Program Review Planning Calendar

August	<p style="text-align: center; background-color: yellow;">PHASE II OF PLANNING CYCLE FROM PRECEDING ACADEMIC YEAR CONTINUES</p> <ol style="list-style-type: none"> I. Dean apprises faculty of management review of planning work and budget adjustments conducted in July-August. II. Faculty analyze data for Section I, Section II and Section VI of the 19QT from preceding spring (e.g., S12 for the F12/S13 academic year) <ol style="list-style-type: none"> A. Analyze goals and objectives from preceding year (e.g., F11/S12) B. Analyze SLO assessments from previous spring (e.g., S12) III. Chair of TLC sends reminder to departments scheduled for capstone PA/PR cycle for October 30th of upcoming academic year (e.g., 10-30-12)
September to end October	<ol style="list-style-type: none"> I. Analyze and update Goals and Objectives (Section I, Section II and Section VI of 19QT) II. Departments discuss outcomes of SLO assessments and need for curriculum revision or other goals to be placed in the annual DPP based on student success data. All program review documents due to dean 10/30; capstone review due to Division Curriculum Committee. III. Replacement and new faculty requests (September) Faculty Priorities Committee meets (October)
November	<ol style="list-style-type: none"> I. Determine Core Competency/SLO assessments for upcoming spring (e.g., S13). II. Determine data elements for analysis of student success for Section II of 19QT. III. Division Curriculum Committees review PA/PR reports of division departments due for capstone review; Division Curriculum Committees discuss results of direct-SLO assessments (documented in minutes) IV. Department chairs of departments on the quadrennial capstone PA/PR review list submit complete 19QT and Form Cs from previous academic year to chair of TLC by November 15th.
December	<ol style="list-style-type: none"> I. Deans prepare draft of Division Planning Portfolio, due to Vice President Academic Affairs 12/15.
Mid-January to Mid-February	<p style="text-align: center; background-color: yellow;">PHASE I OF PLANNING CYCLE FOR NEXT ACADEMIC YEAR COMMENCES</p> <ol style="list-style-type: none"> I. Cycle continues: Department meeting—Continue Core Competency review process from prior fall semester (F12) as detailed in August (Use Section II 19QT). Departments discuss outcomes of SLO assessments and need for curriculum revision or other goals to be placed in the annual PA/PR report placed in the DPP based on student success data. II. Faculty and deans continue discussion on budget implications resulting from Phase II of planning cycle. III. TLC reviews 19QT capstone reports; chair TLC sends summary report to IE&A Committee.
March	<ol style="list-style-type: none"> I. Conduct Core Competency/SLO assessment—Individual faculty fill out Form B for Phase II of planning cycle. II. Chair of TLC sends announcement to departments scheduled for capstone PA/PR for the following October 30th deadline of the next academic year.

April	<ul style="list-style-type: none"> I. Departments conduct dialogue regarding Direct-SLO Assessment; department chair completes Form C. II. SLO assessments discussed at Division Curriculum Committee (documented in minutes). III. Department chair sends an electronic copy to the dean and chair of the TLC by 4/15 (This SLO assessment will be analyzed for the fall semester submission).
May	<ul style="list-style-type: none"> I. TLC reviews SLO reports. II. Chair TLC forwards <i>End-of-Year Report</i> to IE&A Committee. IE&A Committee sends <i>End-of-Year Report</i> to participatory governance committees and Academic Senate.
June to Mid-August	<ul style="list-style-type: none"> I. Management review of planning work; budget adjustments conducted.

Note: This calendar visually follows the academic calendar, which begins in August. However, to align planning with budget, the planning cycle must be a semester ahead of budget planning, e.g., the planning for the 2013 budget must be completed by the end of 2012. Academic program review must be incorporated into other program review documents at an institutional-level, and the budget must succeed planning. That is the reason this calendar indicates “Phase II” in August.

Portfolio Assessment/Program Review Four-Year capstone Cycle by Division

The following departments will submit a capstone PA/PR report (i.e., all sections of the 19QT) to the dean of the division by October 30th. These will be reviewed by the division curriculum committee and then sent to the chair of the Teaching Learning Committee by November 15th.

- ◆ The TLC reviews all capstone PA/PR reports annually and assesses them, making recommendations for immediate or future revision.
- ◆ The IE&A Committee assesses the effectiveness of the PA/PR and make adjustments as needed. Every year the IE&A Committee assesses the progress of the *Strategic Plan*; every five years the *Strategic Plan* will undergo college-wide review and be rewritten accordingly by the IE&A Committee.

(bnj/revised 05-01-12 X=due August 31, 2012)

Department	07/08	08/09	09/10	10/11	11/12	12/13	13/14	14/15
Business Division								
Business Administration				x				x
Business Applications				x				x
Computer Science		x				x		
Engineering			x				x	
Global Business/Entrepreneurship	x				x			
Paralegal	x				x			
Counseling Division								
Counseling		x				x		
Center for Teacher Education			x				x	
Continuing Education								
Adult Basic Education			x				x	
Citizenship		x				x		
Disabled Student Programs & Services			x				x	
English as a Second Language	x				x			
Health & Safety				x				x
High School Subjects		x				x		
Inmate Education				x				x
Older Adults			x				x	
Parent Education			x				x	
Vocational Training				x				x

Department	07/08	08/09	09/10	10/11	11/12	12/13	13/14	14/15
Kinesiology (Formerly Exercise Science)								
Activity and Aerobic Fitness		x				x		
Adapted Education			x				x	
Analysis, Circuit, and Strength Center Lab				x				x
Sports Medicine		x				x		
Theory/Lecture			x				x	
Health Education				x				x
Intercollegiate Sports	x				x			
Fine & Performing Arts								
Art		x				x		
Dance			x				x	

Communications & Media Studies (Journalism)				x				x
Music		x				x		
Communication Studies (formerly Speech)	x					x		
TV/Video			x				x	
Theatre				x				x
Humanities/Social Sciences								
Anthropology/Sociology/Women's Studies		x				x		
Economics/Geography				x				x
English/ESL	x				x			
Ethnic Studies			x				x	
History			x				x	
Modern Languages				x				x
Philosophy	x				x			
Political Science		x				x		
Psychology			x				x	
Reading				x				x
Department	07/08	08/09	09/10	10/11	11/12	12/13	13/14	14/15
Human Services/Technology								
Auto/Diesel/Welding	x				x			
Criminal Justice/Academies				x				x
Distance Education			x				x	
Family & Consumer Studies				x				x
Fire Technology	x				x			
Human Development	x				x			
Manufacturing Technology		x				x		
Nutrition				x				x
Occupational Therapy Assistant		x				x		
Pharmacy Technology			x				x	
Library								
Library and Information Studies			x				x	
Library Technology			x				x	
Science, Math, & Health Sciences								
Astronomy			x				x	
Biology				x				x
Chemistry	x					x		
EMT			x				x	
Geology/Earth Science		x				x		
Mathematics	x				x			
Medical Assisting				x				x
Nursing	x				x			
Physics			x				x	
Student Services								
Special Services				x				x
Study Skills			x				x	
SLPA (to move to Human Services)	x				x			
Sign Language (to move to Acad. Aff)		x			x			

Portfolio Assessment/Program Review How to Answer the 19-Question Template (19QT)

The PA/PR (designated sections of the 19QT) is placed in the Department Planning Portfolio (DPP), the receptacle for the instructional program review process. Program Review with updated goals will be sent to the division dean using **Sections I, II and VI** of the **19QT annually**. The dean will utilize the reports to create a Division Plan. Every department will also conduct a **quadrennial** summary report, using **all sections of the 19QT**, as a **capstone *Portfolio Assessment/Program Review*** (PA/PR), also placed in the DPP. This capstone report will be validated by the Division Curriculum Committees, which will document discussion and report to the Teaching Learning Committee (TLC). After departments complete the “19QT” report analyzing and summarizing program review (PR) conclusions, the departments inform the division dean that PR has been completed and placed in the Department Planning Portfolio. The chair will forward reports to the Division Curriculum Committee for review. After review is completed, the committee chair will send the minutes to the chair of the TLC. The department chairs will forward the completed reports to the chair of the TLC and the Vice President of Academic Affairs. The purpose of the capstone review is for the TLC to engage in interdisciplinary dialogue and to formulate theme-based recommendations to the participatory governance committees. These recommendations are linked to the Vision Themes of the *Strategic Plan* of the college. The Teaching Learning Committee will also receive a summary of concerns from the Division Curriculum Committees regarding direct assessment of SLOs and engage in dialogue. At the end of each academic year, the TLC will also send an aggregate *End-of-Year Report* to the Institutional Effectiveness and Assessment (IE&A) Committee.

Prior to completing the 19QT each year, please review your Department’s Mission

A good mission statement should be a brief core statement that:

- A. Describes the purpose of your Department
- B. Defines the kinds of activities and/or services the Department provides
- C. Describes the audiences or populations the Department serves
- D. Describes how the Department fits into SAC
- E. Describes how the Department’s mission supports the college’s mission

The 19-Question Template: Utilize Section I, Section II and Section VI of this 19QT to conduct continuous annual program evaluation. Place the completed program review in the Department Planning Portfolio. If your department is scheduled for quadrennial capstone review, please utilize all sections of the 19QT. Answer questions that are applicable to your department/program; at least one question from each section must be selected. Remember the quadrennial program review document will also be placed in the DPP but must be reviewed by the Division Curriculum Committee and then the Teaching Learning Committee. Send an electronic copy of all program review documents (Form Cs and 19QT) to your division dean following the timelines outlined on the Planning Calendar for Academic Program Review.

Department Mission:

I. Goals and Objectives

1. What are the department's annual goals? How do they align with the college mission statement and the Santa Ana College *Strategic Plan*?
2. What progress has been made toward the department's goals over the last year? What causes can be identified? e.g., population/demographics trends; industry; technology; lack of resources If this is a quadrennial capstone review, please summarize the last four years and then focus on the update of goals from the last year.
3. What research has the department conducted?
4. Do goals need to be restructured, eliminated or pursued with different activities?
5. What are the proposed goals for next year? (Include fiscal implications)

Useful documents for Section I:

Santa Ana College Mission Statement (Please see p17 of *The Program Review Handbook for Instruction*)

Santa Ana College Vision Themes and Strategic Plan (Please see p18)

RSCCD Strategic Plan (Please see p32)

Surveys conducted by the department

Specialized research developed by the department (Please consult with the Director of Institutional Research and/or the chair of the TLC if you would like to "talk through" a project)

Department meeting minutes

BSI projects

Department data may be found at <http://intranet.rccd.edu/apps/pub.asp?Q=1151&T=Program Review Data&B=1> (Please see p35 for how to access this data)

II. Core Competencies/ Student Learning Outcomes Assessment

6. Please summarize findings of direct-SLO assessment from the previous academic year. How has this informed future plans for the program? (See Direct-SLO Assessment Forms B and C, discuss outcomes and interventions.) What is the plan of action for addressing outcomes of SLO assessments? Be specific about the measures, the baseline outcomes, the interventions and the expected improvements.)

Useful documents for Section II:

Form B and Form C for direct-SLO Assessment (Please see pp40 and 43 of *The Program Review Handbook for Instruction*)

Sample assignments

Department meeting minutes

BSI projects

Course Overviews

III. Student and Program Success (Please use data for this section.)

7. What are the strengths of the program? Based on the data, what improvements does it need?

8. What are faculty's perceptions of the success of the program?
9. What are opinions of students regarding the program's quality? Upon what variables is this based?
10. What, if appropriate, are employer attitudes towards the program?
11. What successes may be identified?

Useful documents for Section III:

Student/alumni and faculty Surveys
 Job placement data for CTE
 Specialized research projects (please list)
 Curriculum summary
 Demographic data
 Student Achievement data
 Minutes from department meetings or regional CTE meetings

Department data may be found at <http://intranet.rscgd.edu/apps/pub.asp?Q=1151&T=Program Review Data&B=1> (Please see p35 for how to access this data)

IV. Curriculum, Pedagogy and Innovation

12. Describe the curriculum offerings, their relationship to the discipline, and substantive curriculum changes, e.g., new courses, deletions, distance education additions. How has the program kept up with changing needs of the students and community? (Be mindful if your operational department has distinct programs. These need to be described individually.)
13. Describe the program's relationship to student services and its offerings to the students served. (Be specific, e.g., DSPS, Financial Aid, Counseling)
14. Describe the use of technology, e.g., computer labs, increased use of *Blackboard*, hybrid or online courses, etc. How does the use of these tools enhance learning?
15. What changes have been made in pedagogy? (Consider use of technology but within the context of the curriculum. Think about pedagogical changes and the effects on increased success in the program; consider the core competencies and SLO assessment)

Useful documents for Section IV:

Sample course outlines
 Summary of strands of the program if there is more than one/ summary of course offerings
 Course Syllabi with SLOs indicated (Please see example p51 of *The Program Review Handbook for Instruction*)
 Description of pedagogical interventions
 Student achievement data (Please see Guidelines for the Use of Data p13)
 Demographic data
 SLO Form Cs (Please see Guidelines for Bi-Annual Direct-SLO Assessment p49)
 Faculty development attendance/presentations
 BSI involvement in Strands or special projects
 Conferences
 Department website or technological documents
 Department and/or CTE regional meeting minutes

V. Resource Development (Not Only Fiscal)

- 16. What resources has the department explored to ascertain the status of the discipline/program in other arenas? e.g., conferences, advisory committees, review of peer programs, collegial dialogues with other SAC departments, discipline experts in feeder or transfer institutions.
- 17. What grants has the program been involved with? How has this changed the program?

Useful documents for Section V:

Explanation of grants

Donations received

Student achievement data (If the department has a grant, demonstrate how the goals of the grant have contributed)

Committee membership (e.g., C&I, TLC, BSI)

Discuss resources other than grants and outside funds, e.g., interdisciplinary collaboration, facilities, intersegmental collaboration

Results of professional memberships, community involvement

VI. Assessment of Conclusions and Recommendations

- 18. Based on the analysis, what changes are recommended for the program?
- 19. What issues have emerged that require interdisciplinary dialogue and possible inclusion in overall college planning?

The responses to these two questions are narrative in nature. A chart or other visual may be used for clarification but is not necessary. The responses are an update of the prior year's statements and based on the data elicited within the other questions. Deductively state plans for continuous and systematic enhancement of student success. Remember the report which will follow this one, whether an annual program review report or the capstone quadrennial report, will be an update of these statements.

This report was created and approved by Department _____ on _____

Meetings were held on the following dates: _____

Members of the department who contributed to the Direct-SLO Assessment spring and fall and the 19QT: _____

Please see Quadrennial Capstone PA/PR reports for excellent examples. Go to InsideSAC.net, then to Department Index: Communication Studies, Nursing, Mathematics, School of Continuing Education ESL, Speech Language Pathology Assistant, American Sign Language, Human Development. This sampling demonstrates General Education, CTE and non-credit programs.

Checklist for PA/PR

Each department should use this checklist prior to submitting program review documents. This checklist will also be used by the TLC for quadrennial capstone reports.

1. Has the department developed a mission or vision statement which guides: the development of department-level SLOs within the Core Competencies? Yes___No___
The 19QT analysis of student success and student achievement? Yes___No___
2. Is the department mission linked to the college mission and the vision themes?
Mission ___
Vision Themes (which ones)_____
3. Within the analysis of student success and student achievement, have multiple measures been used?, e.g., continuous direct-SLO assessment for student success (i.e., outcomes); indirect measures for student achievement (e.g., persistence rates, grade distribution, attitude surveys, employment rates) Yes___No___
4. Have the data been analyzed with plans for improvement? (this would be addressed in the department's next annual program review) Has improvement been demonstrated?
Yes___No___ If not, have further interventions been planned? Yes___No___
5. If appropriate, has the department separated segments of the program within the PA/PR analysis? e.g., performance, history, theory in the Music Department; majors, general education in appropriate departments Yes___No___
6. Have improvement areas been addressed from previous DPP/ PA-PR/direct-SLO assessment reports? Yes___No___

Note:

For student demographic data disaggregated by department/course, grade distribution; AA degrees and certificates go to: rscd.edu/apps/rpub.asp?Q=2046

Also for program review-pertinent data go to: sac.edu to Faculty & Staff to Employee Resources to Research to Reports Directory to SAC Program Review Data

**PA/PR Process
Guidelines for Use of Data**

I. For the 19QT

1. To chart the college goal of increasing persistence rates, retention and success, infuse more data into **19QT** questions **3, 7, 8, 9, 10, 11, 18**. (#7, #11, #18 are overarching questions and need more than one measure.) Work is **ongoing**. The 19QT is utilized for the annual Portfolio Assessment/Program Review of the Department Planning Portfolio with a **capstone** report submitted to the TLC every four years. Data must be analyzed for the **annual** PA/PR reports for all departments.
2. Utilize **direct data** for student success analysis where possible (e.g., Direct SLO-Assessment every semester—See *Direct-SLO Assessment* forms). Utilize **indirect data** each year for student achievement.
3. A contact point person, a member of the TLC, will serve as a resource for all departments within a division. Training will take place at a TLC meeting early every fall for TLC members and the department chairs whose departments are completing the PA/PR process in that academic year.

4. Use Direct and Indirect Measures (Multiple measures are needed):

Surveys may be used for **Question 7** of the 19QT: What are the strengths of the program? What improvements does it need? **Question 8**: What are the faculty’s perceptions of the success of the program? **Question 9**: What are the opinions of students regarding the program’s quality? Upon what variables is this based? **Question 10**: What, if appropriate, are employer attitudes towards the program? **Question 11**: What successes may be identified? **Question 18**: What changes are recommended for the program?

Research Projects (i.e., in-depth conversations and investigation with more department-level conversations)

Question 7: What are the strengths of the program? What improvements does it need?

Question 11: What successes may be identified?

Question 18: Based on analysis, what changes are recommended for the program?

***Question 3**: What research has the department conducted? To answer this question address the following:

1. State your research question (Why did you do this research?)
2. Describe your basic methodology (research design, subjects, assessment)
3. Share key findings (What did you learn? Did you get an answer to your research question?)
4. Identify implications for action (How will you use the results? What action will you take?)
5. How will you evaluate your new actions? “Closing the loop”

II. Direct and Indirect data

Indirect Data —Assess whether learning has been meaningful by gathering and discussing information related to perceptions, opinions, experiences and achievements.

Examples—surveys, journals, graduation rates and other statistics offered by the Institutional Research Department and state reports.

Institutional Research Office

Indirect Achievement Data

1. Course Enrollments per semester (from the end of the second week in a 16-week semester)
2. Grade distribution (retention, success rate by course)
3. Student Characteristics
4. Persistence rates as appropriate for sequential courses within programs
5. FTE program generates
6. FTES per FTEF (See enrollment data)
7. CORE measures for Career Technical Education (CTE)
8. Number of degrees by major & certificates granted
9. Ratio of full-time to adjunct faculty

Department-Generated Data Based on IR Office

1. Surveys
2. Course/program-level Research Project (investigate an intervention)
3. Other Data
4. Portfolios

Department-level data may be found at:

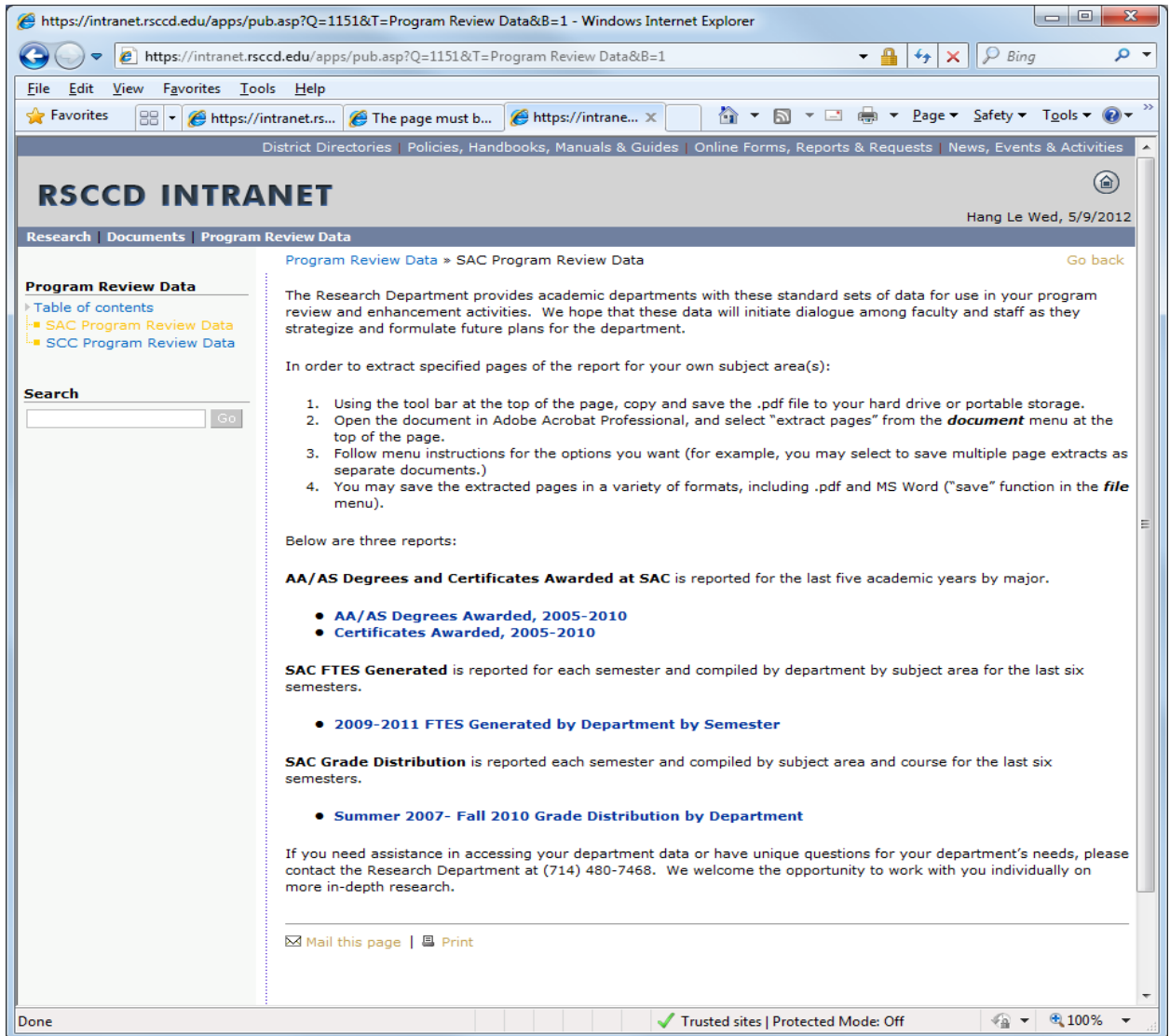
<http://intranet.rscsd.edu/apps/pub.asp?Q=1151&T=Program Review Data&B=1>

Or call the institutional research Office for further information at 714-480-7467.

Note: The purpose of this is to make connections from data to analysis to planning to budget...to actualizing the *Strategic Plan* of Santa Ana College.

There are 2 ways to locate the page to get indirect data.

1. Log in to RSCCD intranet web site. Type “Program Review Data” in the Search box.
2. Use this url: <https://intranet.rscsd.edu/apps/pub.asp?Q=1151&T=Program Review Data&B=1>



Direct—Provide evidence of cognitive (knowledge) or behavioral (skills) learning that directly corresponds to specific intended learning outcomes.

Examples—exams, papers, grades, portfolios. The *Direct-SLO Assessment* of each department should utilize these.

Use Classroom-based research in your SLO discussions at the department level. All data must be within a context. What do the numbers mean? e.g., Why is retention better in some parts of the program? Is there a difference in evening v. day students? Why is there inequity in completion rates?

Direct-SLO Assessment (See Form B, Form C)

1. Exams
2. Papers
3. Grades
4. Portfolios

5. Classroom-based Research
6. Other in-class assessments

III. From “Data 101: Guiding Principles for Faculty”—A White Paper by the Academic Senate Executive Committee February 2010 (for complete paper see <http://www.asccc.org/papers/data-101-guiding-principles-faculty>)

General Data Quality Principles:

1. Use longitudinal data when possible
2. Use data in context
3. Look for both direct and indirect data
4. Do not oversimplify cause and effect of data
5. Use appropriate levels of data for appropriate levels of decisions
6. Perception is the reality within which people operate
7. Use of data should be transparent
8. Consider carefully when to aggregate or disaggregate data
9. Focus on data that is actionable
10. Consider implications and the “What if?”

IV. Guidelines for Bi-Annual Direct-SLO Assessment

Remember to establish a recursive rotational schedule for Core Competency review department-wide. This part only has to be done once!

1. Address the Core Competencies that apply to your department on the rotational schedule. Utilize Form B for individual analysis of your respective courses.
2. Your SLOs for the section you are teaching should indicate the SLOs for your course. All the SLOs of your respective courses are assessed by you throughout your course. Nothing special has to be done in this regard. You are assigning some type of assessment tool to analyze student success in your course. If you are NOT assessing it, it is not an SLO! An SLO is some change in knowledge, attitude or skills that the student will take with them beyond the scope of your course.
3. All courses in the department must be analyzed every semester; a representative sampling of sections must be analyzed.
4. The department discussion, however, will focus on one core competency. This does not mean that you are not assessing all the SLOs of your course every semester in some way.
5. The SLOs on the COR are department-level SLOs. You can aggregate redundancy, or give the focus of your respective section on your Syllabus/Course Overview/Study Guide.
6. The reason for core competency discussion at the department level is to establish the course-embedded approach to program review institution wide.
7. These analyses then go to the division curriculum committee, the TLC and then the IE&A Committee, where all program reviews (i.e., Student services, Administrative Services and President’s Cabinet Portfolio) are coordinated for an institution-wide analysis.

NOTE: The dean of your division will work with the faculty chairs to acquire the data elements needed for your program review reports. If you have specific requests for additional data, please call the Institutional Research Office.



Educational Master Plan Program Review Part I: Academic Portfolio Assessment/Program Review

Direct–SLO Assessment: Core Competency Review

Guiding Principles:

- ◆ The **General Education Program** is considered as one complete program. Any *transfer courses*, and the *basic skills courses* that build the skills leading to transfer, are part of that program. Therefore, a “program” like English, is not considered a separate program; rather, the courses in the English Department: pre-collegiate level, transfer level and courses “for the major” are all part of the **General Education Program**. At the same time, the analysis of these segments may need to be conducted separately. For example, interventions for improving student success may vary from literature to composition to linguistics courses, all in the English department.
- ◆ Departments that are “operationally aligned” may need to be disaggregated for purposes of program review. For example in the English department, English courses and courses developed for second language learners will not have the same outcomes or interventions. This must be considered.
- ◆ The Student Learning Outcomes for the **General Education Program** are expressions of the seven college core competencies: *Communication Skills, Thinking and Reasoning, Information Management, Diversity, Civic Responsibility, Life Skills, and Careers*. The seven core competencies are also the basis for the SLOs for the AA and AS degrees.
- ◆ The course-embedded approach is being utilized for program analysis.
- ◆ It is understood that not all programs address all core competencies to the same degree. This is indicated on the *Course Outline of Record*.
- ◆ Every Course Overview/Syllabus/Study Guide must contain a sub-set of the SLOs on the COR. All of the course-level SLOs must be assessed every semester even though the department is concentrating on the aggregate analysis of one Core Competency.
- ◆ The **Department Planning Portfolio Assessment/Program Review** is used as the vehicle for this assessment process. Approximately twenty-five percent transfer, basic skills and Career Technical Education programs conduct capstone **Portfolio Assessment/Program Review** each year, while all departments conduct an annual Department Planning Portfolio analysis of goals and semesterly SLO analysis.
- ◆ Departments link their plans for improvement and budget, and faculty requests to assessment results. Analysis is ongoing even if a department is not in a capstone quadrennial PA/PR reporting year. An ongoing goals-analysis section is kept in the Department Planning Portfolio. Baselines are used, and review is cyclical so improvement may be tracked.
- ◆ Transfer and Basic Skills course-level SLOs are assessed every semester.
- ◆ Career Technical Education Programs define SLOs for each certificate and degree offered, and faculty design a process to assess it. The transfer and basic skills model may be used, but outside agencies and regional committees may also require additional processes.

The Assessment Method:

This is a course-embedded approach to assess the institutional-level core competencies of the college and the SLOs for individual programs and courses. All direct SLO data is included in the Department Planning Portfolio with all indirect data, such as persistence rates, grades, etc.

- ◆ Departments will develop a cyclical four-year calendar of assessment of the institutional core competencies. As a department, one core competency will be selected for each semester so that department-level dialogue may occur and appropriate interventions may be developed. All full-time faculty and as many adjunct faculty as possible will contribute data and discuss outcomes of this core competency.
- ◆ Individual instructors in departments select one major assignment/performance they are already planning on assigning OR a set of test questions they feel measures student achievement of the outcome in one class OR a performance or demonstration, as deemed appropriate by the discipline.
- ◆ Individual instructors create a rubric to assess student performance of the assignment OR the department develops a standardized rubric for a common assignment. (See <http://irubric.com> for rubric creation. Assess the efficacy of your rubric on “Rubric on Rubrics at the same site.) Please remember the assessment is of the SLOs of a specified core competency. The rubric should reflect that element.
- ◆ Instructors give the assignment (or test questions) at the normal time in the semester and analyze student performance, looking specifically for what student needs and issues are revealed.
- ◆ Individual instructors plan on how to improve teaching and learning as a result of the analysis. Individual instructors also create a plan for evaluation of new interventions/techniques. This analysis is recorded on an optional form (See APPENDIX B: Sample Form), which is for the instructor’s record keeping only, and is not posted publicly.
- ◆ During the first department meeting of the next semester, instructors share assignments (or test questions etc.), the rubric and the results and analysis for how they plan to improve teaching and learning.
- ◆ After individual instructors have shared results, the department discusses them as a whole, identifying the key issues and needs revealed by the assessments, and the department makes a plan and a timeline for how the faculty will address them to improve teaching and learning.
- ◆ Program/Department chairs or designee record the issues and suggestions that arise during the discussion on an Assessment Analysis Form (See APPENDIX C), which is attached to the department’s *Department Planning Portfolio*. A copy is sent to the Division Curriculum Committee for discussion, and then certification is sent to the TLC Committee. If the department is scheduled for PA/PR reporting, all SLO assessments are taken into consideration for question #17 of the 19QT. Form Cs are attached in an appendix.
- ◆ The Division Curriculum Committee sends an aggregate report to the Teaching Learning Committee so broad-based interdisciplinary dialogue and problem-solving may occur. The Teaching Learning Committee creates an aggregate report, thematically based, at the end of the academic year and forwards to the Institutional Effectiveness and Assessment Committee, which will consider changes to the *Strategic Plan* and send a final report to the Academic

Senate, College Council and all participatory governance committees. (See APPENDIX D and APPENDIX E)

Implementation:

The PA/PR method was implemented gradually. Historically, the explicit process from section to course to program to seamless, systematic analysis with an eye to continuous improvement college-wide was gradually implemented. It is now ongoing and cyclical.

- ◆ The four-year rotational schedule commenced spring 2008. It was understood that until a full cycle had been conducted, the PA/PR may not have included a completed analysis of all the core competencies; however, a complete report was required utilizing the four-year rotational cycle. In spring 08 all departments commenced a course-embedded core competency review of one or more core competencies and continued until the year designated for the respective departments.
- ◆ Spring 2008-2012, twenty-five percent of departments were scheduled each academic year for PA/PR (See APPENDIX F). All departments continued collecting data about course SLOs in the context of core competencies until all were completed. This process is cyclical. Spring 2012 the cycle commenced a second cycle; the cycle continues every four years thereafter.
- ◆ Discussion occurs about competencies analyzed the prior semester to determine department goals and objectives, including need for curriculum revision, faculty development, requests with fiscal/human resources implications. Changes should be made as needed annually on the COR even if the department is not in a quadrennial revision year for C&I. Improvement in course retention, persistence and course success rates is tracked.
- ◆ In a PA/PR capstone year, all course-level SLOs are reviewed and rewritten as needed.
- ◆ Quadrennial review of the *Course Outline of Record* will continue as per the C&I quadrennial cycle. Courses will be revised utilizing the data gleaned from direct Core Competency/SLO review. (Remember the Core Competency/SLO pages should be updated annually to streamline the department's work when the COR is submitted to C&I in the quadrennial revision cycle.)
- ◆ The TLC will review the **PA/PR** and **Direct-SLO Assessment** process at the end of each year and make recommendations for changes.
- ◆ **Professional development**, sponsored by the TLC, will be conducted every fall for all departments scheduled for capstone PA/PR that academic year. TLC division representatives will serve as **PA/PR coaches** throughout the academic year on an as-needed basis. The chair of the TLC will also be available for department meetings and continued professional development activities as the departments prepare their respective reports.

All departments follow the set capstone quadrennial PA/PR schedule to ensure that all SLOs and the core competencies are assessed during the four-year *Portfolio Assessment/Program Review* cycle on an ongoing basis.

- ◆ **Year One:** Begin implementation of results from prior year's PA/PR. Assess the course SLOs in the context of one to two core competencies (one to two per year). Create interventions as needed. Link to budget requests.
- ◆ **Year Two:** Analyze assessment results. Implement changes. Assess course SLOs in the context of the one to two more core competencies (one or more per semester).

- ◆ Year Three: Analyze assessment results. Implement changes. Assess the remaining core competencies in the same manner.
- ◆ Year Four:. Analyze results of changes; revise as needed. Rewrite SLOs as needed (first semester) and include in quadrennial review. Write *Portfolio Assessment/Program Review* (due prior to October 30th to division curriculum committees; due to TLC November 15th). Use 19-Question Template for Department Planning Portfolio Assessment/Program Review (questions 1-19: **19QT**) to inform program review.

Completing the Assessment Cycle:

The assessment cycle requires individual departments to complete the assessment cycle by analyzing direct assessment of core competencies/SLOs results and then implementing changes to improve student learning and teaching annually. Every four years, this process will be amplified by completing the template for Department Planning Portfolio/ Program Assessment questions in the areas of : I. Goals and Objectives; II. Student and Program Success; III. Curriculum, Pedagogy and Innovation; IV. Resource Development; and V. Assessment of Conclusions and Recommendations.

The **Teaching Learning Committee (TLC)**, a sub-committee of IE&A with a reporting relationship to the IE&A, is composed of faculty representatives from all divisions, the Faculty Development Coordinator and the Basic Skills Coordinator. Academic deans are always welcome, and most attend regularly. This group discusses teaching and learning, assessment methods, rubric creation, faculty development issues, basic skills and many other academic issues pertaining to core competencies/SLOs. The TLC is the body that receives Direct Assessment of SLOs reports from the Division Curriculum Committees, which will aggregate the issues sent to them by the departments. One member of the TLC will serve on the Division Curriculum Committee to oversee the PA/PR process. After all reports are reviewed by the TLC, the TLC will create an end-of-the-year report, which will be sent to the Institutional Effectiveness and Assessment Committee (IE&A) , which is made up of faculty, administrators and classified staff. In addition to this summary of quadrennial capstone Portfolio Assessment/Program Review Reports, the IE&A Committee receives Program Review Reports from Student Services and Administrative Services as well as the President’s Cabinet Portfolio. IE&A will aggregate all Program Review reports each spring and create an end-of-year report which will be sent to all participatory governance chairs, College Council, the Academic Senate, and the participatory governance committees. The president of the college will present annual updates to the RSCCD Board of Trustees. IE&A is also the gatekeeper of the College *Strategic Plan*. The *Strategic Plan* is reviewed by the IE&A Committee every year. Complete review is done every four-five years.

Record Keeping and Data Collection:

Assessment results from individual faculty are not recorded publicly. Department chairs are charged to write a general description of the overall department results, utilizing Form C, and incorporate them into the *Department Planning Portfolio*. Core Competencies/SLOs are on the *Course Outline of Record*, which is on CurricUNET. SLOs are also included on the course syllabus/course overview/study guide to inform students of the learning outcomes for the course.

Approved by the Teaching Learning Committee 04-16-12

What ACCJC Expects*

- Student learning outcomes and authentic assessments are in place for courses, programs, support services, certificates and degrees. **This means by discipline. The college-wide core competencies are institutional SLOs; The COR contains the program-level SLOs; the Syllabus/Course Overview/Study Guide contains the course-level SLOs.**
- There is widespread institutional dialogue about the results of assessment and identification of gaps. **This means at the department level, the division level, the committee/constituency group level.**
- Decision-making includes dialogue on the results of assessment and is purposefully directed toward aligning institution-wide practices to support and improve student learning. **This is ongoing and not episodic. That is the purpose of the bi-annual SLO assessment, the DPP and finally the capstone PA/PR review.**
- Appropriate resources continue to be allocated and fine-tuned. **Resources are allocated as a result of clearly defined goals based on data and the analysis of those data. All goals align with the institutional mission. Resources are allocated in priority order as a result.**
- Comprehensive assessment reports exist and are completed and updated on a regular basis. **This is by discipline and is done annually. The PA/PR is a capstone review of annual analysis.**
- Course student learning outcomes are aligned with degree student learning outcomes. **Core competencies=Institutional; COR=degree/program; Syllabus=course level. All are assessed.**
- Students demonstrate awareness of goals and purposes of courses and programs in which they are enrolled. **It is explicitly placed on the Syllabus/Course Overview/Study Guide.**

*Text in black is from Accrediting Commission for Community and Junior Colleges Western Association of Schools and Colleges **Rubric for Evaluating Institutional Effectiveness – Part III: Student Learning Outcomes.** Explanations in red are interpretations, not from ACCJC.

bnj/05-01-12

From IE&A Minutes 04-11-12 Planning Alignment Form based on Program Review



INSTITUTIONAL EFFECTIVENESS and ASSESSMENT COMMITTEE

Institutional Planning Alignment Form Based on Program Review Reports

INSTITUTIONAL PLANNING ALIGNMENT FORM : Department Level

<i>DATE: REPORT:</i>	<i>DISTRICT STRATEGIC PLAN</i>	<i>VISION THEMES of SAC STRATEGIC PLAN</i>	<i>CORE COMPETENCIES</i>	<i>OTHER PLANNING DOCUMENTS (PLEASE LIST)</i>
<i>Goal 1</i>				
<i>Goal 2</i>				
<i>Goal 3</i>				
<i>Goal 4</i>				
<i>Goal 5</i>				

INSTITUTIONAL PLANNING ALIGNMENT FORM : Division Level				
<i>DATE: REPORT:</i>	DISTRICT STRATEGIC PLAN	VISION THEMES of SAC STRATEGIC PLAN	CORE COMPETENCIES	<i>OTHER PLANNING DOCUMENTS (PLEASE LIST)</i>
Goal 1				
Goal 2				
Goal 3				
Goal 4				
Goal 5				

INSTITUTIONAL PLANNING ALIGNMENT FORM : Academic Affairs Level				
<i>DATE: REPORT:</i>	DISTRICT STRATEGIC PLAN	VISION THEMES of SAC STRATEGIC PLAN	CORE COMPETENCIES	<i>OTHER PLANNING DOCUMENTS (PLEASE LIST)</i>
Goal 1				
Goal 2				
Goal 3				
Goal 4				
Goal 5				

INSTITUTIONAL PLANNING ALIGNMENT FORM : Student Services Level				
<i>DATE: REPORT:</i>	DISTRICT STRATEGIC PLAN	VISION THEMES of SAC STRATEGIC PLAN	CORE COMPETENCIES	<i>OTHER PLANNING DOCUMENTS (PLEASE LIST)</i>
Goal 1				
Goal 2				
Goal 3				
Goal 4				
Goal 5				

INSTITUTIONAL PLANNING ALIGNMENT FORM :				
Administrative Services Level				
DATE: REPORT:	DISTRICT STRATEGIC PLAN	VISION THEMES of SAC STRATEGIC PLAN	CORE COMPETENCIES	OTHER PLANNING DOCUMENTS (PLEASE LIST)
Goal 1				
Goal 2				
Goal 3				
Goal 4				
Goal 5				

INSTITUTIONAL PLANNING ALIGNMENT FORM :				
President's Cabinet Portfolio Level				
DATE: REPORT:	DISTRICT STRATEGIC PLAN	VISION THEMES of SAC STRATEGIC PLAN	CORE COMPETENCIES	OTHER PLANNING DOCUMENTS (PLEASE LIST)
Goal 1				
Goal 2				
Goal 3				
Goal 4				
Goal 5				

NOTE: Please indicate the date and report type, e.g., Annual Department Planning Portfolio; quadrennial capstone PA/PR Report; annual Administrative Unit Outcomes Report; etc. Summarize the goals in a few words for identification purposes. These will be obtained from the annual DPP othe capstone PA/PR reports as well as the annual Student Services Planning Portfolio and Triennial Program Review; and annual Administrative Services (AUOs) Unit Outcomes. Then please utilize the numbers from the respective documents indicated above, e.g., District Strategic Plan Goal 1: Learning Community Environment; Vision Theme IA: Student Achievement—Academic Literacy; Core Competency IA: Communication Skills—Listening and Speaking. Please add cells if there are more goals.

Approved for incorporation into program review documents by IE&A 04-11-12



**FORM B: (Sample Form—Data required for Appendix C)
Transfer/Basic Skills Assessment Analysis Form
For Individual Faculty**

**Transfer/Basic Skills
Career Technical Education
SLO Assessment Analysis Form for Individual Faculty**

This form is not required. It is only for record keeping. However, please retain it or some written document for department discussion which will occur at a later date.

Department	
Course	
Competency and Course SLOs	
Assessment Tool/Assignment (Describe briefly)	
Assessment results In general, how did students do on the assignment? What student needs and issues were revealed? Were there any areas where student performance was outstanding? Any areas that can be improved? How did this assignment relate to the core competency?	

<p>How did the students perform on the core competency indicated?</p> <p>Were there any areas where student performance was outstanding?</p> <p>What areas can be improved?</p> <p>Next steps in the classroom to improve student learning</p>	
<p>How will you address the needs and issues that were revealed by your assignment? How might student performance be improved?</p> <p>Check all that apply</p>	<ul style="list-style-type: none"> ○ State goals or objectives of assignment/activity more explicitly ○ Revise content of assignment/activities ○ Revise activities leading up to and/or supporting assignments/activities ○ Increase in-class discussions and activities ○ Increase student collaboration and/or peer review ○ Provide more frequent or fuller feedback on student progress ○ Use more CATs (Classroom Assessment Techniques-Cross/ Angelo) ○ Increase guidance for students as they work on assignments ○ Use methods and questions that encourage competency ○ State criteria for grading more explicitly ○ Increase interaction with students outside of class ○ Ask a colleague to critique assignments/activities ○ Collect more data ○ Nothing: assessment indicates no improvement necessary ○ Other (p[lease describe)

<p>Next Step in the Department to Improve Student learning</p>	
<p>What steps can the department take to address the needs and issues revealed by your assignment? Check all that apply</p>	<ul style="list-style-type: none"> ○ Offer/encourage attendance at seminars, workshops or discussion groups about teaching methods ○ Consult teaching and learning experts about teaching methods ○ Encourage faculty to share activities that foster competency ○ Write collaborative grants to fund departmental projects to improve teaching ○ Procure articles/books on teaching about competency ○ Visit classrooms to provide feedback (mentoring) ○ Create bibliography of resource material ○ Have binder available for rubrics and results (Put in Department Planning Portfolio) ○ Analyze course curriculum to determine that competency skills are taught so that the department can build a progression of skills as students advance through courses ○ Nothing: Assessments indicate no improvements necessary ○ Other (please describe)



FORM C: Department SLO Assessment Analysis Form

Transfer and Basic Skills Career Technical Education Department Assessment Analysis Form

This is the required form that Program/Department Chairs must use to record the department assessment results and plans to improve teaching and learning. It is included in the *Department Planning Portfolio* and attached to the *Portfolio Assessment/Program Review* when the department is in a PA/PR quadrennial cycle year.

Department	
Meeting Date	
Number of faculty/staff in attendance (indicate full-time and adjunct)	
Course SLOs measured	
What core competency do the SLOs relate to?	
Assessment Tools (Give examples of major assignments used to measure SLO/core competency)	
Assessment Results (Summarize overall results of the department) What student needs and issues were revealed? Were there any areas where student performance was outstanding? Any areas where it can be improved?	

<p>Next Steps in Classroom to Improve Student Learning</p> <p>(check all the items faculty/staff felt would help them address the needs and issues revealed by the assessment)</p> <p>How might student performance be improved</p>	<ul style="list-style-type: none"> ○ State goals or objectives of assignment/activity more explicitly ○ Revise content of assignment/activities ○ Revise activities leading up to and/or supporting assignments/activities ○ Increase in-class discussions and activities ○ Increase student collaboration and/or peer review ○ Provide more frequent or fuller feedback on student progress ○ Use more CATs (Classroom Assessment Techniques—Cross/Angelo) ○ Increase guidance for students as they work on assignments ○ Use methods and questions that encourage competency ○ State criteria for grading more explicitly ○ Increase interaction with students outside of class ○ Ask a colleague to critique assignments/activities ○ Collect more data ○ Nothing: assessment indicates no improvement necessary ○ Other (please describe)
<p>Next Steps in the Department to Improve Student learning</p> <p>(check all that the department felt would help them improve student learning)</p>	<ul style="list-style-type: none"> ○ Offer/encourage attendance at seminars, workshops or discussion groups about teaching methods ○ Consult teaching and learning experts about teaching methods ○ Encourage faculty to share activities that foster competency ○ Write collaborative grants to fund departmental projects to improve teaching ○ Procure articles/books on teaching about competency ○ Visit classrooms to provide feedback (mentoring) ○ Create bibliography of resource material ○ Have binder available for rubrics and results (Put in Department Planning Portfolio) ○ Analyze course curriculum to determine that competency skills are taught so that the department can build a progression of skills as students advance through courses ○ Nothing: Assessments indicate no improvements necessary ○ Other (please describe)
<p>Priorities to Improve Student Learning</p> <p>(List the top three-six things faculty/staff felt would <u>most</u> improve student learning)</p>	
<p>Implementation</p> <p>(List the department plans to implement these three-six priorities)</p>	

<p>Timeline for Implementation</p> <p>(Make a timeline for implementation of the top priorities)</p>	
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Route to Division Curriculum Committee:
 Department Chair or designee _____ Date: _____



FORM D
TLC SLO Assessment Analysis Form
Transfer and Basic Skills
Teaching Learning Committee Analysis Form

This is the required form that the Teaching Learning Committee must use to record the results of interdisciplinary dialogue regarding Core Competencies/General Education Outcomes based on the Institutional Core Competencies. It shows the results of the Portfolio Assessment/ Program Review documents sent to the TLC by the departments quadrennially. The TLC will then create an end-of-the-year report, which it will send to the Institutional Effectiveness and Assessment Committee.

Meeting Date	
Members Present	

List of Departments that send PA/PR Reports and core competency addressed	Department	Core Competency
<p>Assessment Results (Summarize overall trends in results)</p> <p>What student needs and issues were revealed?</p> <p>Next Steps Recommended to Improve Student Learning (check all that apply)</p>		<ul style="list-style-type: none"> ○ Offer/encourage attendance at seminars, workshops or discussion groups about teaching methods ○ Consult teaching and learning experts about teaching methods ○ Encourage faculty to share activities that foster competency ○ Write collaborative grants to fund departmental projects to improve teaching ○ Procure articles/books on teaching about competency ○ Visit classrooms to provide feedback (mentoring) ○ Create bibliography of resource material ○ Have binder available for rubrics and results (Put in Department Planning Portfolio) ○ Analyze course curriculum to determine that competency skills are taught so that the department can build a progression of skills as students advance through courses ○ Nothing: Assessments indicate no improvements necessary ○ Other (please describe)



FORM E
Assessment of Core Competencies Course Audit Worksheet

Assessment of Core Competencies

Course Audit Worksheet

Core Competency: _____

List of Courses that Address Core Competency

List SLOs for Core Competency				
Learning Activities				
Methods of Assessment (matched to learning activities)				
Results of Assessment (See Assessment Analysis Form)				

SLOs on the Course Overview/Syllabus/Study Guide

Student learning outcomes listed on the Course Outline of Record are based on the institution-wide SLOs, i.e., the core competencies. At the program/degree level, the SLOs may be repeated in more than one category, as they have application to more than one core competency. In addition, the elements listed under each core competency are interconnected and are continually assessed throughout the semester culminating in a capstone project. Then one to four broad student learning outcomes should be listed on the Course Overview/Syllabus.

Example:

**SANTA ANA COLLEGE
ENGLISH 206
INTRODUCTION TO LANGUAGE STRUCTURE AND USE
SPRING 2012**

Professor: Bonita Nahoum Jaros, PhD
Office: SAC A-101 (Chavez Building)
Office Hours: T—9:30-11:30 am
W—9:30-11:30 am (or by appointment)

Phone: (714) 564-6989
Ticket #: 54450
email: jaros_bonita@sac.edu

COURSE DESCRIPTION: 3 Units. Prerequisite: English 101 or English 101H. English 206 is an introductory-level linguistics course that explores the nature and structure of human language, first and second language acquisition, development of literacy, and language use. English 206 will investigate the rule system which governs sound patterns (phonology), structure of words (morphology), word order (syntax), pragmatics, as well as historical and cultural origins of words. Although special emphasis will be on the English language, contrastive analysis of languages in the local area will be utilized. This course is designed to meet the CSU requirement (C2—Humanities) and the IGETC requirement (Area 3-Group B—Humanities). It is also aligned to meet requirements for future teachers.

LEARNING OUTCOMES:

- ◆ To master the vocabulary necessary for labeling the basic structure of English phonology, morphology and syntax
- ◆ To recognize grammatical errors, to explain them and to correct them
- ◆ To compare and contrast the phonology, morphology and syntax of English with at least one other language of the local area
- ◆ To prepare and present a lesson utilizing the concepts of the course, including presentation of the information and an assessment tool

From the Course Outline of Record:

WHAT STUDENT LEARNING OUTCOMES DOES THIS COURSE ADDRESS? WHAT ACTIVITIES ARE EMPLOYED?

(USE A SCALE OF 1-5 TO SHOW EMPHASIS OF THE LEARNING OUTCOMES WITHIN THE CONTEXT OF THIS COURSE.)

◆ **STUDENT LEARNING OUTCOMES**

List subcategories and activities as needed for Category

Reading and Writing Student learning outcomes listed under the institution-wide core competencies may be repeated in more than one category, as they have application to more than one core competency. In addition, the elements listed under each core competency are interconnected and are continually assessed throughout the semester culminating in a capstone project. The **four broad student learning outcomes** listed on the **Course Overview/Syllabus** are as follows:

1. To master the vocabulary necessary for labeling the basic structure of English phonology, morphology and syntax
2. To recognize grammatical errors, to explain them and to correct them
3. To compare and contrast the phonology, morphology and syntax of English with at least one other language of the local area
5. To prepare and present a lesson utilizing the concepts of the course, including presentation of the information and an assessment tool 2.

◆ **Communication Skills**

a. - **Essential-always try to achieve**

Reading and Writing

The student will do small projects and a capstone project including:

1. Participate effectively in small groups and present information orally after small group activities
2. Give a clearly organized oral presentation of research in the form of a lesson
3. Write essays with proper organization, command of concepts and controlled mechanics as well as proper documentation style
4. Write clear peer and self evaluations.

◆ **Thinking and Reasoning**

5 - Essential-always try to achieve

Critical Thinking The student will do a capstone project and a final exam including:

1. Comprehend concepts and first recognize, then apply terminology of this discipline to develop the ability to apply principles and generalizations already learned to a classroom environment
2. Synthesize and integrate information and ideas to formulate a lesson
3. Think holistically and see the whole as well as the parts
6. Work creatively in small groups and individually on presentation format of information for the purpose of teaching the information to a group
6. Develop the ability to do a contrastive analysis between English and other languages for the purpose of predicting linguistic problems of speakers of other languages and utilizing strategies to solve linguistic challenges
7. Analyze one's own work as well as the work of others.

◆ **Information Management**

5 - Essential-always try to achieve

Information Competency

The student will write essays and do a capstone project including:

1. Use materials and/or technology central to this subject as well as the profession of teaching
2. Evaluate information gleaned on the Internet proper to utilizing it for small projects and the research paper/presentation
3. Develop a sincere commitment to honesty in the presentation of written or oral information, i.e., citing the work of others in proper documentation style (MLA).

◆ **Diversity**

5 - Essential-always try to achieve

Cultural The student will write essays, do small group activities, and a capstone project including:

1. Develop an informed appreciation of other languages and cultures;
2. Neutralize biases which might be present regarding dialects
3. Understand the NVC variations among various cultures;
4. Understand the importance of descriptive analysis rather than prescriptive analysis
5. Understand the learning styles of different cultures
6. Develop a communication style that will be inclusive of the parents of the diverse student body s/he will be in contact with.

◆ **Civic Responsibility**

2- Unimportant-rarely try to achieve

Civic Responsibility The student will work in small group activities and do a capstone project including:

1. Develop the capacity to make informed ethical choices with regard to professional application of the material of the discipline;

◆ **Life Skills**

1-Not applicable-never try to achieve

◆ **Careers**

2-Unimportant-rarely try to achieve

Knowledge The student will recognize the importance of this field of study within the professional spectrum of teaching and other fields. The student will apply the knowledge gleaned to developing lessons for students of various ages and language groups.

WHAT METHODS WILL BE EMPLOYED TO HELP STUDENTS LEARN?

Class Discussions

Electronic Delivery

Group Study & Exercises

Handouts

Lecture

Other

Reading Assignments

Visual Aids

Writing Projects & Reports

Other (Specify):

1. Lecture
2. Class discussion
3. Small group activities
4. Student-instructor conferences
5. Media presentations
6. Supplemental use of Internet
7. Writing exercise (phonology and morphology exercises and essay writing)
8. Group presentations
9. Quizzes and exams
10. Research work
11. Capstone project

“Blackboard” will be utilized to post assignments, articles and video clips; the discussion board will be utilized for the capstone project

WHAT LEARNING ACTIVITIES OR ASSIGNMENTS ARE REQUIRED OUTSIDE OF CLASS?

List activities and hours for each. (Must include reading and writing activities.)

A. Outside reading of textbook and articles - 36 hours

B. Library/research assignments - 10 hours

C. Short exercises; phonology and morphology - 14 hours

D. Writing: essays, portfolio, research paper - 36 hours

Total: 96 hours

STANDARDS OF ACHIEVEMENT

List graded activities.

1. Exercises (phonology and morphology “puzzles”)
2. Three essays (250-500 words each using MLA format)
3. Oral presentation of outside reading
4. Research project/lesson with demonstration using a minimum of five sources documented in MLA format
5. Journal
6. Quizzes on vocabulary and other concepts
7. Written final exam
8. Participation in discussions

How will student learning be assessed? (Multiple measures must be used.)

Grades will be based on a percentage of total points of similar criteria (fixed point spread):

A = 90 - 100%

B = 80 - 89%

C = 70 - 79%

D = 60 - 69%

F = below 60%

Essays will be graded as follows:

An "A" paper demonstrates clarity and usage of concepts; a clear and coherent organizational pattern; and correct grammar and mechanics, including documentation style.

A "B" paper demonstrates comprehension of concepts and terminology but may have some organizational or mechanical problems. The reader is still able to discern that the student understands the concepts, however.

A "C" paper demonstrates understanding of all the concepts, but there is possible misuse of the application of terminology. Mechanical or organizational problems may impede some of the clarity of ideas.

A "D" paper lacks organization and/or grammatical control to the degree that it obscures the ideas. It may also lack understanding of key concepts and application of terminology.

(Instructor will specify the weighting of exams and other graded activities on the course overview.)

Formative and summative assessment will be used to show what the student learned, to what degree the student learned and what the student did not learn.

Formative Assessment:

For capstone project, portfolio of writings with instructor and self-assessment according to clear criteria.

Students will update goals for improvement with each assessment. The portfolio will also include pieces of the research project as it is completed. Each piece will be assessed by the instructor narratively. A grade will be given at the end.

Grades on rewrites with scoring rubrics.

CAT (Classroom Assessment Techniques) for quick assessment to see what the

student did not understand.

Quizzes and tests.

Small group problem solving exercises.

Summative Assessment:

In-class writing (after each major unit).

Graded capstone research project with oral group presentation with clearly defined criteria.

Final grade for the course with weighting of each graded piece clearly specified in the course overview.

All of the above are direct methods. The instructor may use indirect methods, which would be useful for department data survey at the beginning of the semester and one at the end to compare students' perceptions. This can be compared to the final grade, and some personal information with a correlation study or even a multiple regression study done by the Institutional Research Department.

Addendum A provided by the Teaching Learning Committee/ 05-09-12

Final page *IE&A End-of-Year Report*
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