



## SANTA ANA COLLEGE

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

#### Status Report Related to Deans and Faculty For Academic Affairs Advisory Group November 21, 2014

Omar Torres, Vice President, Academic Affairs  
Bonita Nahoum Jaros, Ph.D. Accreditation Liaison Officer

#### STANDARD I: INSTITUTIONAL MISSION AND EFFECTIVENESS

The institution demonstrates strong commitment to a mission that emphasizes achievement of student learning and to communicating the mission internally and externally. The institution uses analyses of quantitative and qualitative data in an ongoing and systematic cycle of evaluation, integrated planning, implementation, and re-evaluation to verify and improve the effectiveness by which the mission is accomplished.

##### I.A. Mission

##### I.B. Improving Institutional Effectiveness

Standard	Actionable Improvement Plans	Recommended Lead(s)	Status
<b>I.B.1</b> <b>The institution maintains an ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes.</b>	<ol style="list-style-type: none"><li>1. The program review process will be ongoing and consistent with integrated planning activities.</li><li>2. Professional development activities will be offered to improve the collective understanding or the meaning of evidence, data, and research used in the evaluation of student learning.</li></ol>	<ul style="list-style-type: none"><li>▪ Dept. Chairs/Mgmt. Partners</li><li>▪ OIE (noted above)</li></ul>	<ol style="list-style-type: none"><li>1.a The program review process is ongoing for Academic Affairs, Student Services and Administrative Services. Please see <a href="http://www.sac.edu/program_review">www.sac.edu/program_review</a>.</li><li>1.b. The college has obtained TracDat and will pilot use of the platform spring 2015.</li><li>2. College Council, the TLC, and other participatory governance groups will work with the Research Analyst, Professional Development Coordinator, and Assistant Dean of Student Services to develop professional development activities related to data and research.</li></ol>

## STANDARD II: STUDENT LEARNING PROGRAMS AND SERVICES

The institution offers high-quality instructional programs, student support services, and library and learning support services that facilitate and demonstrate the achievement of stated student learning outcomes. The institution provides an environment that supports learning, enhances student understanding and appreciation of diversity, and encourages personal and civic responsibility as well as intellectual, aesthetic, and personal development for all of its students.

### II.A. Instructional Programs

### II.B. Student Support Services

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

Standard	Actionable Improvement Plans	Recommended Lead(s)	Status
<b>II.A.1.c</b> The institution identifies student learning outcome for courses, programs, certificates, and degrees; assesses student achievement of those outcomes; and uses assessment results to make improvements.	<ol style="list-style-type: none"> <li>1. All departments and units will complete assessment of Program-level Learning Outcomes for degrees, programs and certificates.</li> <li>2. Outcomes will be developed for each GE area and connected to the ILO's. All ILO's will be assessed at 100 percent. ....</li> <li>3. The efficacy of the new Learning Center will be assessed. ....</li> </ol>	<ul style="list-style-type: none"> <li>▪ Dept. Chairs/Mgmt. Partners</li> <li>▪ IE Coord.</li> <li>▪ Dean of H&amp;SS</li> </ul>	<ol style="list-style-type: none"> <li>1. The IE Coord., in conjunction with the TLC, has developed a protocol to cyclically assess ILOs and GE categories. ILOs and GE have been assessed in the PA/PR capstone process, but this protocol amplifies existing processes and sheds more direct light onto the process. Please see <a href="http://www.sac.edu/committees/TLC/Documents/Institutional%20Learning%20Outcomes%20How%20To%20from%20TLC%2009-15-14.pdf">http://www.sac.edu/committees/TLC/Documents/Institutional %20Learning Outcomes How To from TLC%2009-15-14.pdf</a>.</li> <li>2. The TLC is considering developing GE outcomes; at this time, ILOs and GE outcomes are synonymous. The ILOs have been cross-walked to the GE Outcomes, and all divisions will be submitting a report to the TLC March 2015. The ILO for 2014-2015 is Communication Skills.</li> <li>3. The Learning Center will submit a goals analysis to the Dean of Humanities and Social Sciences at the same time as every department in the division. This will be posted on <a href="http://www.sac.edu/program_review">www.sac.edu/program_review</a>.</li> </ol>
<b>II.A.2.b</b> The institution relies on faculty expertise and the assistance of advisory committees when appropriate to identify competency levels and measurable	<ol style="list-style-type: none"> <li>1. All departments and units will complete assessment of Program-level Learning Outcomes for degrees, programs and certificates (See II.A.1.c).....</li> <li>2. Outcomes will be developed for each GE area and connected to the ILO's. All ILO's will be assessed at 100% (See II.A.1.c).</li> <li>3. Continued DE Research comparisons and student surveys will be conducted for this program to assure quality of the program and courses. ....</li> </ol>	<ul style="list-style-type: none"> <li>▪ Dept. Chairs/Mgmt. Partners</li> <li>▪ IE Coord.</li> <li>▪ DE Coord.</li> </ul>	<ol style="list-style-type: none"> <li>1. See II.A.1.c</li> <li>2. See II.A.1.c</li> <li>3. Updated research comparisons have been created by Admissions and Records and are being used by the DE department along with Student Surveys to ensure program quality.</li> </ol>

<p>student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution regularly assesses student progress toward achieving those outcomes.</p>			
<p><b>II.A.2.f</b> The institution engages in ongoing, systematic evaluation and integrated planning to assure currency and measure achievement of its stated student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution systematically strives to improve those outcomes and makes the results available to appropriate</p>	<p>1. The English department will evaluate the efficacy of the new scheduling pattern from N50, through the sequence, to English 101 to determine if persistence rates increase.</p>	<p>▪ English Dept. Chair &amp; Dean of H&amp;SS</p>	<p>1. The English department in particular, and the college overall, are dedicating significant resources to quantitatively study enrollment and success patterns in critical academic pathways. The information is being used to both right-size planned course offerings and to inform adjustments to the teaching and learning processes in specific courses.</p>

<b>constituencies.</b>			
<b>II.B.3.e</b> <b>The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.</b>	1. An evaluation of the pilot will be conducted in the fall of 2014 by English faculty and the RSCCD Research Department in conjunction with the SAC Testing Center and Student Outreach office to verify if placements have resulted in a more successful placement than the standardized CTEP exam.	▪ VPSS/Dean of H&SS w/ Assessment Coord & Dept. Chair	1. A robust evaluation of the pilot project is presently underway. The Chair of the English Department is triangulating placement data with early course performance to validate the articulation process. An expansion district wide (for SAUSD) is under consideration and will be developed after the initial data is received.
<b>II.C.1</b> <b>The institution supports the quality of its instructional programs by providing library and other learning support services that are sufficient in quantity, currency, depth, and variety to facilitate educational offerings, regardless of location or means of delivery.</b>	1. After documented analysis through program review, the library and other learning support services will submit their Resource Allocation Requests (RAR's) for an increase in space, resources, services, and staff to optimize services to students.....	▪ Dean of F& PA	1.a. RARs are due every year in December. Please see <a href="http://www.sac.edu/AdminServices/budget/Documents/Copy%20of%20SAC%20Budget%20Calendar%202014-15.pdf">http://www.sac.edu/AdminServices/budget/Documents/Copy%20of%20SAC%20Budget%20Calendar%202014-15.pdf</a>
<b>II.C.1.a</b> <b>Relying on appropriate expertise of faculty, including librarians and other learning support professionals, the institution selects and maintains educational</b>	1. After documented analysis through program review, the library and other learning support services will submit RAR's for an increase in educational equipment and materials to support student learning, to provide for enrollment growth, to support new programs, and to achieve the mission of the institution.	▪ Dean of F&P Arts	Please see 1.a. immediately above.

equipment and materials to support student learning and enhance the achievement of the mission of the institution.			
<b>II.C.1.c</b> The institution provides students and personnel responsible for student learning programs and services adequate access to library and other learning support services, regardless of their location or means of delivery.	1. After analysis through the program review process, the library and other learning support services will submit their RAR's for an increase in service hours and staff to optimize services to students (See II.C.1.a). ..	▪ Dean of F&P Arts	1. See II.C.1.a
<b>II.C.2</b> The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the	1. Future development and implementation of online student surveys accessible through each of the library and learning support service centers' web pages will be developed to provide continuous feedback for the improvement and enhancement of services..... 2. DLA's in the Learning Center will continue to be assessed to improve student success and retention through a program review portfolio with goals based on assessment data. .... 3. The measures of assessment for the Math Center's pilot programs will be scaled to accommodate larger student groups..... 4. The Learning Center needs more funding to maintain its current status and to expand	▪ DE Coord.  ▪ LC Coord./Dean of H&SS  ▪ Math Center Coord/Dean of Sci./Math  ▪ Dean of H&SS	1.a. The DE Coordinator is working with Support Services Centers to develop surveys to enhance services. 2.a. The Learning center Coordinator is working with faculty to continually assess the effect of DLAs on success rates both on assignments and overall. Please see <a href="http://www.sac.edu/AcademicProgs/HSS/LearningCenter/Pages/default.aspx">http://www.sac.edu/AcademicProgs/HSS/LearningCenter/Pages/default.aspx</a> 3.a. The math department continues to work closely with SAUSD on strategies to elevate math achievement in high school and related success in college. Ideas building on the 2013-2014 pilot programs were reviewed by an intersegmental team on Friday, September 26 <sup>th</sup> and include building pathways for STEM and non-business majors, recalibrating testing schedules to maximize learning time, and incentivizing math course taking during the senior year of high school. 4.a. The Learning Center has received augmented funding

results of these evaluations as the basis for improvement.	its services to all students including DE, SCE, and DSPS students.....		through Basic Skills and will continue to submit resource allocation requests (RAR) through the institutional planning and budget process.
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### STANDARD III: Resources

The institution effectively uses human, physical, technology, and financial resources to achieve its broad educational purposes, included stated student learning outcomes, and to improve institutional effectiveness. Accredited colleges in multi-college systems may be organized such that responsibility for resources, allocation of resources and planning rests with the system. In such cases, the system is responsible for meeting standards on behalf of the accredited colleges.

III.A. Human Resources

III.B. Physical Resources

III.C. Technology Resources

III.D. Financial Resources

Standard	Actionable Improvement Plans	Recommended Lead(s)	Status
III.C.1.b The institution provides quality training in the effective application of its information technology to students and personnel.	<ol style="list-style-type: none"> <li>The college will continue to discuss, pursue, and implement a more formalized training program for faculty, students, and staff.</li> <li>In addition, the Academic Computing Center will again offer students optional training classes that focus on various technology skills at no cost to the student.</li> </ol>	<ul style="list-style-type: none"> <li>Cabinet</li> <li>Dean of Business</li> </ul>	<ol style="list-style-type: none"> <li>Faculty and staff training in technology is ongoing through the DE Office and the flexible calendar activities. See also I.A.</li> <li>Computer hubs all offer “just in time” orientations for student users of technology.</li> </ol>

## **STANDARD IV: LEADERSHIP AND GOVERNANCE**

The institution recognizes and utilizes the contributions of leadership throughout the organization for continuous improvement of the institution. Governance roles are designed to facilitate decisions and support student learning programs and services and improve institutional effectiveness which acknowledging the designated responsibilities of the governing board and the chief administrator.

IV.A. Decision-Making Roles and Processes

IV.B. Board and Administrative Organization

**61 Total Actionable Improvement Plans; 10 Actionable Improvement Plans directly related to Deans and Faculty**

**Preliminary Update:** October 1, 2014

**Update:** November 21, 2014- Academic Affairs Advisory Group

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

**bnj/11-17-14**