



**Accreditation Oversight Committee
February 23, 2017; 1:00-2:30pm
President's Conference Room
Agenda**

**To: Distribution
From: Bonnie Jaros, ALO**

The mission of the Rancho Santiago Community College District is to provide quality educational programs and services that address the needs of our diverse students and communities.

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.

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

Goals and Purpose of the Accreditation Oversight Committee: The Accreditation Oversight Committee (AOC) is a recommending body to College Council. The purpose of the AOC is to ascertain that the accreditation exigencies of ACCJC, the USDE, and other agencies and/or statewide or federal initiatives are met and that the College is in compliance at all times. The AOC serves as the committee that will establish processes and timelines for creating accreditation reports as needed. Members serve as liaisons to respective constituency groups. Workgroups will be established with support of the AOC for Self Evaluation Reports and other reports as needed. College Council approves all reports prior to submittal to the RSCCD Board of Trustees and official agencies.

- I. Status Midterm Report**
 - a. Documents and Information Needed**



Documents Needed
for Midterm Report

- II. Status Substantive Change Reports**
 - a. BS Occupational Studies**
 - b. Distance Education**
- III. Annual Report 2017**
- IV. Other**

Members:

Lisette Cervantes, President, ASG
Shelly Jaffray, Dean, Humanities and Social Sciences
Bonita Jaros, Accreditation Liaison Officer
Elliott Jones, President, Academic Senate
Carlos Lopez, Vice President, Academic Affairs
Jimmy Nguyen, CSEA 579 Representative

c: Linda Rose, President, Santa Ana College

Appendix A
 **Santa Ana College**
1530 West 17th Street, Santa Ana, California 92706 (714) 564-6000
Midterm Report
Timelines

Phase 1: Spring 2016	<ul style="list-style-type: none"> • ALO commences collecting data and evidentiary documents January 2016 • ALO makes accreditation presentations to governance committees spring 2016
Phase 2: Summer 2016	<ul style="list-style-type: none"> • ALO puts documents together for AOC July 2016, including review of ACCJC Recommendations and up-to-date status; timelines; protocol for collecting information and evidentiary documents
Phase 3: Fall 2016	<ul style="list-style-type: none"> • Oversight Committee, co-chaired by ALO and VPAA, convenes and continues work to collect information and evidentiary documents • ALO presents AIP update to governance committees fall 2016 • VPAA and ALO work with Cabinet; governance co-chairs and designated faculty; classified and student leaders to glean information for report • ALO puts report into proper narrative format from information gleaned by January 2017
Phase 4: Spring 2017	<ul style="list-style-type: none"> • ALO works with classified staff designated to aid in electronic document linking and formatting of report January-April 2017. • Final Draft May 2017: CSEA receives Report second week May 2017 and submits input by first week of June • Academic Senate receives Report May 2017 meeting for input by first week of June • VPAA and ALO review comments

Phase 5: Summer 2017	<ul style="list-style-type: none"> • Report is completed July 2017; editing team (ALO and designated person) work complete editing by mid-July. • Signatures are collected July 2017. • ALO works with Typographer and Graphic Designer July 2017 to prepare document for printer. • Academic Senate receives final version of Report for August 2017 Retreat during FLEX week • CSEA receives final version of Report—August 2017 • College Council Approval—second meeting August 2017 • President Rose’s Approval—August 2017
Final Phase	<ul style="list-style-type: none"> • Board of Trustees Approval—first meeting September, 2017 (first reading); Second meeting September, 2017 (approval) • Follow-Up Report received by ACCJC—October 15, 2017 (mailed October 10, 2017; electronic version sent October 10, 2017)

bnj/

Appendix B

ACTIONABLE IMPROVEMENT PLANS DRAFT July 2016 Comprehensive Status Report Spring 2016

From

Self Evaluation Report of Educational Quality and Institutional Effectiveness

Spring 2015 Update from Follow-Up Report October 2014

Standards Cited in ACCJC College Recommendations 1, 2, 3, and 4

STANDARD I: INSTITUTIONAL MISSION AND EFFECTIVENESS

I.A. Mission

I.B. Improving Institutional Effectiveness

			2. FLEX/ New Faculty institute
I.B.2 Carlos & Bonnie	<p>1. The college will continue to review the Strategic Plan to review the degree to which goals have been met.</p> <p>2. The college will continue to evaluate assessment processes of the institutional goals.</p>	<ul style="list-style-type: none"> ▪ Cabinet ▪ College Council ▪ OIE 	<p>1.a. College Council has assumed the responsibility of Strategic Plan analysis and updating. This is done annually.^{5,31}</p> <p>1.b. The 2014-2016 Strategic Plan was reviewed at the September College Council meeting, highlighted at the President’s August 2014 Convocation, and is being incorporated into college and departmental student success and planning work.^{40, 6}</p> <p>1.c. The IE&A Coordinator/ALO is a member of College Council as of fall 2014.⁷</p> <p>2.a ILO analysis has been made more transparent through a new protocol developed by the TLC. (see 1.d)</p> <p>2.b. Reportage and link to College Council is clearer, as the IE&A Coord./ALO has been made a regular member of College Council meetings and reports at every meeting. (see 1.c)</p> <p>2.c. College Council and the IE&A Coordinator will work with the Research Analyst to establish protocols for Institutional Set Standards analysis.⁸</p> <p>Discussion regarding closing the loop—How are recommendations filtered through the system and acted upon and communicated to create change in SP and annual goal setting?</p>
I.B.3 Sara, Carlos & Bonnie	<p>1. An Office of Institutional Effectiveness should be established, and a college researcher should be hired to improve institutional planning.</p>	<ul style="list-style-type: none"> ▪ Cabinet 	<p>1.a. The IE Office has been established in A-101. The IE Coordinator has established a website for the IE Office which includes institutional effectiveness issues. Program review, and all information related to Accreditation. Please see http://www.sac.edu/AcademicAffairs/IEA_Office/Pages/default.aspx</p> <p>1.b. A separate Accreditation site has also been created. The IE Coordinator maintains these. Please see www.sac.edu/accreditation.</p> <p>1.c. The IE Coordinator is now a member of College Council and makes regular reports. (see 1.c)</p> <p>1.d. A Research Analyst for Equity was hired fall 2014. An additional research analyst was hired spring 2015.</p> <p>Structural gap discussed in Cabinet. Further Discussion re: Coordinating IE//Updated website coming—new research analyst (50/50 from fund 11)can help IE coord clean up IE and Accreditation pages in the pilot program</p>

<p>I.B.4</p> <p>Mike C. & Ray H.</p>	<p>1. The college will continue to utilize the RAR process and evaluate its effectiveness.</p>		<p>Has RAR been evaluated?</p>
<p>I.B.5</p> <p>Mike C. & Teresa M-C.</p>	<p>1.The college will develop a formal mechanism to assess the effectiveness of communicating information about institutional quality to the public.</p>	<ul style="list-style-type: none"> ▪ Cabinet ▪ College Council 	<p>1.a. A district wide branding & marketing study was undertaken to learn how to best present the strengths of SAC to community members. The results of this work were presented to the SAC Management Council in September. A team was formed to identify action priorities, including the mobilization of the college community to broadcast SAC information to the community. The results were presented to the Board of Trustees in a report by the PIO.⁹</p> <p>1.b. The President’s “Notes from the President” is sent frequently. A protocol will be developed through College Council with recommendations from the IE Coordinator, the RSCCD Research Department and the Research Analyst to analyze the effectiveness of all mechanisms of communication.</p> <p>IPDM</p>
<p>I.B.6</p> <p>#1 Mike C. & Ray H.</p> <p>#2 Carlos & Bonnie</p>	<p>1. The effectiveness of the SB 361 Model will be reviewed at the college level.</p> <p>2. An Office of Institutional Effectiveness will be established to evaluate planning processes (See I.B.3)</p>	<ul style="list-style-type: none"> ▪ Planning & Budget Committee ▪ Cabinet 	<p>1. The District SB361 budget allocation model’s (BAM) effectiveness is being evaluated at both the District level at the Fiscal Resources Committee,¹⁰ at the college level as discussed in College Council as well as SAC’s Planning and Budget Committee.¹¹ Actions to improve the model for the current year include evaluating the District’s 50% law compliance and its impact at the colleges, updating the language on growth, developing language related to District operation budget augmentation requests, and establishing a benchmark for the cost of District services. Work groups have been established and have undertaken work related to these specific areas of the BAM.</p> <p>2. See also I.B.3</p> <p>An Office of Institutional Effectiveness has been established, is staffed by a full-time faculty leader. A Research Analyst was hired fall 2014 to work with the Equity Coordinator on success and achievement data that can be disaggregated to close achievement gaps. (S15 update)</p> <p>Update information on Research Office.</p>

STANDARD II: STUDENT LEARNING PROGRAMS AND SERVICES

II.A. Instructional Programs

II.B. Student Support Services

II.C. Library and Learning Support Services

Standard	Actionable Improvement Plans	Recommended Lead(s)	Status
<p>I.A.1.b</p> <p>#1 Cherylee & Carlos</p> <p>#2 Elliott & Carlos</p>	<p>1. The faculty will continue to evaluate success rates in the distance education mode.</p> <p>2. The college will explore more alternatives to scheduling patterns to meet changing student needs.</p>		<p>Build in DE BOT presentation (Title 5 requirement)</p> <p>Sub-set of EMP and enrollment management document since Follow-Up Report</p>
<p>II.A.1.c</p> <p>#1 Jarek, Bonnie, & designee from SCE (Susan G?)</p> <p>#2 Shelly & Bonnie</p>	<p>1. All departments and units will complete assessment of Program-level Learning Outcomes for degrees, programs and certificates.</p> <p>2. Outcomes will be</p>	<ul style="list-style-type: none"> ▪ Dept. Chairs/Mgmt. Partners ▪ IE Coord. ▪ Dean of H&SS 	<p>1.a 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 http://www.sac.edu/committees/TLC/Documents/Institutional %20Learning Outcomes How To from TLC%2009-15-14.pdf.</p> <p>1.b All data is coordinated from the Scorecard, System-wide goals, Institution-Set Standards, Student Success and support Programs, Student Equity and the Basic Skills Initiative. These data are used for program review.¹²</p> <p>1.c. The Program Review Model has been revised to more easily access data.¹³</p> <p>TracDat Report from Jarek</p>

<p>#3 Kathy W. & Shelly</p>	<p>developed for each GE area and connected to the ILO's. All ILO's will be assessed at 100 percent.</p> <p>3. The efficacy of the new Learning Center will be assessed</p>	<p>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,¹⁴ and all divisions submitted a report to the TLC by March 31, 2015. The ILO for 2014-2015 is Communication Skills. (see example note 16: Social Sciences example) (S15 update)</p> <p>After utilizing the ILO analysis process, it has been determined that the ILO analysis cross-walked to GE categories is sufficient. (S16 update—evidence ILO report from TLC</p> <p>http://www.sac.edu/committees/TLC/Documents/Institutional %20Learning_Outcomes_How_To_from_TLC%2009-15-14.pdf</p> <p>http://www.sac.edu/Program_Review/Documents/TLC_ILO_Assessment%20Report_S15_Comm_Skills.pdf</p> <p>http://www.sac.edu/Program_Review/Documents/Institutional%20Learning%20Outcomes%20Assessment%20Report%202016%20Thinking%20and%20Reasoning.pdf</p> <p>(S16 update)</p> <p>3. The Learning Center submitted goals analysis to the Dean of Humanities and Social Sciences at the same time as every department in the division. This has been posted on</p> <p>http://www.sac.edu/AcademicProgs/HSS/LearningCenter/Pages/default.aspx.</p> <p>The quadrennial program review is due October 2017, as the Learning Center is in its second year in the 2014-15 academic year. (S15 Update)</p> <p>The Learning Center submitted goals analysis to the Dean of Humanities and Social Sciences at the same time as every department in the division. This has been posted on http://www.sac.edu/AcademicProgs/HSS/LearningCenter/Pages/default.aspx.</p> <p>The quadrennial program review is due October 2017, as the Learning Center is in its second year in the 2014-15 academic year.</p> <p>In July 2015, the District Research Department compiled data in a report, "Influence of Learning Center Services on Course Success." The report showed, in part: "Students who attended SAC Learning Center during Fall 2014 semester had a</p>
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			<p>higher average semester gpa (2.64 vs 1.82) than those who did not seek help at the Center.”</p> <p>“Overall, both groups succeeded in their coursework at the same rate (74%).”</p> <p>(S16 update)</p>
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<p>II.A.2.f</p> <p>Matthew B. & Shelly</p>	<p>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 & Dean of H&SS</p>	<ol style="list-style-type: none"> 1. The English department in particular, and the college overall, are dedicating significant resources to study enrollment and success patterns in critical academic pathways. The information is being used to both right-size planned course offerings and to inform adjustments to the teaching and learning processes in specific courses.¹⁵ (S15 Update) Due to statistics that show that English N60 students have difficulty successfully completing English 101, the English Department has begun to redesign its course sequence. There are three classes that students can take (depending on which English class they test into) before reaching English 101. Those classes include English N50, English N60, and English 061. The English Department is working to create a new class that students who currently test into English N60 will take. Currently, students who test into English N60 have to successfully pass English N60 and English 061 before they can take English 101. Of course, that leaves many exit points for students before they complete English101. The new course redesign would have the majority of students test into either English 061 or a new English class that would be designed to replace English N60 and English 061, thereby eliminating exit points and preparing students in one semester for English 101. While the details of this new class are still being worked out by the English Department, this new class would involve more time in class and combine the talents of the library, the Reading Department, and the Learning Center. Of course, a redesign of English 061 is also essential in order to better prepare students for the successful completion of English 101. (S16 update) 2. Additionally, in order to increase the persistency rates, the English Department has agreed to conduct a pilot program during the 2016-2017 school year. After hearing the information presented at a Multiple Measures Assessment workshop on April 29, 2016, the English Department agreed to permit students from the SAUSD with a cumulative grade point average of 2.6 or higher to take an English 101 course. The students’ success in that pilot program will be used
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			to ascertain whether the grade point average cut-off will need to be adjusted for future English 101 students. (S16 update)
II.A.2.i Elliott, Carlos & designee 3SP, Equity, Student Success	The college will evaluate the institution-set standards for success rates, attainment of degrees, CTE certificates, and transfer bi-annually commencing December 2014.		<p>ISS/IEPI work is ongoing.</p>  <p>sac institution-set standards and goals:</p> <p>http://www.sac.edu/AcademicAffairs/IEA_Office/Pages/IEPI.aspx (Prior to submission, CC approval June 8, 2016)</p> <p>For 2016-17, after dialogue, the process for ISS and IEPI goal setting is as follows: To meet the accreditation exigency for ISS in the Annual Report due March 31st each year, it is required to update the Institution-Set Standards for success rates; degree and certificate attainment; transfer, and persistence. These will reflect baseline data; if the college does not achieve the agreed-upon baseline, plans will be developed for improvement with clear, consistent monitoring. IEPI data, due in June to the CCCCO, is based on Scorecard data and includes different framework indicators from ISS (i.e., IEPI-- successful course completion, accreditation status, completion rate—overall; college prepared completion rate; unprepared for college completion rate; CTE rate; basic skills rate). The purpose also differs; one-year and six-year goals will be aspirational goals. ISS will be set every fall; IEPI will be set every spring. Annual metrics and three-year metrics will be scrutinized in the required areas. In addition, persistence rates will be added. Dialogue and input will be received from the Academic Senate, the TLC, and the Student Success committee prior to Cabinet review and presentation to College Council. (S16)</p>
II.A.3.a Carlos & Bonnie	All of the general education areas will be reviewed in a systematic cyclical manner.		<p>GE categories are tied to annual ILO analysis.</p> <p>2015 TLC End-of-Year Report http://www.sac.edu/committees/TLC/Documents/TLC%20End-of-Year%20Report%20May%2019,%202015.pdf 2016 TLC End-of-Year Report</p>

			http://www.sac.edu/committees/TLC/Documents/TLC%20End-of-Year%20Report%20May%2019,%202016.pdf
II.B.1 Sara & designee	Each of the Student Services programs will incorporate review of the 2013 Student Satisfaction Survey into the annual Program Effectiveness Review and Program Plan within their respective planning portfolio.	▪ VPSS	1. The updated 2014 SAC Student Satisfaction Survey was recently uploaded to the website and has been receiving institutional attention in Management Council, on the Enrollment Management Team, and is being utilized in Student Services Program Effectiveness Review. We are analyzing the data historically and will use selected metrics as baseline measures for the current year. Please see http://rsccd.edu/Departments/Research/Documents/StudentSatisfaction/SACStudentSatisfactionStudy2014.pdf
II.B.2 #1 Robert M. & SS designee	1. A recommendation will be made by the workgroup for a more student-friendly format for the catalog. 2. The Financial Aid Office will work to implement access to DE students.	Leisa and Monica	1. Format changes 2015-16//catalog committee//ongoing with review F16-S17 analysis with student voice 2. Parallel services for DE students
II.B.3 Two SS designees	1. New strategies and procedures that come from Student Transition Strategic meetings will be phased in during the 2015-2016 school year; data will be collected and a review of the results will drive future changes.	Sara	
II.B.3.c Sara & designee	As part of the annual review process, student services management and faculty will analyze the most recent Student	Sara	

	Satisfaction Survey and identify possible areas of program improvement and implement strategies to increase overall student satisfaction ratings to previous levels or higher (See I.B.1)		
II.B.3.e Matthew & designee	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.		Santa Ana College has an agreement with the SAUSD regarding its students who have taken the ERWC. Specifically, students who achieved an A in the ERWC would be permitted to enroll in an English 101 class. When this issue was evaluated at the end of the fall 2015 semester, there was not enough data to support any solid conclusions. However, from the limited data that was available, it appeared that students who achieved an A in the ERWC seemed to be placed properly into English 101, but there was not enough data to draw conclusions regarding student who achieved a B or lower in the ERWC. Furthermore, the pilot program that the English Department has agreed to conduct during the 2016-2017 school year should result in a more successful placement into English 101 classes than the standardized CTEP exam. In addition, it may make the ERWC agreement with SAUSD moot and will render the standardized CTEP exam one of many factors that determines a student's proper placement into an English class. The students' success in that pilot program will be used to ascertain whether the grade point average cut-off will need to be adjusted for future English 101 students. (S16 update)
II.B.4 #1 Cherylee & Research designee #2 Robert	<ol style="list-style-type: none"> 1. The Student Survey will be revised to include distance education student usage and feedback on services provided. 2. The College will implement DE student access to transfer center 	<p>RSCCD Research/DE Coord.</p> <p>VPSS</p>	<ol style="list-style-type: none"> 1. The DE Coordinator and the RSCCD Director of Research both serve on the TLC. The TLC chair has asked the DE coordinator to develop a protocol for including DE into the next Student Survey. (S15) Has this been done?

and Cherylee	resources and advisement and Financial Aid.		
II.C.1.e Carlos & designee	1. The college should develop a plan for all departments to collaborate easily, especially when volume licensing is available.		
II.C.2 #1 Eve & Shelly/ Jim K #2 Kathy & Melanie M #3 Carlos & Shelly	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 assessment data. The measures of	▪ Cabinet/ SACTAC	1.a. The DE Coordinator is working with the Learning Center and Math Center to develop surveys to enhance services. The LC is in process of switching from paper/pencil surveys to Survey Monkey. When this is complete, questions will be added for the DE student. The Math center is in process of formalizing questions for their survey of DE students. Both surveys will be completed and implemented by the end of May 2015. ¹⁶ The Library is in the process of switching from paper/pencil surveys to an electronic survey engine, probably Survey Monkey, with questions added for the DE student. This will be in place fall 2015. (\$15 update) The Learning Center has assessed students annually using Survey Monkey since May 2015. The survey includes questions about online tutoring and has been made available to students using the online services. At this time, there is not a survey that is permanently on the Learning Center website. (\$16 update) 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 http://www.sac.edu/AcademicProgs/HSS/LearningCenter/Pages/default.aspx (\$15 update) 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 http://www.sac.edu/AcademicProgs/HSS/LearningCenter/Pages/default.aspx . At the end of the DLAs in the Center, students are encouraged to respond to questions

	<p>assessment for the Math Center’s pilot programs will be scaled to accommodate larger student groups.</p> <p>3. The Learning Center needs more funding to maintain its current status and to expand its services to all students including DE, SCE, and DSPS students.</p>	<p>about the usefulness and clarity of the DLA. Based on this feedback, DLAs may be revised or rewritten. Instructors who refer their students to the Learning Center are asked for their feedback about the Center and the DLAs they recommend for their students. (S16 update)</p> <p>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 26th 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.</p> <p>4.a. The Learning Center has received augmented funding through Basic Skills and will continue to submit resource allocation requests (RAR) through the institutional planning and budget process. ¹⁷</p>
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STANDARD III: Resources

III.A. Human Resources

III.B. Physical Resources

III.C. Technology Resources

III.D. Financial Resources

Standard	Actionable Improvement Plans	Recommended Lead(s)	Status
III.A.1.b #1 Carlos & designee	1. The student evaluation process requires evaluation and update. Alternative methods to increase student participation including best practices from	1. Stuart Davis 2. Deans with workgroup	2.Document how we meet deadlines—look for areas that need improvement

<p>#2 Carlos & designee</p>	<p>other community colleges should be considered.</p> <p>2. A more systematic process and structured tracking system to ensure that evaluations are completed in compliance with contract deadlines and the processes established by the district should be developed.</p>		
<p>III.A.5.a #1 Mary & Teresa #2 Sara, Carlos & Mike</p>	<p>1. The college needs to facilitate and expand professional development opportunities.</p> <p>2. The college also needs to create a specific budget line item to fund professional development activities.</p>	<p>2.Sara</p>	<p>Website http://www.sac.edu/facultystaff/professional-development/Pages/default.aspx</p>
<p>III.A.5.b #1 Teresa & Mary</p>	<p>1. Improvements to the professional development offerings to increase opportunities for</p>		<p>http://www.sac.edu/facultystaff/professional-development/Pages/default.aspx</p>

#2 Sara, Carlos & Mike	<p>all staff should be made.</p> <p>2. The college also needs to create a specific budget line item to fund professional development activities. (See III.A.5.a)</p>		
III.B.1 Mike, George S & Ray	<p>A plan for institutional involvement of DE in the budget and planning process will be addressed and implemented in a more comprehensive manner by SACTAC as it now reports to the SAC Planning and Budget Committee. Planning will accommodate growth in webcam/video requirements.</p>		<p>Cherylee Program Review/RAR</p> <p>DE page: http://www.sac.edu/AcademicAffairs/DistanceEd/Pages/default.aspx</p> <p>Program Review Documents: http://www.sac.edu/Program_Review/DistanceEducation/Pages/default.aspx</p>
III.B.1.a The other Mike Colver Mike Collins	<p>The district/college will research emergency notification tools that allow for a more robust communication delivery to a greater number of students, faculty, and staff.</p>		<p>New tool//what do we currently have?</p>
III.B.2	<p>Greater efficiency will be realized in scheduling preventative maintenance</p>		

Mike C & designee	and in work order accountability when an automated system can be procured to tie the two together. The goal is to purchase/implement a system that ties directly to the State's FUSION system, to access facility condition and age mechanical systems, and combine scheduling preventative maintenance, resource allocation and inventory control. A system such as this is currently on the 2014-15 RAR for the Facilities department.		
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<p>III.B.2.a Mike C & Carlos</p>	<p>One area of long-range planning that needs to be addressed more effectively is the issue of “total cost of ownership” and how this affects the decision-making process. This needs to be more formalized in the planning, scope development, and budgeting process for capital improvements at the college. Total cost of ownership is a measurable outcome in the Facilities Program Review document for 2014-15.</p>		
<p>III.C.1.a Jim & designee</p>	<p>In order to optimize accessibility for students at the School of Continuing Education, an open-entry computer lab should be made available.</p>		

<p>III.C.1.b Mary & Madeline</p>	<p>The college will continue to discuss, pursue, and implement a more formalized training program for faculty, students, and staff. In addition, the Academic Computing Center will once again offer students optional training classes that focus on various technology skills at no cost to the student.</p>		
<p>III.C.1.c Mike & Ray</p>	<p>The college will continue its efforts to make all campus constituents aware of the formal Resource Allocation Request and its formal relationship to institutional planning and budgeting.</p>	<p>Cabinet</p>	
<p>III.C.1.d Carlos, Jim, Elliott, Matthew & Susan G, Cherylee</p>	<p>The college is working on developing pathways between credit and non-credit (SCE) programs. In order to assimilate students, Blackboard should be available to non-credit students. The college is actively working on that at this time.</p>		<p>Basic Skills Transformation grant—Ray Use of BBoard</p>

<p>III.C.2</p> <p>#1 Mike & George</p> <p>#2 Carlos to Cabinet</p>	<p>1. SAC will evaluate and determine how to improve college-wide technology planning so it is effectively integrated with institutional planning and can be utilized as a basis for institutional improvement. SACTAC will serve as the primary committee mechanism for implementing this actionable improvement plan.</p> <p>2. The college will consider reestablishing a position similar to that of the Associate Dean of Information and Learning Resources.</p>	<p>▪ Cabinet SACTAC</p>	<p>1.a. In the spring of 2014, SAC has worked through College Council to redesign the reporting structure for SACTAC, which is now a reporting entity to SAC’s Planning and Budget Committee. This is better integrated with the college budget planning process. This connection is critical due to the institutional impact technology has on instruction, student success, and curriculum development and delivery. SACTAC now actively reviews RARs related to instructional technology, prioritizes them, and makes recommendations to the SAC Planning and Budget Committee to fund instructional technology needs as budget is available. A funded reserve in Fund 13 (SAC carryover budget) has been established in the last two years to fund investments in technology/innovation. See http://www.sac.edu/committees/SACTACT/Pages/default.aspx (S15 update)</p> <p>SACTAC has been reviewing its goals and objectives as part of its regularly scheduled meetings in 2015/2016. These goals will be finalized in the first meeting in September. SACTAC develops the technology priorities for the college and works with other committees to ensure that projects and proposals are aligned with the technological priorities identified. Technology planning is highly integrated with the Equity Plans and the Resource Allocation Request process from the Planning and Budget Committee. After SACTAC finalizes the goals the Technology Plan will be updated in the 2016/2017 academic year. SACTAC will align the SAC Technology plan with the District Technology plan. (S16 update)</p> <p>2. Carlos—possible reorg summer 16</p>
<p>III.D.1.a</p>	<p>1. The college will continue to improve its</p>	<p>1. Mike and Ray 2. SACTAC</p>	

<p>#1 Mike, Carlos, Ray & Elliott</p>	<p>planning and budgeting process by assessing the effectiveness of the RAR process in terms of its delivery of focused resources and linkage to the college's Strategic Plan.</p>		
<p>#2 Carlos, Mike, Jim and Archana (IT)</p>	<p>2. The college will continue to further tie the long-term technology needs of the college into long-term financial planning in alignment with planning and budget needs.</p>		
<p>III.D.1.c Mike and two designees</p>	<p>The college will continue to adapt to the unique characteristics of the new SB361 Budget Allocation Model, which allows the college to be more in control of its financial stability and which allows the college to align its priorities to the resources available.</p>		
<p>III.D.1.d #1 Carlos, Mike,</p>	<p>1. The college must continue to obtain input from all departments in the institution, and it must make sure that</p>	<p>1. &2. Mike and Esmeralda 3. BJ</p>	<p>1. Program Review//RAR//EMP 2. Bb 3. Planning and Organizational Effectiveness Committee Planning Design Manual Addendum--Accred Standards Update.pdf</p>

<p>two deans</p> <p>#2 Mike & two deans</p> <p>#3 Carlos & Bonnie</p>	<p>priorities set by all the departments are judged fairly with respect to the long-term needs of the institution.</p> <p>2.The campus budget office will conduct further training with all constituency groups to ensure the budget development and resource allocation request process is clear and tied to the Strategic Plan.</p> <p>3.POE will review the efficacy of the new process for establishing priorities.</p>		<p>Responsibilities:</p> <ul style="list-style-type: none"> • Develop and monitor implementation of the RSCCD Comprehensive Master Plan and the RSCCD Strategic Plan • Ensure that District Planning processes follow the processes and timelines outlined in the RSCCD Planning Design Manual • Provide leadership for coordination of district and college planning activities • Prepare the annual Progressive Report on the RSCCD Comprehensive Master Plan • Coordinate date to be presented at annual Board of Trustees planning activity • Coordinate accreditation activities between colleges and District Services including the delineation of District/College Functions • Review institutional research activities and results • Review resource development initiatives <p>After the District Council Governance Summit of April 18, 2016, the POE Committee recommended a way to parse responsibilities amongst the governance groups and a plan for inter-communication. Approval occurred at the POE meeting of May 25, 2016.¹⁸</p> <p>POE Accreditation Plan https://rsccd.edu/Departments/Human-Resources/Documents/POE/Accreditation%20Shared%20Governance%20Alignment%20for%20District%20Participatory%20Gov.pdf</p>
<p>III.D.2.c</p> <p>Mike & Ray</p>	<p>SAC will continue to provide budget training to the different departments and to provide tools for budget planning and management. This will help the college to be more efficient and maintain usable, reliable, and coherent data to be</p>		

	used for decision- making college-wide.		
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STANDARD IV: LEADERSHIP AND GOVERNANCE
IV.A. Decision-Making Roles and Processes
IV.B. Board and Administrative Organization

Standard	Actionable Improvement Plans	Recommended Lead(s)	Status
IV.A.3 Carlos, Sara, Mike & Jim	Santa Ana College governance committees should create uniform standards for the posting of minutes in related to regularly scheduled meetings.		<p>Agendas and minutes of all committees are posted on the participatory governance pages of www.sac.edu. http://www.sac.edu/committees/Pages/default.aspx</p> <p>Participatory Governance Committees College Council: http://www.sac.edu/President/collegecouncil/Pages/default.aspx Facilities Committee: http://www.sac.edu/AdminServices/facilities/Pages/default.aspx Planning and Budget Committee: http://www.sac.edu/AdminServices/budget/Pages/default.aspx Student Success and Equity Committee: http://www.sac.edu/committees/StudentSuccess/Pages/default.aspx</p> <p>Archive—Former Committee—Institutional Effectiveness and Assessment (IE&A) Committee: http://www.sac.edu/committees/IEA/Pages/default.aspx</p> <p>Task Forces and Workgroups that report to Participatory Governance Committees:</p> <p>Accreditation Oversight Committee (Reports to College Council)-- http://www.sac.edu/AcademicAffairs/IEA_Office/Pages/Accreditation-Oversight-Committee.aspx</p> <p>Basic Skills Initiative Strand A (Reports to Student Success and Equity and the Academic Senate) http://www.sac.edu/committees/BSI/Pages/default.aspx</p>

			<p>Health, Emergency Preparedness, Safety & Security Task force (HEPSS—Reports to Facilities Committee) http://www.sac.edu/AdminServices/hepss/Pages/default.aspx</p> <p>SAC Technology Advisory Committee (SACTAC—Reports to Facilities Committee) http://www.sac.edu/committees/SACTACT/Pages/default.aspx</p> <p>Academic Senate: http://www.sac.edu/President/AcademicSenate/Pages/Current-Meeting-Documents.aspx</p> <p>Academic Senate Committees Curriculum and Instruction Council: http://www.sac.edu/committees/curriculum/Pages/default.aspx</p> <p>Teaching and Learning Committee (TLC): http://www.sac.edu/committees/TLC/Pages/default.aspx</p>
IV.B.2.b Carlos & Bonnie	An Office of Institutional Effectiveness with the ALO and a researcher dedicated to the college will improve strategic planning and institutional effectiveness (See I.B.3 & I.B.6).	▪ Cabinet/IE Coord.	<p>1.a. The IE Coordinator will work with the Research Analyst to make recommendations to College Council related to the data elements required for Strategic Plan analysis. (See I.B.3)</p> <p>New Research Analyst does????</p>
IV.B.3.c Mike C & Ray	The Budget Allocation Model guidelines, procedures, and responsibilities will be reviewed and revised as needed.		
IV.B.3.g	1. To improve overall effectiveness within RSCCD, the college will	▪ Cabinet	1.a. The District completed a communication survey and is taking steps to increase opportunities for personal communication on the campuses with the Chancellor. All members of Management Council now submit items for the quarterly meetings. The

<p>Carlos & Bonnie</p>	<p>increase the frequency and clarity of information disseminated from the District Office regarding program and service functions.</p> <p>2. In addition, the 2014 RSCCD Functions/Mapping of Responsibilities will be broadly shared.</p>	<p>Chancellor has also expanded the number of written updates by RSCCD to the District and the colleges.^{19,20}</p> <p>Same—update minutes and evidence needed Do assessment of this (survey f16)</p> <p>2.a. The IE Coordinator is a member of the RSCCD Planning and Organizational Effectiveness Committee (POE) and also a member of the Functions/Mapping of Responsibilities workgroup. The coordinator keeps the Cabinet apprised of any changes. Cabinet members contribute information and are responsible for distributing the final version to their respective areas. The Functions/Mapping of Responsibilities was revised in 2014.²¹</p> <p>On website https://rscdd.edu/Departments/Research/Documents/DistrictPlanning/2014RSCCDFunctionMappingFinal42814.pdf</p>
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Appendix D

Timeline for Key Planning and Assessment Activities

ASSESSMENT ACTIVITY	S 2015	F 2015	S 2016	F 2016	S 2017	F 2017	S 2018	F 2018	S 2019	F 2019	S 2020	F 2020	S 2021	F 2021	S 2022	F 2022
Review Mission Statement																
Review & Revise Strategic Plan Vision Themes																
Strategic Plan Update																
Planning & Decision-Making Processes																
Resource Allocation Processes																
Participatory Governance Structure																
Communication Processes (IE Survey)																
Training & Professional Development																
Educational Master Plan 2016-2022																
Accreditation																

= comprehensive

¹ Academic Senate Minutes May 26, 2015

² APR Template



Quadrennial
Capstone Report.pdf



ANNUAL
REPORT.pdf

³



Institutional_
Learning_Outcomes_
Process

⁴ Example of ILO analysis



Social Sciences.pdf

⁵ Strategic Plan Update 2015—Minutes Management Council 04-23-15

⁶ Example program review CJ aligned to SP

http://sac.edu/Program_Review/HST/CriminalJustice/Annual%20Planning%20Portfolio%20and%20Quadrennial%2019QT%20Cap/CJ%20Department%20PAPR%202014-2015%20111014.pdf

⁷ College Council webpage (membership) <http://www.sac.edu/President/collegecouncil/Pages/default.aspx>

⁸ http://www.sac.edu/AcademicAffairs/IEA_Office/Documents/SAC_Institution-set_Standards-14bnj.pdf

⁹



rscdd-powerpoint-te
mplate.pptx



2014-2015 Marketing
Analytics Board Repo

¹⁰ FRC Minutes



FRC_Minutes_Febru
ary_20_2013.pdf



FRC-minutes-03-20-
13 rev.pdf



FRC_Minutes
April_17_2013.pdf



FRC MAY 29 2013
Minutes.pdf



FRC Minutes
9-24-14 Meeting.pdf



FRC Minutes
10-22-14 Meeting.pd



FRC September 25
2013 Minutes.pdf

¹¹ Planning and Budget Committee minutes

 Budget Minutes Oct 1 APPRVD 2013.
 Budget minutes 11 5 2014 aprvd.pdf
 Budget Minutes 9 3 2013 APPRVD .pdf
 Budget Minutes 3 5 2013 A APRVD.pdf
 Budget Minutes1242012APP 6
 Budget Minutes 11 2012 APRVD.pdf
 Budget Minutes 10 2 2012 A APRVD.pdf
 Budget Minutes 9 4 2012 A APRV.pdf
 Budget Minutes 4 16 2013 APPRVD.pdf

¹² Josh's MOM Chart <https://public.tableau.com/profile/sacresearch#!/vizhome/MetricOverlapMatrix/Dashboard1>

13

 Copy of Data Portfolio.xlsx
 Quadrennial Capstone Report For
 Annual Program Review.pdf

14

 ILOs_Mapped_to_Sc
 ILOs_to_GE_Categor
 hool_of_Continuing_Eies_Mapping_Chart.d

¹⁵ Retention rate report re: new scheduling pattern for N50 [fall 12](#); [spring 13](#); [fall 13](#); [spring 14](#)

¹⁶ LC and MC surveys [Learning Center](#) and [Math Center Satisfaction Surveys](#)

¹⁷ LC BSI & equity funding

 Learning Center_Use
 of Equity and BSI Fur

 RSCCD strategic plan 20136-2019
 RSCCD strategic draplan 2013-2016
 RSCCD Grant App Schedule 051716 for
 POE Recommendations f
 AGENDA 5.25.16 POE COMMITTEE.do

¹⁹ Management Council Minutes <http://rscdd.edu/Discover-RSCCD/Documents/Management Council>

²⁰ Chancellor's Updates <http://rscdd.edu/Discover-RSCCD/Pages/Chancellor's-Update.aspx>

²¹ Mapping Chart

 2014 RSCCD
 Function Mapping Fin:

06-15-16 version

Status Report October 2014:
http://www.sac.edu/Accreditation/2014SelfEval/Documents/Actionable_Improvement_Plans-10-3-14_Final.pdf

From Follow-Up Report (not live)

Evidentiary Documents

1. [ACCJC Reaffirmation Letter October 2014](#)
2. [Accreditation Oversight Committee Website](#)
3. [Accreditation Oversight Committee Minutes Notes Sample](#)
4. [College Council Website](#)
5. [Follow-Up Report Template](#)
6. [Academic Senate Meeting Agenda May 26, 2015](#)
7. [CSEA Meeting June 11, 2015](#)
8. [Notes from the President June 2015](#)
9. [AOC Minutes August 17, 2015 Final Review](#)
10. [College Council Minutes—August 26, 2015; Academic Senate Minutes August 19, 2015; Classified Staff Minutes August 20, 2015](#)
11. [BOT Minutes 09-28-15, Item 3.4](#)
12. [Shared Governance Committees Website](#)
13. [Academic Senate Website](#)
14. [College Council Minutes May 27, 2015 Governance Review Retreat; College Council Minutes 06-10-15](#)
15. [Participatory Governance Structure Handbook 2015-16 Edition](#)
16. [Example of the Communication and Media Studies Quadrennial Report 2014](#)
17. [Resource Allocation Request from Fine and Performing Arts](#)
18. [Institutional Learning Outcomes Template](#)
19. [ILO Assessment Chart for Fine and Performing Arts](#)
20. [Humanities Division Curriculum Committee Minutes April 22, 2015](#)

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21. [Academic Senate Agenda November 25, 2014](#)
 22. [Course-level SLO Assessment Form Chart](#)
 23. [Program-level SLO Assessment Form Chart](#)
 24. [Calendar for Course and Program Assessment](#)
 25. [Quadrennial Schedule](#)
 26. [Teaching Learning Committee Minutes March 16, 2015](#)
 27. [Teaching Learning Committee Institutional Learning Outcomes Aggregated Chart Spring 2015](#)
 28. [Student Equity Forums Flyer](#)
 29. [January 2015 Convocation Student Equity Data Example for Psychology](#)
 30. [Winter 2015 Convocation Data](#)
 31. [TLC Minutes May 4, 2015](#)
 32. [Resource and Planning Calendar 2015-16](#)
 33. [Student Services SLO and Program Review Page](#)
 34. [Administrative Services Area Plan 2014-15](#)
 35. [Administrative Services RAR Form 2015-16](#)
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36. [Institutional Effectiveness Survey Spring 2015](#)
 37. [College Council December 10, 2014; January 28, 2015—Convocation](#)
 38. [College Council March 25, 2014—IEPI Indicators and Institution-Set Standards](#)
 39. [Strategic Plan Update 2015—College Council](#)
 40. [Actionable Improvement Plans Status Report October 2014](#)
 41. [Department Minutes Geography/Economics; Department Minutes Modern Languages](#)
 42. [Criminal Justice PLO analysis; Kinesiology PLO analysis; Mathematics PLO analysis; School of Continuing Education Adult Secondary Education PLO analysis](#)
 43. [Full Program Review repository](#)
 44. [Institutional Learning Outcomes “How To” Form](#)
 45. [Academic Senate Minutes May 12, 2015](#)
 46. [College Council Minutes Special/New Items #4 SP 05-27-14](#)
 47. [TLC Minutes May 18, 2015](#)
 48. [Timeline for College-wide Key Planning and Assessment Activities](#)
 49. [Updated Elements within the Educational Master Plan 2007-2015: Vision Themes Aligned to Board Goals; Strategic Plan with Budget Analysis; IE&A End-of-Year Report 2012](#)
 50. [IE&A Website](#)
 51. [Educational Master Plan Contents 2007-2015](#)
 52. [RSCCD Master Planning Guide 2013](#)
 53. [Facilities Master Plan 2011](#)
 54. [Planning & Budget Manual; Comprehensive Planning & Budget Cycle](#)
 55. [School of Continuing Education Technology Plan; SACTAC Technology Goals 2014-15; Technology Strategic Action Plan](#)
 56. [Institutional Effectiveness Timeline](#)

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57. [Planning and Organizational Effectiveness Committee \(POE\) website](#)
 58. [POE District Planning Survey](#) (RSCCD Planning Survey distributed by Planning and Organizational Effectiveness Committee)
 59. [Fiscal Resource Committee Review of the Budget Allocation Model](#)
 60. [Budget Committee Survey 2012; 2013; 2014](#)
 61. [Academic Affairs Agendas and Meeting Minutes with Documented Discussion of RAR Process](#)
 62. [Santa Ana College Professional Development website](#); [School of Continuing Education Professional Development website](#)
 63. [Professional Development Calendar](#)
 64. [Professional Development Conference Request Form](#)
 65. [Example Goals: Planning and Budget Committee 2014-2015](#)
<http://www.sac.edu/AdminServices/budget/Documents/P%20and%20B%20APPRVDcommittee%20goals%20for%20FY%2014%2015.pdf>
 66. [End-of-Year Reports: Committees that Report to Governance Groups—TLC; SACTAC and IE&A Office](#)
 67. [Participatory Governance End-of-Year Committee Reports: Student Success & Equity; Planning & Budget End-of-Year Report; Facilities](#)
 68. [Academic Senate Goals Update](#)
 69. [Notes from the President](#)
-
70. [President's website](#)
 71. [Santa Ana College website](#)
 72. [Rancho Santiago Community College District Public Affairs & Publications website](#)
 73. [Questions about District for Rancho View](#)
 74. [Chancellor's Updates website](#)
 75. [Employee Forums](#)
 76. [Flyer or info related to May 14th Resource Fair](#)
 77. [Business Division Program Review site](#)
 78. [College Catalog 2015-2016](#)
http://www.sac.edu/CatalogAndSchedule/Documents/2015-2016/SAC_Catalog_15-16_06172015.pdf
 79. [Teaching Learning Committee website](#)
 80. [Teaching Learning Committee Resources](#)
 81. [SAC SLO Assessment Process: Brief Calendar](#)
 82. [Program Review Templates and Data Portfolio: Quadrennial; Annual; Data Portfolio](#)
 83. [TracDat Meeting May 11, 2015](#)
 84. [Institutional Research; Fact Book](#)
 85. [SAC Tableau Research Profile \(Please copy and paste into browser\)](#)
<https://public.tableau.com/profile/sacresearch#!/StudentEquityActionTool>—
https://public.tableau.com/views/CourseSuccessRetentionFall121314V3/SEAT?:embed=y&:showTabs=y&:display_count=yes
 86. [SAC Institutional Effectiveness Survey Results 06-29-15](#)
 87. [Academic Senate Minutes May 26, 2015](#) Item VIIB Program Review Approval
 88. [Example ILO Analysis Social Sciences](#)
 89. [Criminal Justice Department Program Review Aligned to the Strategic Plan](#)

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90. [College Council webpage \(membership\)](#)
 91. [Institution-Set Standards](#)
 92. [Recommended Accreditation-Governance Committee Alignment Document](#)
 93. [PIO Info RSCCD: PowerPoint for BOT; Marketing Analytics](#)
 94. [List of Instructional Services in 2015-2016 Catalog](#)
 95. [FRC Minutes: Feb. 20, 2013; March 20, 2013; April 17, 2013; May 29, 2013; Sept. 25, 2013; Sept. 24, 2014; Oct. 22, 2014](#)
 96. [Planning and Budget Committee Minutes: Sept. 4, 2012; Oct. 2, 2012; Nov. 6, 2012; Dec. 4, 2012; March 5, 2013; April 16, 2013; Sept. 3, 2013; Oct. 1, 2013; Nov. 5, 2013](#)
 97. [Metric Overlap Matrix \(MOM\) Chart](#)
 98. [ILOs Mapped to GE; ILOs Mapped to SCE Programs](#)
 99. [Retention Rate Report re: New Scheduling Pattern for English N50: fall 12; spring 13; fall 13; spring 14](#)
 100. [Learning Center and Math Center Satisfaction Surveys](#)
 101. [LC BSI & Equity Funding](#)
 102. [District Council Agenda 06-01-15 with Minutes Related to Budget](#)
 103. [RSCCD Functions/Mapping of Responsibilities Chart 2014](#)
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END DRAFT 2 BNJ 07-18-16