



Santa Ana College

1530 West 17th Street, Santa Ana, California 92706 (714) 564-6000

Accreditation Oversight Committee September 7, 2016; 1:00-3:00pm President's Conference Room Minutes

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.

Members Present: Shelly Jaffray, Bonnie Jaros, Elliott Jones, Carlos Lopez, Jimmy Nguyen

Guests: Dr. Linda Rose, President SAC

I. Welcome—It was a pleasure to all be together again to do this work. Most noteworthy was the attendance of our new President, Dr. Linda Rose.

II. The Current Charge of the AOC: Midterm Report

a. Members were asked to review the Responses to Recommendations 1-3 in the *Follow-Up Report*, as these will need to be updated.

http://www.sac.edu/Accreditation/Documents/Follow%20Up%20Report%20Documents%202015/SAC_Accreditation_Follow-Up_Report_Final_10-12-15.pdf

Recommendation 4 will be included in addition, in the *Midterm Report*; however, as there is a major component for the President's role within this recommendation, this will not be discussed until President Rose is able to give direction. **(Please see Appendix A)**

- b. Timelines were reviewed. Bonnie reported that she made presentations to each participatory governance committee spring 2016 regarding the processes for the Midterm Report, and she has commenced gathering evidentiary documents on the internal accreditation page. Many, but not all of the documents, will be used for the Midterm Report.
- c. **Templates for Gathering Data for the Midterm Report**—It was decided that the AIPs will be updated first, and then the responses on the template may be more complete and accurate. Shelly and Bonnie will write the narrative from bulleted statements. Most important will be the evidence gathered to respond to the specifics of the sub-standards cited.
We must answer the questions for each sub-standard:
 - Are we doing “X”?
 - How do we know we are doing “X”?
 - What impact does “X” have on efficiency of what we do and Institutional Effectiveness? Student success and achievement?
- d. **Status of AIPs**—Members of the AOC will get in touch with persons responsible for tasks outlined in the AIPs. We will update this at the next meeting. (**Please see Appendix B**)
- e. **Other**—Dr. Rose emphasized that we will need to schedule a college-wide Accreditation Retreat to discuss the New Standards and the Quality Focus Essay, as we will need to move forward with increasing Institutional Effectiveness, and the Midterm Report is just one aspect of the work we need to be doing.

III. **Institutional Effectiveness**

- a. **Integrated Planning Design Manual and Educational Master Plan Update**—Carlos reported that Julie Slark has been engaged to help with the Integrated Planning Design Manual and the new Educational Master Plan. He has met with Julie, and Bonnie will be meeting with her Monday, September 12th to determine what planning elements already exist at the college and to conduct a gap analysis. This will facilitate the work in mapping integration of planning and budget. Julie will also be meeting with the research staff to determine needed data points, both quantitative and qualitative.
- b. **Timeline for Key Planning Activities**—The timelines were reviewed. It was noted that the Strategic Plan will need a complete review spring 2017. (**Please see Appendix C**)

IV. **Designated Responsibilities of Each AOC Member**—Each AOC member will be responsible for reportage to the respective constituency group and governance group. AOC members will also take the lead in gathering information and evidentiary documents to support the information. In addition, as per President Rose’s request, the AOC will serve as a recommending body to College Council regarding any needed structural changes, the upcoming accreditation retreat, and communication of broad accreditation issues to the college community.

- V. **Other**—A discussion was led by Dr. Rose regarding the following:
 - Outcomes and assessment. It will be necessary to draw lines and connections to ensure that assessment occurs at every level and that it is utilized to enhance institutional effectiveness. Structural changes will be necessary as a result; this will include a discussion of how data will be collected and

disseminated. The AOC will discuss a possible paradigm at the next meeting and make a recommendation to College Council.

- Dr. Rose also discussed the distinction between authentic ILOs that go across all aspects of the college and General Education outcomes. The TLC has been conducting GE outcomes, which are vital, but this still leaves a gap in college-wide ILOs. This will also be discussed at the next AOC meeting, as it will be necessary to review the ILOs, which must tie to all planning documents and the broad Strategic Plan.
- An accreditation retreat will be held to discuss the new standards and enhancement of institutional effectiveness.

The next meeting of the AOC will be September 16, 2016 from 1:00-3:00 pm in the President's Conference Room.

Appendix A Recommendations with Sub-standards Cited

Recommendation 1: In order to meet the Standards, the team recommends that the College institutionalize a process with identified responsibility that ensures the integration, assessment, analysis and use of assessment results, and documented dialogue of learning outcomes. Learning outcomes include course learning outcomes, program learning outcomes, student services outcomes, administrative unit outcomes, and institution learning outcomes. (Standards I.B.1, I.B.2, I.B.3, I.B.5, I.B.6, I.B.7, II.A.1.c, II.A.2.a, II.A.2.e, II.A.2.f, II.A.6, II.A.6.c, II.B.4, II.C.2, III.C.2, III.D.4, IV.A.5, IV.B.2.b., IV.B.3.g)

I.B. Improving Institutional Effectiveness

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

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

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

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

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

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

II.A Instructional Programs

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

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

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

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

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

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

II.B Student Support Services

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

II.C. Library and Learning Support Services

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

III.C. Technology Resources

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

III.D. Financial Resources

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

IV.A. Decision-Making Roles and Processes

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

IV.B. Board and Administrative Organization

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

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

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

Recommendation 2: In order to meet the Standards, the team recommends that the College establish, implement, and document a regular cycle of evaluation to include effectiveness of planning processes, training, decision-making, communication, resource allocation, and governance practices. (Standards I.B.3, I.B.6, I.B.7, II.A.6.c, III.C.2, III.D.4, IV.A.5, IV.B.3.g)

*=All sub-standards Repeated from Recommendation 1

Recommendation 3: In order to meet the Standards, the team recommends that the College make public all student learning outcomes for programs, certificates, and degrees, and ensure and document the regular cycle of assessment of all courses and programs in support of continuous quality improvement. (Standards II.A.1.c, II.A.2.a, II.A.2.e, II.A.2.f, II.A.6)

*=All sub-standards Repeated from Recommendation 1

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

8repeated from Recommendation 1

III.A. Human Resources

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

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

IV.B. Board and Administrative Organization

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

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

Appendix B

AOC Member Tasks for Completion of AIPs Chart

Jimmy:

- Get update from **marketing team (1.B.5)**

Carlos:

- Get report from **Jarek** related to programs put on **TracDat (II.A.1.c)**
- Talk to **Cherylee about DE BOT presentation** (Bonnie has checked with Nga—it hasn't been done) **(1.A.1.b)**
- Talk to **Cherylee** about protocol for including DE into student survey **(II.B.4)**
- Talk to **Cherylee** about LC and Math Center surveys **(II.C.2)**
- **Write description of new protocols for ISS and IEPI (II.A.2.i)**
- **Talk to Sara about II.B.3** 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. **and II.B.3.c** As part of the annual review process, student services management and faculty will analyze the most recent Student Satisfaction Survey and identify possible areas of program improvement and implement strategies to increase overall student satisfaction ratings to previous levels or higher (See I.B.1)
- **III.A.1.b** The student evaluation process requires evaluation and update. Alternative methods to increase student participation including best practices from other community colleges should be considered.

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.

- **III.A.5.a** The college needs to facilitate and expand professional development opportunities. The college also needs to create a specific budget line item to fund professional development activities.
- **III.B.1.a Related to emergency notification tools**
- **III.D.1.a Related to RAR process**
- **III.D.1.d Regarding fairness in budget**
- **III.D.2.c regarding budget training**

Bonnie:

- **Contact Janice to get job description for the new Research Analyst position (1.B.1)**
- **Talk to Research Office (Janice) related to evaluating professional development program (1.B.1)**
- **III.B.1 Contact Mike related to institutional involvement of DE in the budget and planning process.**
- **III.B.2 Contact Mike**
- **III.B.2.a Contact Mike**
- **III.C.1.a Contact Jim**
- **III.C.1.c Contact Mike**
- **III.C.1.d Contact Jim**
- **III.D.1.c Related to SB 361**
- **IV.B.3.c Contact Mike regarding review of budget procedures**

Appendix C

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 | | | | | | █ | | | | | | █ | | | | |

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**Accreditation Oversight Committee
September 16, 2016; 1:00-3:00pm
President's Conference Room
Agenda**

- I. Approval of Minutes September 7, 2016**
- II. Update on Status of Work on Midterm Report and Beyond**
 - a. AIPs**
 - b. Reportage to Constituency Groups**
 - c. Accreditation Retreat**
 - d. Requests of Dr. Rose**
- III. Institutional Effectiveness**
 - a. Integrated Planning Design Manual/EMP—Meetings with Julie Slark**
 - b. Discussion: Recommendation to College Council for Structural Changes**
- IV. Other**

Members:

Shelly Jaffray, Dean, Humanities and Social Sciences
Bonita Jaros, Accreditation Liaison Officer
Elliott Jones, President, Academic Senate
Carlos Lopez, Vice President, Academic Affairs
Luis Mejia, President, Associated Student Government
Jimmy Nguyen, CSEA 579 Representative

c: Dr. Linda Rose, President, Santa Ana College