SANTA ANA COLLEGE
Institutional Effectiveness and Assessment Committee
Minutes
May 9, 2012; A-105; 2:00-4:00pm

To: Distribution
From: Bonnie Jaros, Chair, Institutional Effectiveness and Assessment Committee

Santa Ana College 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.

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

Members Present: Cecilia Arriaza, Carol Comeau, Ray Hicks, Bonnie Jaros, Nga Pham, Denise Phillips, Linda Rose
Guests: Sue Garnett, Madeline Grant, Bart Hoffman, Ron Jones, Sarah Salas

I. **Approval of Minutes of April 18, 2012**—The minutes of April 18, 2012 were approved as written.
II. **Follow-Up from Mid-Cycle Planning Retreat: Meeting with Table Team V. Representatives 2:05-2:45**
   A. SAC Mission & SAC Vision Themes—(Please See Appendix A)
   B. Vision Theme V: Workforce Development
III. **Follow-Up from Mid-Cycle Planning Retreat: Meeting with Table Team VI Representatives 3:00-3:40**
   A. SAC Vision Themes & SAC Core Competencies
   B. Vision Theme VI: New American Community—(Please see Appendix A)

   Note: Bonnie will send charts for the Strategic Plan draft to Table V and Table VI representatives. We request that the Strategies/Actions column be completed by June 1, 2012 and sent to Bonnie. The completed Strategic Plan draft will then be sent to College Council for approval.

IV. **Institutional Effectiveness & Program Review Update**—The TLC End-of-Year Report will be completed the week of May 14, 2012. It will contain a summary of the goals from the PA/PR Reports. During the summer Linda and Bonnie will be preparing documents related to program review to clearly explain how planning and budget align

at an institutional level, an operational unit level, and a department level. All other program review reports (Student Services, Administrative Services, President's Cabinet Portfolio) are due by June 1, 2012 so they may be incorporated into the IE&A End-of-Year Report.

V. **Other**

  A. **Participatory Governance End-of Year Reports**—Bonnie will need the End-of-Year Reports from all participatory governance committees by the end of next week so she may incorporate them into the IE&A End-of-Year report. The IE&A End-of Year Report will be completed at the beginning of June as a result.

  B. **Revised Mission Statement**—Bonnie has received feedback from all the participatory governance committees and the Curriculum and Instruction Council regarding the proposed revised SAC Mission Statement. All committees with the exception of SACTAC have supported the statement with no further revision. SACTAC had concern about the statement related to "equity and access." In addition, as of May 9, 2012, IE&A has consulted with all Table teams from the *Mid-Cycle Planning Retreat.* Table Team V has recommended that the phrase "economic development" be changed to "workforce development" to be in alignment with statewide recognition and direction for CTE as well as the SAC Vision Theme V: Workforce development. Taking all into consideration, the IE&A committee has voted in support of the revised SAC Mission Statement and will forward the statement to College Council for approval. **(Please see Appendix B)**

  C. **Review of Planning Documents Alignment (Task I *Mid-Cycle Planning Retreat*) (Please see Appendix C)**

VI. **Accreditation:** Linda and Bonnie will be working with faculty and administrators during the summer on the SLO Report due to ACCJC October 15, 2012.

VII. **Future Meeting—The calendar of meetings for 2012-2013** will depend on the BAPR schedule, which has not yet been established. As a result, the meeting schedule for IE&A is forthcoming. The first meeting, however, has been established: **September 5, 2012 from 3:00-5:00pm in A-105**. (Meetings will be scheduled from 2:00-4:00pm. This meeting is scheduled to avoid conflict with the District Facility Planning Committee.)
Work for 2012 -2013 includes:

  A. **Accreditation Update: SLO Report (due October 15, 2012); Preparation for Institutional Self-Evaluation 2014 (Please bring Annotated Standards, ACCJC Rubrics and SAC Midterm Report 2011)**

  B. **Enrollment Management**

  C. **Reports:**
    1. **Planning and Budget: SAC, BAPR, BAPR WG**
    2. **Facilities Committee**
    3. **SACTAC**
    4. **Student Success/BSI**

Thank you to all have participated on the IE&A Committee and all members of our college family, who have contributed to the Strategic Plan Draft, program review documents, and accreditation documents; and who have served on the participatory governance committees!

APPENDIX A

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:	**C.1** Coordinate efforts between instruction and student services	

Increase student academic literacy and learning across disciplines.	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 to encourage success in workforce preparation, transfer and basic skills.	**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 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

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. **B.4** Provide equal access to current hardware, software and databases to offices, student labs, the library and all classrooms. **B.5** Formalize the technology staff development program. **B.6** Enhance and ensure timely, efficient and complete technology support in all offices. **B.7** Provide communication software that allows for collaboration such as blogs and wikis. **B.8** Include technology in facilities planning by	**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 students with disabilities; technology in the Nealley Library and at SCE; student printing solution

	coordinating college and district efforts. **B.9** Provide access to information to students, staff and faculty with disabilities **B.10** Develop alternative strategies for funding technology including endowments. **B.11** Maintain Technology Plan to be in concert with District Technology Plan	
C. **Classrooms: SAC will provide innovative instructional technologies that will enable faculty to enhance and facilitate student learning.**	**C.1** Mediate remaining classrooms **C.2** Update, replace and standardize technology in existing classrooms and offices every four years. **C.3** Enhance and ensure timely, efficient and complete support in all classrooms and offices. **C.4** Fully develop an instruction design team and training program to support faculty which includes facilities, personnel and a responsive organization. **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.	

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)
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.**	**A.1 Academic:** • 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 **A.2 Student Services:** • Create college-wide, interdisciplinary learning centers • Expand and innovate in the provision of Academic Educational Plans for all students **A.3 Operational Support:**	

	• 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	
B. Embrace Scholarship and Inquiry: **Promote high standards of scholarship/intellectual inquiry and provide the tools for ongoing learning.**	**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	
C. Access/Outreach: **Enhance opportunities for student access to non-traditional delivery modes**	**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 | |

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)
A. Access/Motivation: Promote an "achievement attitude" among our prospective student population and supporting networks	**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	
B. Community/Family	**B.1** Evaluate the value the	

9

Involvement: **Extend awareness of the college as a part of the community**	community places on the college **B.2** Develop programs and services to meet community needs	
C. **Lifelong Learning:** **Increase interest in learning across the college and community**	**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	
D. **Healthful Living/Environment:** **Increase awareness and practice of healthful living across the college and community, including personal and environmental choices**	**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	

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 are 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.

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)
A. Partnerships & Relationships: Develop industry partnerships & alumni relationships	**A.1** Coordinate Advisory Committee meetings with business partners and secondary schools (e.g. Vital Link, CTE Partnerships) **A.2** Maintain relations with industry partners to attract monetary and other donations (e.g. current technology) for CTE programs. **A.3** Create an Alumni Network **A.4** Increase visibility of CTE programs to employers, universities and the community at large.	
B. Skills Across the Curriculum: Integrate basic and technical skills with employability and workplace competencies, to address workforce needs.	**B.1** Work with math and English (reading & writing) to develop contextualized instruction/curriculum for CTE students. **B.2** Infuse soft/employability skills and training into CTE classes. **B.3** Support faculty professional development to maintain current industry knowledge and best practices across the CTE curriculum.	
C. Skilled Employees: Support regional	**C.1** Launch new CTE programs to meet regional employer needs.	

workforce development by becoming the primary local source of skilled employees	**C.2** Maintain and enhance CTE programs to meet industry requirements and accreditation/licensing body standards. **C.3** Promote CTE programs to regional employers to increase student employment opportunities.	
D. Practical Work Experience: Provide practical work experience SAC students	**D.1** Enhance internships and work-based learning through utilization of the Career Center and Service Learning Center. **D.2** Prepare students for Practical Work Experience placement by utilizing Work Experience coordinator(s).	
E. Career and Educational Pathway Planning: Develop and teach educational pathways leading to degree and certificate completion.	**E.1** Expand strategic alignment with local high schools, universities and other colleges, and CTE Partnerships. **E.2** Enhance counseling involvement in CTE student Career & Education planning. **E.3** Utilize technology to provide CTE students with Education Planning.	

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: <mark>Emerging</mark> 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)
A. Local and Global responsibility: Promote individual and collective awareness at the local and global level	**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.	
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	**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.	
C. Cross-disciplinary collaboration: Create an environment among faculty, staff and students that encourages cross-	**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	

13

disciplinary collaboration, activities and dialogues.	share how the cross-cultural nature of SAC has transformed our lives, our learning and our practices (example: classroom conversations or college wide blog).	
D. Increase "Green" efforts	**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).	
E. Transparency and Accountability: Define roles, responsibilities and processes within the college community and make them easily accessible	**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	

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

Approved IE&A 05-09-12
<mark>Approved College Council</mark>
Annual updates will be found on InsideSAC.net

APPENDIX B
Revised Mission Statement

Current 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.

Proposed Revised Mission Statement:
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.

Approved IE&A 05-09-12

NOTE: As of 08-27-12: Recommended for revision by IE&A on 05-09-12; Mission Statement approved by College Council 06-13-12. Requires Board of Trustees approval. Vision Theme VI under College Council review.

APPENDIX C
Planning Alignment Debrief from Task I by Table Team

Table Team I
Task One: District Vision and SAC Mission
Not aligned but complementary
No mention of access or equity or cost-effective
"collegial"
Why? Because the mission is a statement; the "Vision" is how to.

Proposed Revision to Mission Statement: The mission of Santa Ana College is to be a leader and partner in meeting the intellectual, cultural, technological and economical needs of our diverse community (omitted workforce because it is the same as economical).
Santa Ana College provides access and equity in a dynamic learning environment that prepares students for transfer, some careers, and lifelong intellectual pursuits to become leaders in a global community.

Table Team II
Task One: District Goals and SAC Vision Themes

District Goals	SAC Vision Themes
Goal 1	I, III, IV, VI
Goal 2	I, III, IVA, V
Goal 3	IIB, VIB
Goal 4	IB, II, III
Goal 5	III, V, VIA

Goal 6	I, II, IIA, VI
Goal 7	IC, IVB, VA
Goal 8	IVB, VC

Table Team III
Task One: District Strategic Plan and SAC Strategic Plan

District Strategic Plan	SAC Strategic Plan
Goal 1	1,2,3,4
Goal 2	1,2,3,4,5
Goal 3	6 (SAC does not support district plan
Goal 4	2,3
Goal 5	No—needs work
Goal 6	No—needs work
Goal 7	5,4
Goal 8	4,5

Table Team IV
Task One: District Goals and SAC Core Competencies

Core Competencies	District Goals
1. Communication Skills	2,1 (evidence: reading/writing across the curriculum); 7,4 moderate, 6
2. Thinking and Reasoning	1,2 ,7
3. Information Management	4 (stronger in "b"), 1, 2, 7
4. Diversity	2,7,8,1; 6(moderate)
5. Civic Responsibility	8,2,7,5 (evidence: student leadership on FA issue); 3 (evidence: green campus and no smoking)
6. Life Skills	2,1
7. Careers	7,2,4,8

Table Team V
Task One: SAC Mission and SAC Vision Themes

Mission	Vision Themes
intellectual	IA, IIC, IIIA, IIIB
cultural	IB, IIIB, IIIC, IV, VI
technological	IC, II, IIIA, IIIC, IB, IVB
Workforce and Economic Development	I, IIA, V, VID

Improvement: Completion = degree, certificate, transfer
Rethink lifelong intellectual pursuit

Table Team VI
Task One: SAC Vision Themes and SAC Core Competencies

Core Competencies	Vision Themes
CC 1	VT IC "within goal-driven timelines" needs to be added to student achievement
CC2	Not mentioned in VT I: student Achievement
CC3	Needs more equitable access for students across sites
CC4	VT V-Workforce development-- need for soft skills (also applies to CC 5 and 6)
CC5	VT VI Institutional transparency should foster student success Accountability for participation and completion VT I Student Achievement VT VI Students will have increased awareness of green activities plus careers in community
CC6	

Questions: Re Vision Theme IVA "supporting networks?"
Where is accountability for lifelong learning in core competencies?

SANTA ANA COLLEGE
Institutional Effectiveness and Assessment Committee
Agenda
August 29, 2012; A-105; 2:00-4:00pm

To: Distribution
From: Bonnie Jaros, Chair, Institutional Effectiveness and Assessment Committee

Santa Ana College 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.

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

   I. **Approval of Minutes of May 9, 2012**
   II. **Institutional Effectiveness & Program Review Update**
      A. **SAC Mission Statement and Strategic Plan**
      B. **IE&A End-of-Year Report**
      C. **Program Review Handbook for Instructional Programs: Revised Calendar (Attachment 1)**
   III. **Accreditation Update: SLO Report (due October 15, 2012)**
   IV. **Other**
   V. **Future Agenda**
      A. **Preparation for Institutional Self Evaluation 2014 (Please bring Annotated Standards, ACCJC Rubrics and SAC Midterm Report 2011)**
      B. **Enrollment Management**
      C. **Reports:**
         1. **Planning and Budget: SAC, BAPR, BAPR WG**
         2. **Facilities Committee**
         3. **SACTAC**
         4. **Student Success/BSI**

Meeting dates for 2012-2013:
   FALL 2012—08-29-12; 09-12-12; 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)

Attachment 1

Cyclical Academic Program Review Planning Calendar

<mark>August</mark>	<mark>**PHASE II OF PLANNING CYCLE FROM PRECEDING ACADEMIC YEAR CONTINUES**</mark>
	
	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)
	  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	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	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	I. Deans prepare draft of Division Planning Portfolio, due to Vice President Academic Affairs 12/15.
Mid-<mark>January</mark> to Mid-February	<mark>**PHASE I OF PLANNING CYCLE FOR NEXT ACADEMIC YEAR COMMENCES**</mark> 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	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	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	I. TLC reviews SLO reports. II. Chair TLC forwards *End-of-Year Report* to IE&A Committee. IE&A Committee sends *End-of-Year Report* to participatory governance committees and Academic Senate.
June to Mid-August	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.

Members:

Cher Carrera	**cc:** Erlinda Martinez, Ed.D.
Ray Hicks	Raúl Rodríguez, Ph.D.
	John Didion
Bonnie Jaros	Jeff McMillan, Ph.D.
James Kennedy	Kennethia Vega
Sara Lundquist	Marta Barker
Nga Pham	Karen Scott
Denise Phillips	Geni Lusk
Linda Rose	Sue Garnett
John Zarske	Sylvia Turner

Note: A request has been made for the replacement of Cecilia Arriaza, Classified Staff Representative.

bnj/05-10-12
updated to add completed Strategic Plan 08-27-12 (Appendix A) and approval status of SAC Mission Statement revision (Appendix B).