

Student Learning Outcomes and Accreditation

Dr. Rose



Our Target Date

Our timeline

- Fall : Begin 2016
- Spring:
- Summer:

What expectations will team have?

- Has the college defined expected student learning outcomes for all courses?
- Has the college identified appropriate assessment methodologies for defined expected student learning outcomes for all courses?
- Has the college assessed student learning outcomes for all courses?

What expectations will team have?

- Has the college analyzed assessment results for the student learning outcomes for all courses?
- Using assessment results, has the college planned and implemented changes to pedagogy, facilities, etc. to improve learning for all courses?
- Has the institution defined student learning outcomes for all programs leading to certificates and degrees?

What expectations will team have?

- Has the institution mapped expected programmatic student learning outcomes to all the courses and other experiences (i.e., work experience, internships, co-curricular, etc.) required to complete the certificate and degree programs?
- Has the college identified appropriate assessment methodologies for the programmatic expected learning outcomes, including summative assessments where appropriate?

What expectations will team have?

- Has the college assessed expected student learning outcomes for all courses required to complete the certificate and degree programs?
- Has the college analyzed assessment results for all courses required to complete the certificate and degree programs?

What expectations will team have?

- Using assessment results, has the college planned and implemented changes to pedagogy, facilities, etc. to improve learning for all certificate/degree programs?
- Has the college identified student learning outcomes for general education?

What expectations will team have?

- Has the college mapped expected general education student learning outcomes to all the courses and other experiences (i.e., co-curricular, service learning, etc.) required to complete the general education requirements of the institution?
- Has the college identified appropriate assessment methodologies for the expected student learning outcomes in general education courses?

What expectations will team have?

- Has the college assessed student learning outcomes for all courses in general education?
- Has the college analyzed assessment results for all courses in general education?
- Using assessment results, has the college planned and implemented changes to pedagogy, facilities, etc. to improve learning for all general education courses?

What expectations will team have?

- Has the college defined expected student learning outcomes for instructional support (i.e., library and learning resources, tutoring, etc.)?
- Has the college defined expected student learning outcomes for student support services?

What expectations will team have?

- Has the college mapped expected instructional support student learning outcomes to all the courses and other experiences (i.e., co-curricular, service learning, etc.)?
- Has the college mapped expected student support services student learning outcomes to all the courses and other experiences (i.e., co-curricular, service learning, etc.)?

What expectations will team have?

- Has the college identified appropriate assessment methodologies for the expected student learning outcomes in instructional support courses or other experiences?
- Has the college identified appropriate assessment methodologies for the expected student learning outcomes in student support services courses or other learning experiences?

What expectations will team have?

- Has the college assessed student learning outcomes for all courses or other experiences in instructional support?
- Has the college assessed student learning outcomes for all courses or other experiences in student support services?
- Has the college analyzed assessment results for all courses or other learning experiences in instructional support?

What expectations will team have?

- Has the college analyzed assessment results for all courses or other learning experiences in student support services?
- Using assessment results, has the college planned and implemented changes to pedagogy, facilities, etc. to improve learning for all instructional support courses or other learning experiences?

What expectations will team have?

- Using assessment results, has the college planned and implemented changes to pedagogy, facilities, etc. to improve student learning for all student support services courses or other learning experiences

To summarize.....

- Define outcomes
- Map program outcomes to courses and experiences
- Identify assessment methodologies
- Assess outcomes
- Analyze assessment results
- Plan and implement changes based on analysis

Do these in...

- All courses
- All programs leading to certificates and degrees
- General education
- Instructional support
- Student support

From: [Jaros, Bonita](#)
To: [Rose, Linda](#)
Subject: FW: ADT Update
Date: Wednesday, September 07, 2016 12:35:31 PM

Dr. Rose,

Please forgive the duplication...I would like to apprise you of the accreditation/USDE status of SAC's ADTs.

I think this format will be much easier to read than what I wrote below:

- 24 ADTs should be placed in the catalog: they have state approval and ACCJC and USDE certification
- 2 (Chemistry and Biology) have received state approval. I have sent notice to ACCJC but am awaiting the acknowledgment letter that USDE has been apprised.
- 3 are pending:
 - Film, TV, Electronic Media was sent to the state for approval; awaiting approval
 - Economics has been approved locally (C&I and BOT) but not yet sent to the state
 - Nutrition has been approved locally but not yet sent to the state

Please let me know if you'd like my internal list so you can see the 24 degrees I did not name. Please note that the list was just for my use and not in alpha or sequential order.

B--

Bonita Nahoum Jaros, Ph.D.

Santa Ana College
Institutional Effectiveness and Assessment Coordinator
Accreditation Liaison Officer
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(714) 564-6989

Strategic/Achiever/Input/Ideation/Empathy

P Please consider the environment before printing this e-mail.

From: Jaros, Bonita
Sent: Wednesday, September 07, 2016 12:14 PM
To: Rose, Linda <Rose_Linda@sac.edu>
Subject: ADT Update

Dear Dr. Rose,

I thought it appropriate to update you on the status of ADTs at SAC. There are currently 24 approved

by the state , Commission, and USDE, which should be placed in the Catalog. I have reported two more, Chemistry and Biology, to the Commission, but I am waiting to receive notice (you will also receive notice as you know). Three more are pending: Film, TV and Electronic Media have been approved and sent to the state for approval—waiting approval. Economics (app C&I and BOT) and Nutrition (app C&I) have not yet been sent up to the state. This will be 29 in all, so hopefully we will have them approved for the next Catalog.

If you'd like my list, I'd be happy to send it—it is not in alpha order, however, and is just a document I use to keep myself on task. I'm happy to send it, though.

B--

Bonita Nahoum Jaros, Ph.D.

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**Meeting with President Linda Rose
September 21, 2016**

ALO Reports

- 1. Status Integrated Planning Design Manual/EMP**
- 2. Accreditation Oversight Committee work (draft meeting minutes 09-16-16)**
 - a. Requests from the President**
 - i. Mission Statement Review**
 - ii. Accreditation Retreat**
 - iii. Structural Change**
 - b. Status Midterm Report (Recommendation 4: Attachment 1)**
 - i. Update Research Committee Meeting 09-21-16**
- 3. Status ADTs: AS-T Chemistry; AS-T Biology**
- 4. Site Improvement Report Training**
- 5. Follow-Up Continuing Education CTE Programs**
- 6. Requests from President Rose**
 - a.**

Attachment 1

RESPONSE TO ACCJC COLLEGE 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)

- Equity and Research Office established—Director of Research and Equity Coordinator//Student Success and Equity Committee work
- Research Analyst hired—MOM//Tableau
- Director of Research hired tied to Equity
- Another Research Analyst hired tied to Student Services and Academic Affairs?????
- TracDat/SLO Coordinator back to Continuing Ed Status of TracDat and SLO???

All these are tied to Equity funds and report to the VP Student Services. There is no discernible connection to the IE/Accreditation Office.

Connection to Academic Affairs?

How does data analysis support decision-making and integrated planning?

Response from Research and Equity Office regarding a Research Agenda:

My questions

Response

- | | |
|--|---|
| 1. Who developed it? | The Research Office Staff and The Research Team |
| 2. Has it been approved by any entity? | The VP of Student Services and the Research Team |
| 3. What is the process for developing it? | BY aligning the campuses research needs with the Research Office's responsibilities and resources |
| 4. How does it fit with the Strategic Plan? | ??? |
| 5. How does it integrate with resource allocation? | ??? |
| 6. How will it be monitored? | The Director of Research will monitor the Agenda weekly to determine progress. She will report progress to the VP of Student Services and the Research Committee. |



Agenda - Santa Ana
College Research OI

How does it make sense that those that develop it, approve it and monitor it?

How will the Equity Office suddenly take responsibility for Accreditation with no connection to the ALO? On whose authority? The ALO works for the president.

How is this applicable to the classroom? Are there any links to the mission or budget requests from the departments and division deans? Does any dean know about this? So far no chair I have talked to thinks this has any use for them.



SANTA ANA COLLEGE

Meeting Agenda: Dr. Linda Rose, President and Dr. Bonita Jaros, ALO October 18, 2016

ALO Reports

1. Status Integrated Planning Design Manual/EMP (Please see Attachment 1 from Julie Slark)
2. Accreditation Oversight Committee work (draft meeting minutes 09-30-16—separate document)
3. Follow-Up Requests from the President
 - a. Mission Statement Review—PowerPoint and email sent (Please see Attachment 2)
 - b. Program Review: Themes developed by TLC; ILO status; PR Planning Calendar

Themes pp 15-21; ILO analysis in Academic Affairs is also included in the TLC End-of-Year Report on pp 24-29.

<http://www.sac.edu/committees/TLC/Documents/TLC%20End-of-Year%20Report%20May%2019%2c%202016.pdf>

The “Cyclical Academic Program Review Planning Calendar” created by Dr. Rose as Vice President of Academic Affairs and Dr. Jaros as IE&A Coordinator may be found on the TLC page under *Resources*.
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Possible questions for capstone program review analysis to be done in the fourth year of the cycle.

1. What are the outcomes of the department’s SLP/PLO/ILO analysis and strategies for improvement? e.g., have degree attainment rates, certificate rates (if applicable), persistence rates, success rates improved?
2. How has disproportionate impact lessened in the areas noted by the department?
3. How have the goals of the department been achieved? Will there be new goals? Continuing goals?

4. Status Midterm Report (Recommendation 4: Attachment 3)
5. Update Research Committee Meeting 09-21-16
6. Report from CCCCO-Academic Senate 9/22/16 Meeting on Baccalaureate Pilot Program



BDP_22SEPT16_Mee
ting.pdf

7. Requests from President Rose for ALO Follow-Up

Attachment 1

Julie Slark Planning Contract Update – September 14, 2016

Fall 2016 PROJECT GOALS AND ACTIVITIES:

1. Describe existing planning process in clear format for sharing with SAC task force
2. Identify gaps in connections between components of current planning process
3. Create proposed action plan/process (timelines, responsibility assignments) for planning structure modifications and development of EMP
4. Begin identification of data elements to include in EMP's internal and external scan prelude, in collaboration with district and college institutional research leadership

TIMELINE:

- Review existing planning documents and meet with Bonnie Jaros during **September 2016**
- Review status of findings and project with Carlos Lopez approximately **late September 2016**
- Meet with task force **mid-October** to share preliminary current planning structure and gaps, and initiate planning structure modifications
- Complete recommendations for future planning steps and timelines relative to development of an EMP and a new planning structure by **early November 2016**
- Complete current project/contract by **December 20, 2016**

UPDATE – September 14, 2016:

- Met with Carlos Lopez (August 31) to define specific and current scope of project
- Met with Bonnie Jaros (September 12) for instruction about existing planning processes and to receive planning documentation
- Began review of multiple planning documents
- Next meeting with Bonnie Jaros planned for September 26
- In process of scheduling meeting with institutional research leadership and other meetings

QUESTIONS AND CURRENT ISSUES:

- Need assistance scheduling meetings:
 - Update meeting with Carlos Lopez end September
 - EMP research meeting with two research leads
 - Mid-October task force meeting date (need to establish membership)
- Existing contract requires extension from October 31 to December 20
- May require meeting with Student Services and Admin Services leadership to learn program review and planning processes in place for those areas
- Initial conclusion: college planning documents and outcomes are numerous, creating a complex project, as well as a college need for an action-oriented venue

Attachment 2

Dr. Rose PPoint



Student Learning
Outcomes and Accre

Email sent by Dr. Jaros on behalf of Dr. Rose and IE Office

From: Jaros, Bonita

Sent: Thursday, September 29, 2016 3:59 PM

To: Collins, Michael T. <Collins_MichaelT@sac.edu>; Lopez, Carlos <Lopez_Carlos@sac.edu>; Lundquist, Sara <Lundquist_Sara@sac.edu>; Kennedy, James <Kennedy_James@sac.edu>; Jones, Elliott <Jones_Elliott@sac.edu>; Zarske, Monica <Porter_Monica@sac.edu>; Williams, Lithia <Williams_Lithia@sac.edu>; Small, Sean at Theatre <Small_Sean@sac.edu>; Luis Mejia (mejia.luis001@gmail.com) <mejia.luis001@gmail.com>; Nguyen, Jimmy <Nguyen_Jimmy@sac.edu>; Jaffray, Shelly <Jaffray_Shelly@sac.edu>; Kehlenbach, Brian <Kehlenbach_Brian@sac.edu>; Sweeney, George <Sweeney_George@sac.edu>; Hicks, Raymond <Hicks_Raymond@sac.edu>

Cc: Rose, Linda <Rose_Linda@sac.edu>

Subject: Mission Statement Review

Dear Colleagues,

In preparation for the Educational Master Plan Update, it is time to review the Santa Ana College Mission Statement. On behalf of President Rose and the IE&A Office, we would appreciate if you would review the current Mission Statement and the new Accreditation Standard IA at one of your upcoming governance committee meetings in preparation for an in-depth discussion early in the spring semester. Minutes of your mission statement discussions will be included as evidentiary documentation for our accreditation reports, including the upcoming Midterm Report.

Thank you all! We look forward to a rich conversation.

B--

Current 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.

Standard I: Mission, Academic Quality and Institutional Effectiveness and Integrity

The institution demonstrates strong commitment to a mission that emphasizes student learning and student achievement. Using analysis of quantitative and qualitative data, the institution continuously and systematically evaluates, plans, implements, and improves the quality of its educational programs and services. The institution demonstrates integrity in all policies, actions, and communication. The administration, faculty, staff, and governing board

members act honestly, ethically, and fairly in the performance of their duties.

Standard I.A. Mission

- 1.** The mission describes the institution's broad educational purposes, its intended student population, the types of degrees and other credentials it offers, and its commitment to student learning and student achievement. (ER 6)
- 2.** The institution uses data to determine how effectively it is accomplishing its mission, and whether the mission directs institutional priorities in meeting the educational needs of students.
- 3.** The institution's programs and services are aligned with its mission. The mission guides institutional decision-making, planning, and resource allocation and informs institutional goals for student learning and achievement.
- 4.** The institution articulates its mission in a widely published statement approved by the governing board. The mission statement is periodically reviewed and updated as necessary. (ER 6)

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Strategic/Achiever/Input/Ideation/Empathy

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Attachment 3

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)

Standard	Self Evaluation Report	Responder/Position	Updates/Evidentiary Documents
III.A.5.b			
III.A.6			
IV.B.2.b*			

*=Repeated from Recommendation 1.

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)

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.



SANTA ANA COLLEGE

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ALO Reports

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Possible questions for capstone program review analysis to be done in the fourth year of the cycle.

1. What are the outcomes of the department’s SLP/PLO/ILO analysis and strategies for improvement? e.g., have degree attainment rates, certificate rates (if applicable), persistence rates, success rates improved?
2. How has disproportionate impact lessened in the areas noted by the department?
3. How have the goals of the department been achieved? Will there be new goals? Continuing goals?
4. Status Midterm Report (Recommendation 4: Attachment 2)
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6. IE&A Office RAR
7. Requests from President Rose for ALO Follow-Up

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Attachment 1

Preliminary Mission Statement Review Participatory Governance Committee/Academic Senate Feedback

Current SAC Mission Statement:

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* Eligibility Requirements for Accreditation

ER6: Mission—The institution's educational mission is clearly defined, adopted, and published by its governing board consistent with its legal authorization, and is appropriate to a degree granting institution of higher education and the constituency it seeks to serve. The Eligibility Requirements for Accreditation mission statement defines institutional commitment to student learning and achievement. (Standard I.A.1 and I.A.4)

Recommendations

Committees	Elements				
	Broad Educational Purposes	Intended Student Population	Types of Degrees and Other Credentials	Commitment to Student learning and Achievement	Other
Academic Senate					
Curriculum and Instruction					
Facilities					
Planning and Budget	stated	Transfer; CTE (career development)	Higher education degrees and certificates		Current Mission Statement is too long; difficult to remember
Student Success and Equity					
SACTAC	--Educate students --Diverse educational learning environment --Open access --Service to our community	--Diverse community --International students	--AA/AS -- BS Occ. Stud. --ADTs --CTA Certificates of Achievement --Certificates of proficiency --non-credit	--Meet challenge of any student that comes to us --Culture of investigation through program review --DE/OER (different modes of instruction)	Question about lifelong intellectual pursuits
TLC (11/14/16)					

Attachment 2

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Dear Colleagues,

In preparation for the Educational Master Plan Update, it is time to review the Santa Ana College Mission Statement. On behalf of President Rose and the IE&A Office, we would appreciate if you would review the current Mission Statement and the new Accreditation Standard IA at one of your upcoming governance committee meetings in preparation for an in-depth discussion early in the spring semester. Minutes of your mission statement discussions will be included as evidentiary documentation for our accreditation reports, including the upcoming Midterm Report.

Thank you all! We look forward to a rich conversation.

B--

Current 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.

Standard I: Mission, Academic Quality and Institutional Effectiveness and Integrity

The institution demonstrates strong commitment to a mission that emphasizes student learning and student achievement. Using analysis of quantitative and qualitative data, the institution continuously and systematically evaluates, plans, implements, and improves the quality of its educational programs and services. The institution demonstrates integrity in all

policies, actions, and communication. The administration, faculty, staff, and governing board members act honestly, ethically, and fairly in the performance of their duties.

Standard I.A. Mission

- 1.** The mission describes the institution's broad educational purposes, its intended student population, the types of degrees and other credentials it offers, and its commitment to student learning and student achievement. (ER 6)
- 2.** The institution uses data to determine how effectively it is accomplishing its mission, and whether the mission directs institutional priorities in meeting the educational needs of students.
- 3.** The institution's programs and services are aligned with its mission. The mission guides institutional decision-making, planning, and resource allocation and informs institutional goals for student learning and achievement.
- 4.** The institution articulates its mission in a widely published statement approved by the governing board. The mission statement is periodically reviewed and updated as necessary. (ER 6)

Bonita Nahoum Jaros, Ph.D.

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Strategic/Achiever/Input/Ideation/Empathy

P Please consider the environment before printing this e-mail.

Attachment 1

Preliminary Mission Statement Review Participatory Governance Committee/Academic Senate Feedback

Current SAC 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.

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* Eligibility Requirements for Accreditation

ER6: Mission—The institution's educational mission is clearly defined, adopted, and published by its governing board consistent with its legal authorization, and is appropriate to a degree granting institution of higher education and the constituency it seeks to serve. The Eligibility Requirements for Accreditation mission statement defines institutional commitment to student learning and achievement. (Standard I.A.1 and I.A.4)

Recommendations

Committees	Elements				
	Broad Educational Purposes	Intended Student Population	Types of Degrees and Other Credentials	Commitment to Student learning and Achievement	Other
Academic Senate					
Curriculum and Instruction					
Facilities					
Planning and Budget	stated	Transfer; CTE (career development)	Higher education degrees and certificates		Current Mission Statement is too long; difficult to remember
Student Success and Equity					
SACTAC	--Educate students --Diverse educational learning environment --Open access --Service to our community	--Diverse community --International students	--AA/AS -- BS Occ. Stud. --ADTs --CTA Certificates of Achievement --Certificates of proficiency --non-credit	--Meet challenge of any student that comes to us --Culture of investigation through program review --DE/OER (different modes of instruction)	Question about lifelong intellectual pursuits
TLC (11/14/16)					

Attachment 2

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)

Standard	Self Evaluation Report	Responder/Position	Updates/Evidentiary Documents
III.A.5.b			
III.A.6			
IV.B.2.b*			

*=Repeated from Recommendation 1.

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)

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.



SANTA ANA COLLEGE

Meeting Agenda: Dr. Linda Rose, President and Dr. Bonita Jaros, ALO December 7, 2016

ALO Reports

1. **Accreditation Oversight Committee work—Work with Shelly; AIP Update; DE Sub Change Update**
2. **IEPI/ISS**
3. **Integrated Planning Design Manual meeting**
4. **ACCJC April 4-7, 2017 Conference: Call for presentations—“Presentations are invited to address your institution’s practices in the following areas:**

1. *Teaching, Learning, and Assessment: Innovations in the TLA Triad*
2. *Integrated Learning: The Power of College-Wide Collaboration*
3. *Pulling Together: The Impact of Governance and Leadership Coordination*
4. *IR + CQI: Using Research and Data in Service of Quality Improvement*
5. *Accreditation’s ROI: Optimizing the Value of Self-Evaluation and Planning”*

5. **POE Update: Strategic Plan Update meeting BOT**
6. **Follow-Up Requests from the President**
 - a. **Mission Statement Review—PowerPoint and email sent with responses (Please see Attachment 1)**
 - b. **Template for Midterm Report**



Templates For
Midterm Report.doc

c. Program Review: Themes developed by TLC; ILO status; PR Planning Calendar

Themes pp 15-21; ILO analysis in Academic Affairs is also included in the TLC End-of-Year Report on **pp 24-29**.

<http://www.sac.edu/committees/TLC/Documents/TLC%20End-of-Year%20Report%20May%2019%2c%202016.pdf>

The “Cyclical Academic Program Review Planning Calendar” created by Dr. Rose as Vice President of Academic Affairs and Dr. Jaros as IE&A Coordinator may be found on the TLC page under *Resources*.

<http://www.sac.edu/committees/TLC/Documents/Cyclical%20Academic%20Program%20Review%20Planning%20Calendar.pdf>

TLC Minutes November 14, 2016 (Item III b)

Possible Quadrennial Report Revision—The TLC is recommending the following change to the Quadrennial Program Review Report for Academic Senate consideration.

- 1. Combine the Annual and Quadrennial Reports into one template, thus making the quadrennial report an extension of the Annual Report in the fourth year. As one template, it would be easier for faculty to locate.**
- 2. Format: There would be two sections--Part I would be completed every year. Part II would be completed only in the quadrennial year and would serve to “close the loop.” It would have a narrative format.**
- 3. Part I Annual Report (as is)**

Part II Add the Following to the Annual Report for the Capstone Quadrennial Program Review Report
Narrative: Closing the Loop

Please answer the following in a narrative format. Please cite the data over a four-year period to support the narrative.

1. Using data from outcomes assessment (SLO/PLO/ILO) over the last four years, please describe how strategies for improvement have impacted student success and achievement rates i.e., degree attainment rates, certificate rates (if applicable), persistence rates, success rates.

What did you notice in the data collected in the last four annual reports?

What did you do to make improvements in success and achievement rates?

Did strategies for improvement work? Please explain.

What are the department's next steps?

2. Has disproportionate impact changed over the past four years in the areas noted in the Annual Reports of the department?
3. How have the goals of the department been achieved? Will there be new goals? Revised goals? Continuing goals?

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Recommendations

Committees	Elements				
	Broad Educational Purposes	Intended Student Population	Types of Degrees and Other Credentials	Commitment to Student learning and Achievement	Other
Academic Senate					
Curriculum and Instruction					Possible statement revision (provided by Andy Gonis): The mission of Santa Ana College is to meet the intellectual, cultural, technological and workforce development needs of its diverse community. Santa Ana College uses education research to provide access and equity in a dynamic learning environment, which prepares students for transfer, careers, and lifelong intellectual

					pursuits in a global community.
Facilities					
Planning and Budget	stated	Transfer; CTE (career development)	Higher education degrees and certificates		Current Mission Statement is too long; difficult to remember
Student Success and Equity					
SACTAC	--Educate students --Diverse educational learning environment --Open access --Service to our community	--Diverse community --International students	--AA/AS -- BS Occ. Stud. --ADTs --CTA Certificates of Achievement --Certificates of proficiency --non-credit	--Meet challenge of any student that comes to us --Culture of investigation through program review --DE/OER (different modes of instruction)	Question about lifelong intellectual pursuits
TLC	stated	stated	Can mention higher education	Change "intellectual" in the first sentence to "academic." Mention learning-centered institution.	The mission seems to promise all things to all people. Access and equity is not clear—to what? Simplify the statement so everyone can remember it.

Santa Ana College Vision Themes:

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

Institutional Learning Outcomes:

Communication Skills; Thinking and Reasoning; **Information Management (2016-17)**; Diversity; Civic Responsibility; Life Skills; Careers

**Meeting with President Linda Rose
March 16, 2017**

ALO Updates

- I. Accreditation Update
 - a. Midterm Report:
<https://remote.rscgd.edu/dana/fb/smb/wfb.cgi?t=p&v=2.1118803730.362369.0&si=0&ri=0&pi=0&sb=name&so=asc&dir=Accreditation\Midterm%20Report>
 - b. Baccalaureate Degree Report
 - c. Annual Report
- II. Items from TLC
 - a. Chair
 - b. ILOs
 - c. Book of the Year
- III. Integrated Planning Design Manual
- IV. College Council: ISS/IEPI Goals
- V. Other: Requests from President for ALO