



SANTA ANA COLLEGE

CELEBRATED PAST. BOUNDLESS FUTURE.

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Follow-Up Report Template October 2015

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)

Standard	Self Evaluation Report	Responder/ Position	Updates/Evidentiary Documents
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)

Standard	Self Evaluation Report	Responder/ Position	Updates/Evidentiary Documents
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*			

*=Repeated from Recommendation 1

I.B. Improving Institutional Effectiveness

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.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.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.

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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.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 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)

Standard	Self Evaluation Report	Responder/ Position	Updates/Evidentiary Documents
II.A.1.c*			
II.A.2.a*			
II.A.2.e*			
II.A.2.f*			
II.A.6*			

*=Repeated from Recommendation 1 .

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.

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