



SANTA ANA COLLEGE
Institutional Effectiveness and Assessment Committee
Minutes
February 8, 2011

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, Sue Garnett (for Jim Kennedy), Bonnie Jaros, Nga Pham, Linda Rose, John Zarske

- I. Approval of Minutes of November 9, 2011**—The minutes of November 9, 2011 were approved as written.
- II. College-Wide Strategic Plan 2007-2015 *Mid-Plan Planning Retreat F11: Update***—The committee discussed the agenda for March 2nd and the “Plan of Action” chart. It was determined that the perspective of this meeting should be to analyze if all planning documents from the district to the college are in good alignment. All college documents must serve the purpose of the Vision and Goals of the RSCCD and the mission of the college. As a result, a new task chart will be created for the teams. After this meeting, the team leaders of the tables will meet with the facilitators of the event to affirm the summary document that the facilitators will create; then action plans and means of evaluating those plans will be created. This will be shared with IE&A, as the oversight group of institutional effectiveness, College Council, all of the participatory governance committee chairs, the Academic Senate, the Classified Staff leaders, and the Associated Students. Then, under the aegis of the President, IE&A will format the action plans and monitor the status of the plans. **(Please see Appendix A.) Note: Linda and Bonnie**

will meet February 15th in Linda's office at noon to work on the task charts. They will then be sent via email to IE&A members for review. Any member of IE&A who is able to join this meeting is welcome! Please let us know so we can find another appropriate location.

III. Institutional Effectiveness & Program Review Update

A. District: RSCCD Strategic Plan 2011-2013—On February 6, 2012, the Board of Trustees held its annual planning retreat to review responses to the evaluation survey and to discuss the RSCCD Vision and Goals for 2012-2013. **(Please see Appendix B for the BOT Vision & District Goals 2012-2013 and Appendices C, D & E for related district/college documents.)**

B. College: Academic Affairs Area Plan—Linda explained that to demonstrate clear alignment between planning and fiscal requests that come from goals and analysis of direct and indirect assessments from the divisions, she is creating an Academic Affairs Area Plan with a mission statement (reflective of the SAC mission statement, but also including elements specific to academic affairs) and goals. This will be conducted on the same “platform” as the PA/PR review (19QT). It will be a visible capstone review with narrative explanation of how goals were met (or the status and reasons) and what the projected goals of the next four years will be. Therefore, the DPP will include department plans (including mission), which will lead to a Division Plan, which will lead to the Academic Affairs Area Plan. The AA Area Plan has elements related to, but not directly referenced in the department/division plans, e.g., catalog and schedule production, management of some grants, etc.

IV. Accreditation Update: Preparation for Institutional Self Evaluation 2014—**1.** The Santa Ana College *Midterm Report* and the Santiago Canyon College *Midterm Report* have been accepted by ACCJC! **2.** Linda and Bonnie also reported that they are developing a possible structure for the Self-Evaluation Report due October 2014: a four-person Oversight Committee, which will keep timelines and ascertain that all tasks are completed; IE&A will serve as the Steering Committee, and each member will serve as a co-chair on one of the standards or sub-standards; the Accreditation Committee, which will be chaired by Linda and Bonnie, will be comprised of the chairs of the standards. In addition, Linda will send templates for analyzing evidence for each standard. This, in addition, to several other preparatory documents, will be discussed at a future IE&A meeting and also at the “Chairs Training,” which Linda and Bonnie will conduct for the standards chairs fall 2012. **3.** Linda and Bonnie will attend the regional accreditation meeting in Anaheim February 10-11; Bonnie will attend ALO training at Diablo Valley College March 30, 2012. **4.** Chancellor Rodriguez and a delegation from SAC and SCC, including Linda and Bonnie, will present our program review models on March 9, 2012 at San Diego Mesa College.

V. Enrollment Management—In preparing the Academic Affairs Area Plan, Linda has highlight enrollment management as a planning element within the mission statement of Academic Affairs. She has determined that to effectively manage the schedule and FTE production as a planning element of the college, an enrollment management task force should be instated at the college level. (Linda also serves at the District Enrollment Management Committee, which receives direction from

the colleges.) Since IE&A is the oversight committee of planning as it relates to institutional effectiveness, she has requested that the IE&A committee serve in this capacity. As a result, this item will be ongoing on the IE&A agendas.

VI. Reports

- A. Planning and Budget: BAPR & BAPR WG**—The sub-group of BAPR WG is meeting this afternoon to finish work on the new Budget Allocation Model, based on the SB 361 model. They will be addressing concerns voiced at the first reading of the model at BAPR on January 25, 2012. The final version of the model will be presented for a vote at College Council on February 22, 2012. That same day, in the afternoon, BAPR will have a second reading and vote on the model as well.
Note: We thank all those on the BAPR WG and the sub group who worked so hard on getting the model to completion.
- B. Facilities Committee**—No Report
- C. SACTAC**—There will be a report from SACTAC at the February 28, 2012 meeting of the Academic Senate. On February 14, 2012, there will be a demonstration of TaskStream, an assessment management program. All are invited to attend this meeting.
- D. BSI**—**1.** There have been ongoing professional development activities sponsored by the Academic Senate and BSI: How to Conduct Classroom Inquiry/Data Coaching. On February 10th from 9:00-10:45 or February 14 from 3:00-4:45, **Writing in the Disciplines Workshop I** will be offered by Todd Huck as a follow-up to the January convocation theme **Writing Across the Curriculum**. FIG projects have been ongoing in Collaborative Inquiry and Reading Apprenticeship. The regional West Ed Reading Apprenticeship meeting will be hosted at SAC on March 9, 2012. Dalva Dwyer and Rick Castillo will be presenting. All presentations have been videotaped and are available. **2.** There is a Strand A meeting on Thursday, February 9, 2012.

VII. Other

- A. Curriculum and Instruction**—Bonnie will conduct a discussion on SLOs on the Course Outline of Record and the Course Overview/Syllabus at C&I this spring. A workshop will then be held at the academic Senate. Linda emphasized that assessment, plans for change and implementation of those plans must be completed for every active course offered at the college by fall 2012. (See **Appendix F—SAC Core Competencies & PA/PR documents and Appendix G—ACCJC Rubrics.**)

The next meeting of the IE&A Committee will be held February 29, 2012 in A-105 from 2:00-4:00pm.

APPENDIX A

Strategic Plan Mid-Cycle Planning Retreat

Sponsored by

President Erlinda J. Martinez, Ed.D.

and

The Institutional Effectiveness & Assessment Committee

AGENDA

March 2, 2012; 8:00am-1:30pm; U-201A

Slide Show loop of photos

8:00-8:30 Reception and Coffee

8:30-8:45 Welcome: President Martinez

8:45-9:15 Orientation: Program Facilitators

A. History of the SAC 2007-2015 Strategic Plan

B. Accreditation/ Program Review and the Future

C. Changes at the College since 2007

9:15-9:30 A. Instructions for Our Work for Today

B. Show student voices video

**9:30-11:30 Work in Teams by Vision Themes (each table 9 people with 1-2
IE&A facilitators)**

11:30-12:00 Break and Buffet Lunch

12:00-12:45 Report Out

12:45-1:15 Wrap Up: Program Facilitators

A. What did we do today?

B. How will we report back to you? To the college community?

C. Follow-Up Activities

1:15-1:30 Final Word from President Martinez

Task Charts for Table Teams
DRAFT

Task: Global view/analysis of comprehensive planning alignment
Future task; set action plans, evaluation measurement and timelines

Documents needed for each table:

BOT Vision and RSCCD Goals 2012-2013



District Strategic Plan

SAC Vision Themes

SAC Core Competencies

List of Plans at SAC

The chart is an aggregate. Each element will be on a separate page.

 RANCHO SANTIAGO COMMUNITY COLLEGE DISTRICT Santa Ana College • Santiago Canyon College		Do these documents align? Please be specific	Preliminary comments for improvement/action
District Vision	SAC Mission		
District Goals	SAC Vision Themes		
District Strategic Plan	SAC Strategic Plan		
District Goals	SAC Core Competencies		
SAC Mission	SAC Vision Themes		
SAC Vision Themes	SAC Core Competencies		

APPENDIX B



Rancho Santiago Community College District

Vision Statement

The colleges and centers of the Rancho Santiago Community College District (RSCCD) are learning communities. The RSCCD Board of Trustees is committed to ensuring access, equity, and success for students by providing comprehensive educational opportunities throughout our communities. The RSCCD will be a global leader in many fields, delivering cost-effective, innovative and sustainable programs and services that are responsive to the diverse needs and interests of all students. The RSCCD will be exceptionally sensitive and responsive to the economic and educational needs of our students and communities. The environment of the RSCCD will be collegial and supportive for students, staff, and the communities we serve.

The RSCCD will promote and extensively participate in partnerships with other educational providers, including business, industry, and community groups, to further the goal of enhancing our communities' cultural, educational, and economic well-being.

The RSCCD will be a leader in the state in student learning. Students who complete programs will be prepared for success in business, industry, careers, and all future educational endeavors. We will prepare students to embrace and engage the diversity of our global community and to assume leadership roles in their work and public lives.

District Goals 2012-2013

1. Promote a learning community environment that is innovative, student-centered, and celebrates student achievement.
2. Prepare students for success in their academic, career, and personal life endeavors by providing access to education and services that foster student retention and program completion.
3. Update and implement facilities master plans, maximize college and community use of facilities, and incorporate “green” efforts into facilities development and other efforts when cost-effective.
4. Promote flexible, cost-effective educational programs and services including the use of cutting-edge technology and educational program delivery via technology.
5. Pursue alternative public and private funding sources to increase the district’s fiscal sustainability and to implement the district’s vision and goals, and encourage the foundations and district to create plans for capital and program campaigns, alumni association development, and other resource development activities.
6. Maintain a positive, productive working environment for employees, recognizing and embracing diversity and enhancing staff development opportunities that address innovation and technology.
7. Expand partnerships with business, labor, community groups, universities, schools, and other public and private agencies in order to enhance the district’s resource development; ensure student access and success; ensure robust economic development programs; and be responsive to workforce development needs and high-demand career fields.
8. Assess and address the educational needs of the communities we serve, and enhance awareness of the district and its colleges through outreach and advocacy among community constituencies and to local, state, and national leaders.

Approved by the Board of Trustees on February 6, 2012

APPENDIX C

RSCCD Functions/ Mapping of Responsibilities: Section 5 Educational Services

Function 5: Educational Services			
Function	District	College (including Continuing Education)	Comments/Future Plans
Policies	<ul style="list-style-type: none"> Oversee and coordinate revision and development of new board policies and administrative regulations with appropriate staff. Provide liaison to Chancellor's Cabinet and Board Policies Committee for BPs and ARs. Provide liaison with CCLC policy subscription service, using their service for consultation and updated legal news. Responsible for finalizing BP and AR text. Maintain BP and AR manuals on Intranet. Communicate BP and AR changes and updates to faculty and staff. Prepare board docket items related to new or revised BPs. Answer questions regarding RSCCD BPs and ARs. 	<ul style="list-style-type: none"> Provide advice and input relative to new and revised BPs and ARs, as requested. Identify needed revisions, as appropriate. Ensure faculty and staff awareness of BPs and ARs. Ensure compliance with BPs and ARs. 	
Planning	<ul style="list-style-type: none"> Facilitate annual review and revision of Board vision and goals. Facilitate implementation of RSCCD "Plan to Plan". Provide external and internal environmental scanning 	<ul style="list-style-type: none"> Implement college portions of RSCCD "Plan to Plan" model, i.e., use Board vision and goals to inform and update college plans and goals. Provide feedback to Chancellor and Board regarding progress towards goals and review of Board vision and goals. 	

Function 5: Educational Services			
Function	District	College (including Continuing Education)	Comments/Future Plans
	<ul style="list-style-type: none"> information for planning. Implement special plans, as requested. Provide planning expertise to colleges, as requested. 	<ul style="list-style-type: none"> Maintain college master plans and other plans, implement college plans, and evaluate college planning process and progress towards goals. 	
Resource Development/Grants	<ul style="list-style-type: none"> Provide research, coordination, writing and editorial support for planning and development of grant proposals. Submit grant proposals to funding agencies. Develop line-item expenditure budgets. Take budgets, grant-related contracts, and subcontract agreements to docket. Provide timely grant-related information to relevant departments and individuals. Provide Grant Development and Management Handbooks on the Intranet. Provide ongoing grant management technical assistance to grant-funded project staff. 	<ul style="list-style-type: none"> Define college approval process for seeking grant funding. Obtain college leadership approval for submission of grant proposals. Plan and develop grant proposals. Implement and manage most grant-funded projects, including budgets. Responsible for completing forms, including status change forms, budget change forms, transfer of expenditure forms, purchase requisitions, load sheets, and payroll sheets. Complete non-financial progress and final reports required by funding agency. Responsible for compliance of project activities with funding agency. Cooperate with Resource Development and Accounting department staff to ensure proper execution of grant project. Share responsibility between college and District for liaison with funding agencies. 	
Economic and Workforce Development	<ul style="list-style-type: none"> Provide customized training, testing and assessment services for business and industry on a fee basis. Maintain close liaison with district credit and non-credit sites as well as with community 	<ul style="list-style-type: none"> Coordinate career education and workforce development programs and services. Represent college on district, local, regional and state workforce committees. 	

Function 5: Educational Services			
Function	District	College (including Continuing Education)	Comments/Future Plans
	<p>colleges statewide.</p> <ul style="list-style-type: none"> • Manage the <u>EWD</u> Workplace Learning Resource Center services with community college economic development programs both within and outside of the District. • Develop and enhance training programs designed to serve local workforce needs. • Identify and expand new and developing markets. • Create partnerships. • Responsible for the operations/program, resource development, and promotion of the Workplace Learning Resource Center and the ACT Center. • Strategic planning and system building for workforce development. • Serve as a resource for district and statewide community college system for training needs. • Deliver economic development services by contract. • Provide no-cost business consulting and low-cost training for existing small businesses and future entrepreneurs. • Conduct job market studies for potential, new and ongoing vocational programs. • Develop labor market surveys for occupational programs. • Manage district VTEA contract. 	<ul style="list-style-type: none"> • Develop and implement strategies for achieving college goals and objectives related to career/occupational/workforce education. • Plan and develop new certificate and degree programs. • Provide leadership for marketing and outreach for high schools, special populations and community. • Collaborate with college departments to plan, develop and implement programs and partnerships with business and industry. • Plan, develop and maintain the college's compliance with appropriate state and federal regulations and policies related to workforce development programs. • Research and prepare a variety of regular and special reports related to career education and workforce development programs. • Provide leadership and supervision for the articulation program with K-12/ROP. • Develop instructional contracts with business and industry. • Create working partnerships. • Review and revise as necessary existing programs to meet industry needs; work with Technical Advisory Committees. • Seek out new training program and expansion opportunities for economic development to meet industry needs. • Market and promote opportunities for job training to community, high schools 	

Function 5: Educational Services			
Function	District	College (including Continuing Education)	Comments/Future Plans
	<ul style="list-style-type: none"> PAGR provides support to key events with publicity and strategic counsel. Examples include the annual Feria Para Empresarios event, the SBDC, IWE and the programs of the California-Mexico Trade Center. 	and special populations.	
Research	<ul style="list-style-type: none"> Conduct and coordinate institutional research function for colleges and district. Complete some government mandated reporting (such as IPEDS, SRTK). Coordinate, monitor and report state performance measures (ARCC, VTEA). Design, conduct, and publish “regular” statistical studies (such as enrollment trends, graduates and persistence reports) to assist in RSCCD’s policy and program planning and development. Design, conduct, and publish “special” studies to meet departmental, institutional, community, and state/federally-mandated requirements. Coordinate, assist, guide, and/or support faculty, staff and other individuals conducting research activities. Coordinate college and district data collection requests from outside agencies. Validate assessment test course 	<ul style="list-style-type: none"> Identify and request research, as needed. Provide input for the annual research agenda and prioritize research needs of the college. Conduct routine research to support college program needs, such as program monitoring. Assist in data gathering for research, as needed. Review report drafts, disseminate research findings, and use research results appropriately in planning and decision making. Use “research protocol” for requesting permission to conduct research for non-college-specific purposes. 	

Function 5: Educational Services			
Function	District	College (including Continuing Education)	Comments/Future Plans
	<p>placement instruments used at the colleges.</p> <ul style="list-style-type: none"> • Respond to research needs in support of departmental activities and grant proposals. • Administer surveys to students, staff and community members. • Develop and maintain outside data sources (NSC, OCLBC, CalPass). • Maintain online data query tools for staff. • Collaborates with PAGR on surveys for employees as part of the PAGR employee relations program. • Collaborates with PAGR on other surveys and research efforts to support the District's communication program. 		
Child Development Services & Centers	<ul style="list-style-type: none"> • Provide oversight for operation of CDC's at all district sites. • Monitor regulations for operation of centers. • Monitor enrollments in relation to contract awards for state, federal and local funding. • Maintain all records and reporting requirements – personnel, financial, grant, state and federal. • Facilitate outreach/marketing plan for all centers. • Collaborate with other divisions/departments. • Supervise all staff (management, 	<ul style="list-style-type: none"> • Refer students for service at the centers. • Coordinate services for special classes of students such as CalWORKS. • Provide maintenance for physical environment. • Facilitate integration between Centers and the Human Development Instructional Departments. 	<ul style="list-style-type: none"> • Expansion of services to meet the needs of the student population. • Building renovations and/or new buildings.

Function 5: Educational Services			
Function	District	College (including Continuing Education)	Comments/Future Plans
	certificated, classified) at all centers.		
Digital Media Center (DMC)	<ul style="list-style-type: none"> • Incubate digital media companies that demonstrate the potential for high growth and the creation of livable-wage jobs. • Conduct needs assessments and provide services to help businesses achieve their goals. • Augment and enhance services through relationships and partnerships with other service providers • Monitor businesses to assure that agreed upon milestones are met and resources are used prudently and cost-effectively • Work with incubator companies and affiliate clients to establish their operations in the surrounding area. • Schedule and coordinate facilities maintenance and operations services. • Manage the facility. Schedule and coordinate facilities maintenance and operations services. • Oversee DMC advisory group that assists in advocating the program and identifying qualified candidates for incubation. 	<ul style="list-style-type: none"> • Promote the economic development/job creation mission of the DMC by developing and participating in collaborative, integrated programs within the DMC, that prepare students for employment. • Promote and supervise college instructional programs that foster digital media in the region. • Provide student services for students attending instructional programs at the DMC. • Participate in the collaborative environment among faculty, staff, students, businesses and clients of the DMC. • Purchase and maintain instructional equipment. • Schedule and reserve two instructional conference rooms, three classrooms, and TV/video studio spaces. 	<ul style="list-style-type: none"> • Fully develop and implement the business incubator program, including a program for affiliate incubator clients. • Complete build-out of facility and equipment acquisition and operation throughout the building. • Enhance collaborative programs that contribute towards the economic development/jobs creation mission of the DMC

Function 5: Educational Services			
Function	District	College (including Continuing Education)	Comments/Future Plans
	<ul style="list-style-type: none"> • Schedule and reserve incubator facilities. • PAGR advises the DMC leadership on marketing, advertising, PR, branding and key events. • PAGR promotes and publicizes the DMC to the media and key constituency groups. 		

APPENDIX D



SAC 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.



SANTA ANA COLLEGE VISION THEMES

Aligned to RSCCD Board of Trustees Goals 2012-2013

I. Student Achievement [1, 2]

- A. Increase academic literacy and learning across disciplines
- B. Eliminate economic barriers to student achievement
- C. Increase program completion/transfer/employment rates for all students
- D. Promote and sustain excellence in teaching/learning
- E. Increase credit/non-credit articulation

II. Use of Technology [4, 6]

- A. Graduate students with highly competitive skills for continuing education and professional life
- B. Provide a technology-rich environment for faculty, staff and students
- C. Provide innovative classroom technologies that will enable faculty to enhance and facilitate student learning

III. Innovation [1, 2, 4, 5]

- A. Increase development of innovative teaching techniques
- B. Help students embrace scholarship, inquiry and a love of learning
- C. Access/Outreach: Enhance opportunities for student access to non-traditional delivery modes

IV. Community [1, 2, 7, 8]

- A. Promote a higher “achievement attitude” among our prospective student population and supporting networks
- B. Extend an awareness of the college as part of the community
- C. Increase interest in lifelong learning/healthful living across the college
- D. Increase awareness and practice of healthful living across the college and community

V. Workforce Development [5, 7, 8]

- A. Expand and identify partners and collaborate with industry and communities to identify workforce needs

- B. Integrate basic skills and workplace competencies
- C. Support regional development by becoming the primary local source of skilled employees for high demand occupations

VI. New American Community [1, 3, 6]

- A. Increase awareness and foster proactive civic responsibility
- B. Increase “Green” efforts throughout the college
- C. Educate the faculty, staff, students and community of the *New American Culture*; develop an integrated community of learners throughout the institution.
- D. Create an environment among faculty, staff and students that encourages cross-disciplinary collaboration, activities and dialogues

RSCCD Goals and Santa Ana College Strategic Plan Vision Themes

District Goal	District Objective	SAC Vision Theme/ Committees	Vision Theme Objectives
<p>1. Promote a learning community environment that is innovative, student-centered, and celebrates student achievement.</p>	<p>1.1 Identify learning innovation & projected number of students impacted.</p> <p>1.2 Continue to monitor student satisfaction and student centeredness (both credit & non-credit)</p> <p>1.3 Identify events and ceremonies where students can be recognized.</p>	<p>1. Vision Theme I, III, IV, VI/ C&I, TLC, IE&A, President’s Cabinet, Student Success Committee, BSI, College Council</p>	<p>1.A Increase academic literacy and learning across disciplines</p> <p>1.B. Eliminate economic barriers to student achievement</p> <p>1.C Increase program completion/transfer/employment rates for all students</p> <p>1.D Promote and sustain excellence in teaching/learning</p> <p>1.E Increase credit/non-credit articulation</p> <p>1.F Increase development of innovative teaching techniques</p> <p>1.G Help students embrace scholarship, inquiry and a love of learning</p> <p>1.H Access/Outreach: Enhance opportunities for student access to non- traditional delivery modes</p> <p>1.I Promote a higher “achievement attitude” among our prospective student population and supporting networks</p> <p>1.J Extend an awareness of the college as part of the community</p> <p>1.K Increase interest in lifelong learning/healthful living across the college</p> <p>1.L Increase awareness and practice of healthful living across the college and community</p> <p>1.M Increase awareness and foster proactive civic responsibility</p> <p>1.N Increase “Green” efforts throughout the college</p>

District Goal	District Objective	SAC Vision Theme/ Committees	Vision Theme Objectives
			<p>1.O Educate the faculty, staff, students and community of the <i>New American Culture</i>; develop an integrated community of learners throughout the institution.</p> <p>1.P Create an environment among faculty, staff and students that encourages cross-disciplinary collaboration, activities and dialogues</p>
<p>2.Provide access and retention for completion of programs, including transfer, vocational and high school diploma programs; and prepare students for success in their academic, career and personal life endeavors</p>	<p>2.1 Prioritize class offering to match change of CCC's (i.e., transfer, CTE, BS)</p> <p>2.2 Manage our current enrollment challenges with limited funds received from state for FTES</p> <p>2.3 Examine programs we will focus on and what/who we plan on serving (e.g., distance education)</p> <p>2.4 Increase number of transfers, degrees and certificates earned</p> <p>2.5 Examine course success rates by population served</p>	<p>2.Vision Theme I, III, IV/C&I, TLC, Student Success, BSI, President's Cabinet, College Council</p>	<p>2.A. Increase academic literacy and learning across disciplines</p> <p>2.B. Eliminate economic barriers to student achievement</p> <p>2.C. Increase program completion/transfer/employment rates for all students</p> <p>2.D Promote and sustain excellence in teaching/learning</p> <p>2.E. Increase credit/non-credit articulation</p> <p>2.F. Increase development of innovative teaching techniques</p> <p>2.G. Help students embrace scholarship, inquiry and a love of learning</p> <p>2.H. Access/Outreach: Enhance opportunities for student access to non-traditional delivery modes</p> <p>2.I. Promote a higher "achievement attitude" among our prospective student population and supporting networks</p> <p>2.J. Extend an awareness of the college as part of the community</p> <p>2.K. Increase interest in lifelong learning/healthful living across the college</p>

District Goal	District Objective	SAC Vision Theme/ Committees	Vision Theme Objectives
3. Update and implement facilities master plans, maximize college and community use of facilities, and incorporate “green efforts” into facilities development and other efforts. where cost effective.	3.1 Support the completion and Board approval of the Colleges’ Facilities Master Plans 3.2 Assess unmet facilities needs in order to maximize the utilization 3.3 Create district-wide “green team” taskforce to look at unified district effort to go “green”	3. Vision Theme VI and Facilities Committee	3.A Increase “Green” efforts throughout the college 3.B Educate the faculty, staff, students and community of the <i>New American Culture</i> ; develop an integrated community of learners throughout the institution. 3.C Create an environment among faculty, staff and students that encourages cross-disciplinary collaboration, activities and dialogues
4. Promote flexible, cost-effective educational programs and services including the use of cutting-edge technology and educational program delivery via technology.	4.1 Convene a district-wide group to review the distance education program at both colleges to identify efficiencies through collaboration and shared resources. 4.2 Form a sub-committee of Technology Advisory Group charged with brainstorming strategies to maximize the use of existing technology (i.e., implementing the degree audit program). 4.3 Identify minimum standards of service to support distance education courses for both faculty and students 4.4 Identify allocation of technology technicians to the colleges.	4. Vision Theme II, III/ SACTAC	4.A Graduate students with highly competitive skills for continuing education and professional life 4.B Provide a technology-rich environment for faculty, staff and students 4.C Provide innovative classroom technologies that will enable faculty to enhance and facilitate student learning 4.D Increase development of innovative teaching techniques 4.E Help students embrace scholarship, inquiry and a love of learning 4.F Access/Outreach: Enhance opportunities for student access to non-traditional delivery
5. Pursue alternative public and private funding sources to increase the district’s fiscal sustainability and to implement the district’s vision and goals, and encourage foundations and	5.1 Explore and make public grant opportunities 5.2 Explore the creation of an emeritus program	5.Vision Theme V/ SAC Foundation/ all academic departments/all student services departments/ BSI	5.A Expand and identify partners and collaborate with industry and communities to identify workforce needs

District Goal	District Objective	SAC Vision Theme/ Committees	Vision Theme Objectives
district to create plans for capital and program campaigns and alumni association development.			
6. Maintain a positive, productive working environment for employees recognizing and embracing diversity, and enhancing staff development opportunities that address innovation and technology.	6.1 Monitor employee satisfaction	6.Vision Theme VI/ President's Cabinet, all administrators, Staff development: BSI, TLC	6.A Educate the faculty, staff, students and community of the <i>New American Culture</i> ; develop an integrated community of learners throughout the institution.
7. Expand partnerships with business, labor, community groups, universities, schools, and other public and private agencies in order to enhance the district's resource development, ensure student access and success, ensure robust economic development programs, and be responsive to workforce development needs and high demand career fields.	7.1 Create an RSCD/SAC/SCC inventory of current partnerships and evaluate the depth and quality of the relationship 7.2 Determine which partnerships need to be maintained, further developed, or added	7.Vision Theme V/ CTE Programs	7.A Create an environment among faculty, staff and students that encourages cross-disciplinary collaboration, activities and dialogues 7.B. Expand and identify partners and collaborate with industry and communities to identify workforce needs 7.C Integrate basic skills and workplace competencies 7.D Support regional development by becoming the primary local source of skilled employees for high demand occupations
8. Assess the educational needs of the communities we serve, and enhance awareness of the colleges and community involvement through outreach and advocacy among community constituencies and leaders.	8.1 Convene a district group charged with developing and aggressive student recruitment campaign that builds from a fresh update on the educational needs of our community of: high school students (including continuing education students working adults non-working adults high demand industries demographic imperatives	8.Vision Theme IV, V	8.A Promote a higher "achievement attitude" among our prospective student population and supporting networks 8.B Extend an awareness of the college as part of the community.

District Goal	District Objective	SAC Vision Theme/ Committees	Vision Theme Objectives
			<p>8.C Increase interest in lifelong learning/healthful living across the college</p> <p>8.D Increase awareness and practice of healthful living across the college and community</p> <p>8.E Expand and identify partners and collaborate with industry and communities to identify workforce needs</p> <p>8.F Integrate basic skills and workplace competencies</p> <p>8.G Support regional development by becoming the primary local source of skilled employees for high demand occupations</p>

Approved with revision 11-09-11
IE&A

APPENDIX E



Santa Ana College Planning Documents

Part I: Seminal Planning Documents—These documents are contained within the *Educational Master Plan* and are fully described therein.

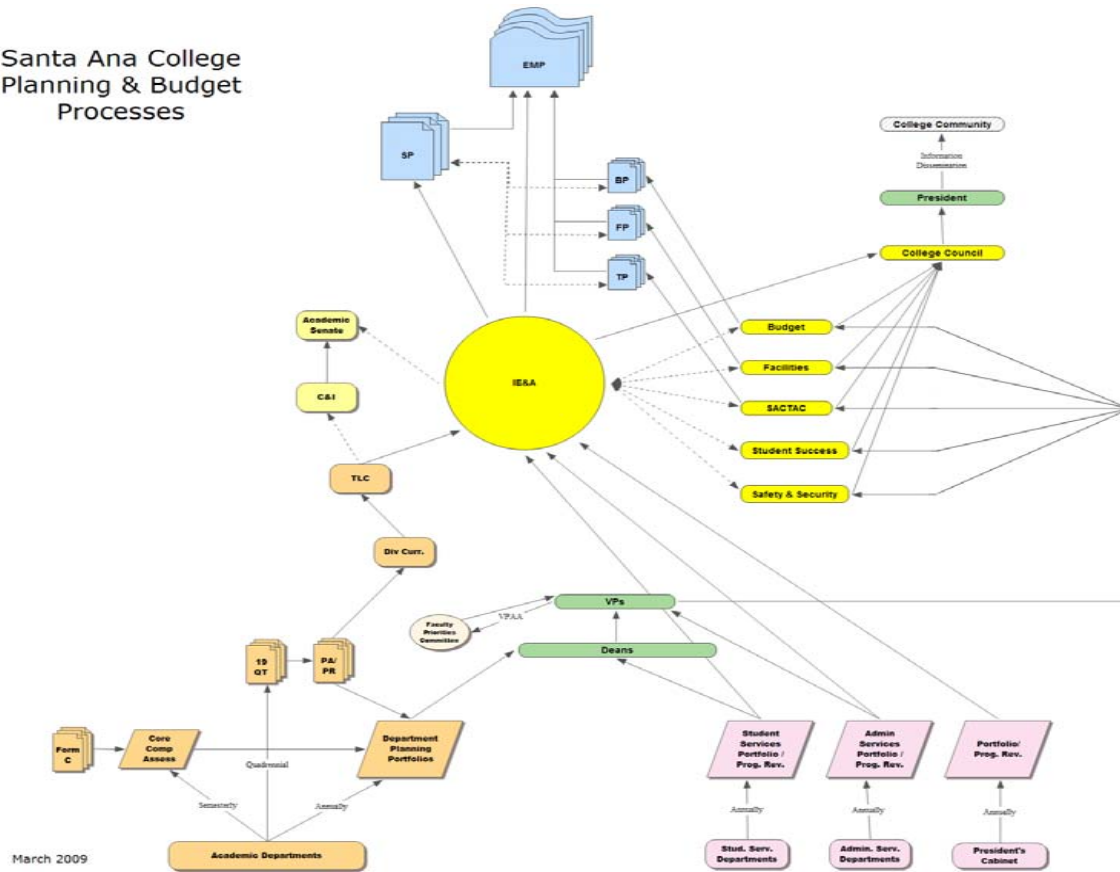
Plan Title	Coordinating Group(s)
<i>Educational Master Plan</i>	Institutional Effectiveness and Assessment Committee (IE&A)
Strategic Plan	Institutional Effectiveness and Assessment Committee
Facilities Master Plan	Facilities Committee
Budget Allocation Model/calendar and plans	Budget Committee
Technology Plan	SAC Technology Advisory Committee (SACTAC)
Core Competencies/ General Education SLOs	Curriculum and Instruction Council (C&I)/ Teaching Learning Committee (TLC)
Program Review: Part I. Academic (Portfolio Assessment/Program Review)	TLC/ IE&A
Program Review: Part II. Student Services	Student Services Division—VP Student Services oversight/ IE&A
Program Review: Part III. Administrative Services	VP Administrative Services oversight/ IE&A
Program Review: Part IV. President's Cabinet	SAC President oversight/IE&A

Part II: Other planning Documents—In addition to the seminal planning documents contained in the SAC *Educational Master Plan*, the following plans have been developed by faculty and staff at SAC as part of both ongoing strategic planning efforts and required compliance work in association with Title V and state/federal agencies.

Plan Title	Brief Description	Lead(s)
Matriculation Plan	This plan details the college's work across all components of its matriculation initiative.	VP of Student Services
Student Equity Plan	This plan identifies a series of measures for college access and success and identifies any differences among and between student groups. Analysis of the differences and action plans as appropriate are also included.	VP of Student Services
Categorical Program Plan	This plan includes college-wide responses to a variety of student success elements in the context of categorical program supports. It serves as a foundation for on-site program review in conjunction with the California Community College System Office.	VP's of Student Services at SAC and SCC
EOPS Program Plan	This plan is required by Title V and details staffing, activity, and spending plans for EOPS for the coming year.	Associate Dean of EOPS
DSPS Program Plan	This plan is required by Title V and details staffing, activity, and spending plans for DSPS for the coming year.	Associate Dean of DSPS
Perkins IV Program Plan	This plan is required by Perkins IV and details activities to address the core indicators of technical skill achievement, skill certificate or degree completion, student persistence or transfer, student employment, nontraditional participation and nontraditional completions.	VP of Academic Affairs
OCR Compliance Plan	This plan responds to OCR-identified compliance issues and details specific actions that will be undertaken to achieve compliance.	SAC Cabinet
Basic Skills Strategic Plan	Beginning in 2007-2008 this college-wide strategic plan contains a self-assessment of basic skills needs at the college, an inventory of strategies currently underway, and previews future issues requiring attention and effort	SAC BSI Leadership Team

in support of the success of students enrolled in basic skills.

Santa Ana College Planning & Budget Processes



March 2009

APPENDIX F



Santa Ana College

Santa Ana College Core Competencies

1. Communication Skills

a. Listening and Speaking

Students will listen actively and respectfully to analyze the substance of others' comments. Students will speak in an understandable and organized fashion to explain their ideas, express their feelings, or support a conclusion.

b. Reading and Writing

Students will read effectively and analytically and will comprehend at a college level. Students will write in an organized and grammatically correct fashion to explain their feelings and support a conclusion.

<p>2. Thinking and Reasoning</p> <p>Students will identify and analyze real or potential “problems” and develop, evaluate, and test possible solutions using creative thinking, analysis and synthesis, quantitative reasoning, and/or transfer of knowledge and skills to a new context as appropriate.</p>	<p>a. Creative Thinking Students will develop the skills to formulate original ideas and concepts in addition to integrating those of others in the creative process.</p> <p>b. Critical Thinking Students will think logically in solving problems; explaining their conclusions; and evaluating, supporting, or critiquing the thinking of others.</p> <p>c. Ethical Reasoning Students will demonstrate an understanding of ethical issues that will enhance their capacity for making sound judgments and decisions.</p> <p>d. Quantitative Reasoning Students will use college-level mathematical concepts and methods to understand, analyze and explain issues in quantitative terms.</p>
<p>3. Information Management</p>	<p>a. Information Competency Students will do research at a level that is necessary to achieve personal, professional and educational success. They will use print material and technology to identify research needs, seek, access, evaluate and apply information effectively and responsibly.</p> <p>b. Technology Competency Students will use technology learning tools and technology applications at a level appropriate to achieve discipline-specific course requirements and standards. Demonstrated skills might include, but are not limited to: word processing and file management; use or development of simulations, web pages, databases; graphing calculators; etc.</p>

<p>4. Diversity</p> <p>Students will develop individual responsibility, personal integrity, and respect for diverse peoples and cultures of the world.</p>	<p>a. Cultural Students will respect and work with diverse people including those with different cultural and linguistic backgrounds and different abilities.</p> <p>b. Social Students will interact with individuals and within groups with integrity and awareness of others' opinions, feelings and values.</p> <p>c. Environmental Students will demonstrate an understanding of ethical issues that will enhance their capacity for making decisions and sound judgments about the environment.</p>
<p>5. Civic Responsibility</p> <p>Students will take personal responsibility for becoming informed, ethical and active citizens of their community, their nation and their world.</p>	
<p>6. Life Skills</p>	<p>a. Creative Expression Students will produce artistic and creative expression.</p> <p>b. Aesthetic Appreciation Students will respond to artistic and creative expressions.</p> <p>c. Personal Growth Students will demonstrate habits of intellectual exploration, personal responsibility, and practical and physical well-being.</p> <p>d. Interpersonal Skills Students will participate effectively in teams, committees, task forces, and in other group efforts to make decisions and seek consensus.</p>

7. Careers

Students will develop the knowledge and skills necessary to select and develop careers.



PA/PR Process in Cycle II Guidelines for Use of Data

1. To chart the college goal of increasing persistence rates, retention and success, infuse more data into **19-QT** questions **5, 7, 8, 9, 15, 18**. (#5, #9, #18 are overarching questions and need more than one measure.) Work is **ongoing**. The 19-QT is a **capstone** report. Data will be provided annually for the **annual** DPP reports for all departments.
2. Utilize **direct data** where possible (e.g., Direct SLO-Assessment semesterly—See *Direct-SLO Assessment* forms). Utilize **indirect data**, which will be requested from the Institutional Research Department by the IE&A Coordinator each year for the departments in the cycle for that academic year.
3. A contact point person, a member of the TLC, will serve as a resource for all departments within a division. Training will take place at a TLC meeting early every fall for TLC members and the department chairs whose departments are completing the PA/PR process in that academic year.

4. Use Direct and Indirect Measures (Multiple measures are needed):

Direct—Provide evidence of cognitive (knowledge) or behavioral (skills) learning that directly corresponds to specific intended learning outcomes.

Examples—exams, papers, grades, portfolios. The *Direct-SLO Assessment* of each department should utilize these.

Use Classroom-based research in your SLO discussions at the department level. All data must be within a context. What do the numbers mean? e.g., Why is retention better in some parts of the program? Is there a difference in evening v. day students? Why is there inequity in completion rates?

Indirect—Assess whether learning has been meaningful by gathering and discussing information related to perceptions, opinions, experiences and achievements.

Examples—surveys, journals, graduation rates and other statistics offered by the Institutional Research Department and state reports.

Surveys may be used for **Question 5** of the 19-QT: What are the strengths of the program? What improvements does it need? **Question 6:** What are the faculty's perceptions of the success of the program? **Question 7:** What are the opinions of students regarding the program's quality? Upon what variables is this based? **Question 8:** What, if appropriate, are employer attitudes towards the program? **Question 9:** What successes may be identified? **Question 18:** What changes are recommended for the program?

Research Projects (i.e., in-depth conversations and investigation with more department-level conversations)

Question 5: What are the strengths of the program? What improvements does it need? **Question 9:** What successes may be identified? **Question 18:** What changes are recommended for the program?

***Question 15:** What research has the department conducted? To answer this question address the following:

1. State your research question (Why did you do this research?)
2. Describe your basic methodology (research design, subjects, assessment)
3. Share key findings (What did you learn? Did you get an answer to your research question?)
4. Identify implications for action (How will you use the results? What action will you take?)
5. How will you evaluate your new actions? "Closing the loop"

Provided by the Teaching Learning Committee/ 05-16-11

APPENDIX G
ACCJC Rubrics

Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges

Rubric for Evaluating Institutional Effectiveness – Part I: Program Review
(See cover letter for how to use this rubric.)

Levels of Implementation	Characteristics of Institutional Effectiveness in Program Review <i>(Sample institutional behaviors)</i>
Awareness	<ul style="list-style-type: none">• There is preliminary investigative dialogue at the institution or within some departments about what data or process should be used for program review.• There is recognition of existing practices and models in program review that make use of institutional research.• There is exploration of program review models by various departments or individuals.• The college is implementing pilot program review models in a few programs/operational units.
Development	<ul style="list-style-type: none">• Program review is embedded in practice across the institution using qualitative and quantitative data to improve program effectiveness.• Dialogue about the results of program review is evident within the program as part of discussion of program effectiveness.• Leadership groups throughout the institution accept responsibility for program review framework development (Senate, Admin. Etc.)• Appropriate resources are allocated to conducting program review of meaningful quality.• Development of a framework for linking results of program review to planning for improvement.• Development of a framework to align results of program review to resource allocation.

<p>Proficiency</p>	<ul style="list-style-type: none"> • Program review processes are in place and implemented regularly. • Results of all program reviews are integrated into institution-wide planning for improvement and informed decision-making. • The program review framework is established and implemented. • Dialogue about the results of all program reviews is evident throughout the institution as part of discussion of institutional effectiveness. • Results of program review are clearly and consistently linked to institutional planning processes and resource allocation processes; college can demonstrate or provide specific examples. • The institution evaluates the effectiveness of its program review processes in supporting and improving student achievement and student learning outcomes.
<p>Sustainable Continuous Quality Improvement</p>	<ul style="list-style-type: none"> • Program review processes are ongoing, systematic and used to assess and improve student learning and achievement. • The institution reviews and refines its program review processes to improve institutional effectiveness. • The results of program review are used to continually refine and improve program practices resulting in appropriate improvements in student achievement and learning.

Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges

Rubric for Evaluating Institutional Effectiveness – Part II: Planning
(See cover letter for how to use this rubric.)

Levels of Implementation	Characteristics of Institutional Effectiveness in Planning <i>(Sample institutional behaviors)</i>
Awareness	<ul style="list-style-type: none"> • The college has preliminary investigative dialogue about planning processes. • There is recognition of case need for quantitative and qualitative data and analysis in planning. • The college has initiated pilot projects and efforts in developing systematic cycle of evaluation, integrated planning and implementation (e.g. in human or physical resources). • Planning found in only some areas of college operations. • There is exploration of models and definitions and issues related to planning. • There is minimal linkage between plans and a resource allocation process, perhaps planning for use of "new money" • The college may have a consultant-supported plan for facilities, or a strategic plan.
Development	<ul style="list-style-type: none"> • The Institution has defined a planning process and assigned responsibility for implementing it. • The Institution has identified quantitative and qualitative data and is using it. • Planning efforts are specifically linked to institutional mission and goals. • The Institution uses applicable quantitative data to improve institutional effectiveness in some areas of operation. • Governance and decision-making processes incorporate review of institutional effectiveness in mission and plans for improvement. • Planning processes reflect the participation of a broad constituent base.

<p>Proficiency</p>	<ul style="list-style-type: none"> • The college has a well documented, ongoing process for evaluating itself in all areas of operation, analyzing and publishing the results and planning and implementing improvements. • The institution's component plans are integrated into a comprehensive plan to achieve broad educational purposes and improve institutional effectiveness. • The institution effectively uses its human, physical, technology, and financial resources to achieve its broad educational purposes, including stated student learning outcomes. • The college has documented assessment results and communicated matters of quality assurance to appropriate constituencies (documents data and analysis of achievement of its educational mission). • The institution assesses progress toward achieving its education goals over time (uses longitudinal data and analyses). • The institution plans and effectively incorporates results of program review in all areas of educational services: instruction, support services, library and learning resources.
<p>Sustainable Continuous Quality Improvement</p>	<ul style="list-style-type: none"> • The institution uses ongoing and systematic evaluation and planning to refine its key processes and improve student learning. • There is dialogue about institutional effectiveness that is ongoing, robust and pervasive; data and analyses are widely distributed and used throughout the institution. • There is ongoing review and adaptation of evaluation and planning processes. • There is consistent and continuous commitment to improving student learning; and educational effectiveness is a demonstrable priority in all planning structures and processes.

Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges

Rubric for Evaluating Institutional Effectiveness – Part III: Student Learning Outcomes

(See cover letter for how to use this rubric.)

Levels of Implementation	Characteristics of Institutional Effectiveness in Student Learning Outcomes Updated May 2011 <i>(Sample institutional behaviors)</i>
Awareness	<ul style="list-style-type: none">• There is preliminary, investigative dialogue about student learning outcomes.• There is recognition of existing practices such as course objectives and how they relate to student learning outcomes.• There is exploration of models, definitions, and issues taking place by a few people.• Pilot projects and efforts may be in progress.• The college has discussed whether to define student learning outcomes at the level of some courses or programs or degrees; where to begin.
Development	<ul style="list-style-type: none">• College has established an institutional framework for definition of student learning outcomes (where to start), how to extend, and timeline.• College has established authentic assessment strategies for assessing student learning outcomes as appropriate to intended course, program, and degree learning outcomes.• Existing organizational structures (e.g. Senate, Curriculum Committee) are supporting strategies for student learning outcomes definition and assessment.• Leadership groups (e.g. Academic Senate and administration), have accepted responsibility for student learning outcomes implementation.• Appropriate resources are being allocated to support student learning outcomes and assessment.• Faculty and staff are fully engaged in student learning outcomes development.

<p>Proficiency</p>	<ul style="list-style-type: none"> • Student learning outcomes and authentic assessment are in place for courses, programs, support services, certificates and degrees. • There is widespread institutional dialogue about the results <i>of assessment and identification of gaps</i>. • Decision-making includes dialogue on the results of assessment and is purposefully directed toward <i>aligning institution-wide practices to support and improve</i> student learning. • Appropriate resources continue to be allocated and fine-tuned. • Comprehensive assessment reports exist and are completed <i>and updated</i> on a regular basis. • Course student learning outcomes are aligned with degree student learning outcomes. • Students demonstrate awareness of goals and purposes of courses and programs in which they are enrolled.
<p>Sustainable Continuous Quality Improvement</p>	<ul style="list-style-type: none"> • Student learning outcomes and assessment are ongoing, systematic and used for continuous quality improvement. • Dialogue about student learning is ongoing, pervasive and robust. • <i>Evaluation of student learning outcomes processes</i>. • Evaluation and fine-tuning of organizational structures to support student learning is ongoing. • Student learning improvement is a visible priority in all practices and structures across the college. • Learning outcomes are specifically linked to program reviews.

sc: 5/25/2011



SANTA ANA COLLEGE
Institutional Effectiveness and Assessment Committee
Agenda
February 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 February 8, 2012**
- II. College-Wide Strategic Plan 2007-2015 *Mid-Cycle Planning Retreat S12***
- III. Other**



For IE&A Agenda Item II: February 29, 2012

Mid-Cycle Planning Retreat

Sponsored by

President Erlinda J. Martinez, Ed.D.

and

The Institutional Effectiveness & Assessment Committee

Annotated AGENDA

March 2, 2012; 8:00am-1:00pm

U-201A (procured by Sara: equipment, tables, centerpieces: large paper clip with student photos, name tags, list of attendees)

Possible budget: “College Fund” ? Linda’s budget for reception/coffee (Sara & Linda will investigate)

Slide Show loop of photos as attendees enter and during reception and coffee (Linda will confer with Media Services)

8:00-8:30 Reception and Coffee (Sara will research sources, catering Sodexo)

8:30-8:45 Welcome and Purpose: President Martinez

A. History of the 2007-2015 Strategic Plan (Bonnie will create some slides for President Martinez’s use)

8:45-9:15 Orientation: Program Facilitators

A. Accreditation/Program Review (Linda will address with some slides)

B. Changes at the college since 2007, e.g., demographics, Technology Plan, Program Review, Facilities Master Plan (Sara will address with some slides)

9:15-9:30 Instructions for Our Work Today (Bonnie will explain teams, roles, resources & props for product)

9:30-11:30 Work in Teams by Vision Theme* (each table 9 people: 1-2 IE&A facilitators, 1 scribe, 1 time keeper, 1 “reporter”) IE&A will determine what teams need to do work who will be at the tables (See Appendix A Minutes IE&A 11-09-11) Proposed facilitators: Cecilia Arriaza & Sara Lundquist (Theme I: Student Achievement); John Zarske (Theme II: Use of Technology); Carol Comeau (Theme III: Innovation); Jim Kennedy & Denise Phillips (Theme IV: Community); Ray Hicks (Theme V: Workforce Development); Paul

Foster (Theme VI: New American Community) Nga Pham will serve as a resource and make copies of district documents. Linda and Bonnie will serve as “floaters” to answer questions at the tables.

11:30-12:00 Break and Buffet Lunch (working lunch)

12:00-12:45 Report Out

12:45-1:15 Wrap-Up: Program Facilitators

A. What did we do today?

B. How will we report back to you? To the college community?

C. Follow-Up Activities

1:15-1:30 Final Word from President Martinez

***Invitees:** Linda will ask President Martinez to invite Chancellor Rodriguez; Sara will work with Loy Nashua to invite 8 students: 2 from SCE, 6 from credit program; Bonnie will work with Ray Hicks to invite 24 faculty: 3 from each of 8 divisions, some veteran, some newer faculty, Academic Senate Executive Committee; Bonnie will continue to work with Cecilia Arriaza and Denise Phillips to invite 12 Classified colleagues: some from student services, some from academic affairs

Further IE&A Discussion:

Who will be at each table?

What briefing and seminal documents will we provide? (See Appendix A 11-09-11)

What technological and other materials will we need? (e.g., flipcharts, easels, laptops, tablets, pens, thumb drives; projector)



SANTA ANA COLLEGE
Institutional Effectiveness and Assessment Committee
Agenda
March 14, 2012; A-105; 2:00-4:00pm

To: Distribution

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

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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 February 29, 2012**
- II. Debrief and Next Steps—College-Wide Strategic Plan 2007-2015 *Mid-Cycle Planning Retreat S12***
- III. Institutional Effectiveness & Program Review Update**
- IV. Accreditation Update: Preparation for Institutional Self-Evaluation 2014 (Please bring Annotated Standards, ACCJC Rubrics and SAC Midterm Report 2011)**
- V. Enrollment Management**
- VI. Reports:**
 - A. Planning and Budget: SAC, BAPR, BAPR WG**
 - B. Facilities Committee**
 - C. SACTAC**
 - D. BSI**
- VII. Other**

Members:

Cecilia Arriaza	Denise Phillips
Carol Comeau	Linda Rose
Paul Foster	John Zarske
Ray Hicks	
Bonnie Jaros	
James Kennedy	
Sara Lundquist	
Nga Pham	

cc: Dr. Erlinda Martinez
Dr. Raúl Rodríguez
Mr. John Didion
Dr. Jeff McMillan
Ms. Kennethia Vega
Ms. Marta Barker
Ms. Karen Scott
Ms. Geni Lusk

bnj/02-09-12