



**SANTA ANA COLLEGE**  
**Institutional Effectiveness and Assessment Committee**  
**Agenda**  
**April 18, 2012; A-105; 2:00-4:00pm**

**To:** Distribution

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

**Santa Ana College Mission:** The mission of Santa Ana College is to be a leader and partner in meeting the intellectual, cultural, technological, workforce and economic development needs of our diverse community. Santa Ana College prepares students for transfer, employment, careers and lifelong intellectual pursuit in a dynamic learning environment.

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

**Members Present:** Carol Comeau, Bonnie Jaros, Jim Kennedy, Nga Pham, Denise Phillips

**Guests:** Yolanda Garcia, Sue Garnett, Jeff McMillan, Lilia Tanakeyowma, Sylvia Turner

- I. Approval of Minutes of April 11, 2012**—The minutes of April 11, 2012 were approved as written.
- II. Follow-Up from Mid-Cycle Planning Retreat: Meeting with Table Team III Representatives 2:05-2:45**
  - A. District Strategic Plan & SAC Strategic Plan**—Gaps were noted with regard to green efforts and garnering of outside sources of funding. Green efforts will be incorporated in the SAC Strategic Plan more explicitly in the forthcoming revision. It was also determined, however, that explicit information about grants and funding sources does not belong in the SAC document. There are other planning documents and program review documents which would better serve this item.
  - B. Vision Theme III: Innovation**—(Please see Appendix A)
- III. Follow-Up from Mid-Cycle Planning Retreat: Meeting with Table Team IV 3:00-3:40**
  - A. District Goals & SAC Core Competencies**—It was determined there is sufficient alignment.

**B. Vision Theme IV: Community—(Please see Appendix A)**

**IV. Institutional Effectiveness & Program Review Update—** Linda and Bonnie are working on a planning/program review document which will state how to conduct planning efforts through program review institution-wide. This will be completed prior to the fall semester.

**V. Other: Program Review Reports; Participatory Governance End-of-Year Reports—**

**A.** The TLC reviewed PA/PR reports on April 2, 2012 and April 16, 2012 and will complete review on May 7, 2012. Reports are summarized in the TLC minutes; each member of IE&A has received a copy thus far. A TLC End-of-Year Report will be written and sent to all IE&A members after all the PA/PR reports have been analyzed. The results will then be incorporated into the IE&A End-of-Year Report, which will also include the Year-End Reports of the participatory governance committees. These reports are due by June 1, 2012.

**B.** The Student Services Program Review Report and the Administrative Services Program Review Report will be sent to IE&A members upon receipt. These will be discussed in preparation for the IE&A End-of Year Report after the committee completes its work on the Strategic Plan.

**VI. Future Meeting**

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

**B. Enrollment Management**

**C. Reports:**

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



**APPENDIX A**  
**SAC Strategic Plan 2012-2015**  
**Theme I and Theme II**  
**Theme III and Theme IV**  
**DRAFT**

**Theme I: Student Achievement**

**A. Transfer/Program Completion B. Excellence in Teaching/Learning C. Literacy across Disciplines**  
**D. Credit/Non-Credit Articulation E. Eliminate Economic Barriers for Students**

GOALS	STRATEGIES/ACTIONS	PROGRESS ON GOALS (include measures—direct and indirect/qualitative & quantitative as appropriate; persons/groups responsible)
<b>A. Transfer/Program Completion:</b> <b>Increase transfer, progress/course completion, and attainment of certificates.</b>	<b>A.1</b> Increase completion of certificates, degrees and transfer. <b>A.2</b> Design the most efficient pathways to completion that are possible for students (engaging the elements of course design, assessment, condensed classes, educational planning, scheduling, and support services necessary for success). <b>A.3</b> Provide opportunities for student engagement and leadership that enhance their personal and professional development, sense of belonging to SAC, and persistence.	<b>Possible measures for S13 update:</b> student achievement data from non-credit to credit; from credit to four-year institutions
<b>B. Excellence in Teaching/Learning:</b> <b>Promote and sustain excellence in teaching and learning.</b>	<b>B.1</b> Identify innovators and expert practitioners in teaching and learning across disciplines and develop a set of initiatives to	<b>Possible measures for S13 update:</b> faculty development; student achievement data

	adopt promising practices college-wide.	
<b>C. Literacy across Disciplines: Increase student academic literacy and learning across disciplines.</b>	<b>C.1</b> Coordinate efforts between instruction and student services to maximize literacy across disciplines. <b>C.2</b> Provide a comprehensive learning assistance center to support discipline literacy across the curriculum for all students. <b>C.3</b> Strengthen partnerships with K-12 to offer literacy-enhancement programs.	
<b>D. Credit/Non-Credit Articulation: Enhance cooperative efforts between credit and non-credit to encourage success in workforce preparation, transfer and basic skills.</b>	<b>D.1</b> Redesign pathways for students in non-credit programs.	<b>Possible measures for S13 update:</b> analyze the academic assessment process for accuracy of placement; check alignment of support services across the credit-non-credit bridge; add GE SLOs to non-credit courses; provide students in the SCE with the same level of facilities as the credit program.
<b>E. Eliminate Economic Barriers for Students: Eliminate barriers to enhance access and achievement of all learning goals for students.</b>	<b>E.1</b> Expand economic supports that help students to enroll and progress to completion. <b>E.2</b> Review and improve academic and support services to maximize student access and success. <b>E.3</b> Expand low-cost textbook options for students.	

**Link to college-wide participatory governance and other groups:** Student Success Committee; Basic Skills Taskforce; Curriculum and Instruction Council; Teaching Learning Committee; Academic Senate; all academic departments; ASG

**Link to other documents:** All program review documents (Academic Affairs: Department planning portfolio, direct-SLO For C, PA/PR reports; Student Services program review; Administrative Services Unit Goals Report), BSI Report, participatory governance Year-End reports



**Theme II: Use of Technology**  
**A. Students B. College Environment C. Classrooms**

GOALS	STRATEGIES/ACTIONS	PROGRESS ON GOALS (include measures—direct and indirect/qualitative & quantitative as appropriate; persons/groups responsible)
<b>A. Students: SAC students will graduate with skills necessary to access technology in their education and professional lives.</b>	<b>A.1</b> Determine skill sets required by discipline; revise to reflect current trends and needs. <b>A.2</b> Determine skills necessary to access technology by department/discipline. <b>A.3</b> Maintain currency in hardware and software within the curriculum to reflect the workplace.	<b>Possible measures for S13 update:</b> Core Competency 3: Information Management review by department; curriculum revision and development
<b>B. College Environment: SAC will provide a technology-rich environment for faculty, staff and students.</b>	<b>B.1</b> Determine campus locations where students can access technology to improve their skills sets. <b>B.2</b> Enhance existing facilities to promote technology proficiency. <b>B.3</b> Maintain currency in hardware and software. <b>B.4</b> Provide equal access to current hardware, software and databases to offices, student labs, the library and all classrooms. <b>B.5</b> Formalize the technology staff development program. <b>B.6</b> Enhance and ensure timely, efficient and complete technology support in all offices.	<b>Possible measures for S13 update:</b> analyze: registration; wireless access on campuses; portal status; check web pages; staff development program; check software; updates of Datatel/Colleague; status of state-of-the-art specialty technology for students with disabilities; technology in the Nealley Library and at SCE; student printing solution

	<p><b>B.7</b> Provide communication software that allows for collaboration such as blogs and wikis.</p> <p><b>B.8</b> Include technology in facilities planning by coordinating college and district efforts.</p> <p><b>B.9</b> Provide access to information to students, staff and faculty with disabilities</p> <p><b>B.10</b> Develop alternative strategies for funding technology including endowments.</p> <p><b>B.11</b> Maintain Technology Plan to be in concert with District Technology Plan</p>	
<p><b>C. Classrooms: SAC will provide innovative instructional technologies that will enable faculty to enhance and facilitate student learning.</b></p>	<p><b>C.1</b> Mediate remaining classrooms</p> <p><b>C.2</b> Update, replace and standardize technology in existing classrooms and offices every four years.</p> <p><b>C.3</b> Enhance and ensure timely, efficient and complete support in all classrooms and offices.</p> <p><b>C.4</b> Fully develop an instruction design team and training program to support faculty which includes facilities, personnel and a responsive organization.</p> <p><b>C.5</b> Continue to maintain and increase quality of distance education (defined by a set of rubrics and included in program review) and the quantity of hybrid and online courses.</p>	

**Link to college-wide participatory governance and other groups:** Planning and Budget Committee; Facilities Committee; SACTAC; TAG; Academic Senate, all departments

**Link to other documents:** Technology Plan, all program review reports, Facilities Master Plan, Budget plans



### Theme III: Innovation

#### A. Academic/Student Services/Operational Support Efforts; B. Embrace Scholarship and Inquiry; C. Access/Outreach

GOALS	STRATEGIES/ACTIONS	PROGRESS ON GOALS (include measures—direct and indirect/qualitative & quantitative as appropriate; persons/groups responsible)
<p><b>A. Course, Program, Degree-Level; Student Services; Administrative Services:</b>  <b>Cultivate a culture of innovation to enhance student success throughout the entire college environment, including course, program, certificate/degree-level; student services and operational support.</b></p>	<p><b>A.1 Academic:</b></p> <ul style="list-style-type: none"> <li>• Investigate redesign of course content delivery to enhance student pathways to completion, e.g., distance mode, accelerated models.</li> <li>• Bridge achievement gaps of students by creating a variety of interdisciplinary learning communities, e.g., credit/non-credit</li> <li>• Develop a Teaching Learning Commons</li> <li>• Maintain professional development activities to support student achievement for all constituency groups</li> </ul> <p><b>A.2 Student Services:</b></p> <ul style="list-style-type: none"> <li>• Create college-wide, interdisciplinary learning centers</li> <li>• Expand and innovate in the provision</li> </ul>	

	<p>of Academic Educational Plans for all students</p> <p><b>A.3 Operational Support:</b></p> <ul style="list-style-type: none"> <li>• Investigate managed enrollment options</li> <li>• Seek ongoing input from classified staff regarding potential means of innovation in their respective work areas</li> <li>• Investigate options for obtaining and maximizing fiscal resources</li> </ul>	
<p><b>B. Embrace Scholarship and Inquiry: Promote high standards of scholarship/intellectual inquiry and provide the tools for ongoing learning.</b></p>	<p><b>B.1</b> Create an environment in which students are encouraged to excel</p> <p><b>B.2</b> Through dialogues within program review, establish strategies to increase student success and achievement rates</p> <p><b>B.3</b> Maintain a research-based approach to teaching and learning</p> <p><b>B.4</b> Utilize the institutional core competencies as a base for planning efforts in all areas, i.e., academic affairs, student services, administrative services</p> <p><b>B.5</b> Provide students with opportunities to develop both hard and soft skills in an academic environment which they may bring into the workforce and their personal endeavors</p>	
<p><b>C. Access/Outreach: Enhance opportunities for student access to non-traditional delivery modes</b></p>	<p><b>C.1</b> Offer traditional and non-traditional classes 24/7</p> <p><b>C.2</b> Reach traditional and non-traditional students</p> <p><b>C.3</b> Offer access to innovative student support services for non-traditional modes of delivery</p> <p><b>C.4</b> Enhance the Distance education [program to be consistent with the standards of instructional quality and effectiveness of the</p>	



	<p>traditional model</p> <p><b>C.5</b> Assess SLOs to glean accurate student success data, and create appropriate interventions</p> <p><b>C.6</b> Narrow the achievement gap between distance education and traditional classroom instruction</p> <p><b>C.7</b> Maintain a faculty development program for teaching in distance education mode</p>	
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**Link to college-wide participatory governance and other groups:** Academic Senate, Curriculum and Instruction Council, Teaching Learning Committee; Student Success Committee; BSI; SACTAC

**Link to other documents:** Program review reports; BSI Report, Technology Plan, Course Outlines of Record; SLO-Assessment Form C



#### Theme IV: Community

#### A. Access/Motivation; B. Community/Family Involvement; C. Lifelong learning; D. Healthful Living/Environment

GOALS	STRATEGIES/ACTIONS	PROGRESS ON GOALS (include measures—direct and indirect/qualitative & quantitative as appropriate; persons/groups responsible)
<b>A. Access/Motivation:</b> Promote an “achievement attitude” among our prospective student population and supporting networks	<b>A.1</b> Determine prospective students, including SCE, K-12, international students and community members <b>A.2</b> Instill belief in students’ ability to success in college	
<b>B. Community/Family Involvement:</b> Extend awareness of the college as a part of the community	<b>B.1</b> Evaluate the value the community places on the college <b>B.2</b> Develop programs and services to meet community needs	
<b>C. Lifelong Learning:</b> Increase interest in learning across the college and community	<b>C.1</b> Pursue all avenues in which the college can provide opportunities for lifelong learning in all delivery modes, e.g., credit, non-credit, community services, distance education	
<b>D. Healthful Living/Environment:</b> Increase awareness and practice of healthful living across the college and community, including personal and environmental choices	<b>D.1</b> Create partnerships with the community to promote healthful living within the community <b>D.2</b> Seek other models other than the traditional credit model at the college <b>D.3</b> Incorporate healthful living into curricular activities and institutional practices <b>D.4</b> Develop environmentally-friendly practices to apply at the college and in the community environment	

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**Link to college-wide participatory governance and other groups: Academic Senate, Facilities Committee, Teaching Learning Committee; Planning and Budget Committee; Environmental Workgroup; SACTAC; Administrative Services**

**Link to other documents: Program review documents; Facilities Master Plan, Budget plans**

**NOTE:** The Institutional Effectiveness and Assessment Committee is the oversight committee of all college planning documents and the Strategic Plan, which is the college-wide planning document based on the goals of the six institutional Vision Themes. The strategies linked to the goals are meant to encompass all aspects of the college. Details of how each segment of the college addresses these goals is contained within the area's program review documentation. IE&A conducts analysis of all program review documents received from the Teaching Learning Committee (Academic PA/PR); Student Services and Administrative Services. An IE&A End-of-Year report is then written. This report is sent to all governance chairs, as it contains vital information to be used in the planning efforts of those groups (e.g., Technology Plan, Facilities Master Plan, Budget plans). IE&A recommendations to make changes to the mission statement or to revise the Strategic Plan are referred to College Council for approval and then incorporated into the Educational Master Plan.



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**Agenda**  
**May 9, 2012; A-105; 2:00-4:00pm**

**To:** Distribution

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

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- I. Approval of Minutes of April 18, 2012**
- II. Follow-Up from Mid-Cycle Planning Retreat: Meeting with Table Team V. Representatives 2:05-2:45**
  - A. SAC Mission & SAC Vision Themes**
  - B. Vision Theme V: Workforce Development**
- III. Follow-Up from Mid-Cycle Planning Retreat: Meeting with Table Team VI 3:00-3:40**
  - A. SAC Vision Themes & SAC Core Competencies**
  - B. Vision Theme VI: New American Community**
- IV. Institutional Effectiveness & Program Review Update**
- V. Other: Program Review Reports; Participatory Governance End-of Year Reports**
- VI. Future Meeting**
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**B. Enrollment Management**

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- 1. Planning and Budget: SAC, BAPR, BAPR WG**
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- 4. Student Success/BSI**

**Members:**

Cecilia Arriaza	Denise Phillips
Carol Comeau	Linda Rose
Paul Foster	John Zarske
Ray Hicks	
Bonnie Jaros	
James Kennedy	
Sara Lundquist	
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**cc:** Dr. Erlinda Martinez  
Dr. Raúl Rodríguez  
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Ms. Kennethia Vega  
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Ms. Karen Scott  
Ms. Geni Lusk  
Ms. Sue Garnett  
Ms. Sylvia Turner  
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