



**SANTA ANA COLLEGE**  
**Institutional Effectiveness and Assessment Committee**  
**Minutes**  
**May 5, 2010**

**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:** Paul Foster, Norm Fujimoto, Paula Garcia, Bonnie Jaros, Sara Lundquist, Maria Sugrañes, Sharon Whelan, John Zarske

- I. Approval of Minutes of April 28, 2009—The minutes of April 28, 2010 were approved as written.
- II. BAPR/Budget Report—
  - A. Peter Hardash addressed Management Council stating: there is no update from the state; the District will move forward with the implementation of the Tentative Budget; cuts that have been made in the district in the past three years have served us well; \$9 million has been saved due to the hiring freeze in the last three years.
  - B. BAPR will meet on May 26. At the last meeting, the *RSCCD Strategic Technology Plan* was approved; it was approved by the Board of Trustees.
  - C. Norm iterated that SAC has cut 28% from Summer 10 in comparison to Summer 08.
  - D. The SAC Budget Committee met on May 4 and reviewed the Budget Allocation Model and concerns of the BAPR Workgroup. In addition, they listed concerns of the Budget Committee (See Appendix A)
- III. Accreditation Update—
  - A. Oversight Committee will be reviewing a draft of the Follow-Up Report at its meeting of May 12. The report will then be adapted for each college by the college representatives. The *SAC Follow-Up Report* will be shared with the

college community, which will be asked for input. A forum will be held at the end of May.

B. The *ACCJC Annual Report* is due June 30, 2010. Norm and Bonnie will address this document and prepare it for President Martinez to submit to the Commission. The *Annual Financial Report* was submitted in April, with the assistance of Noemi Kanouse.

C. *Midterm Report* planning will need to proceed quickly since the midterm Report will be due October 2011. Bonnie recommends that IE&A serve as an Oversight group, with members serving as the lead persons of workgroups. Each of the seven recommendations will then be handled by the individual workgroups (See Appendix B).

- IV. Facilities Master Plan Update—There was a facilities meeting today in which the architects HMC demonstrated ideas and their evaluation of the infrastructure of the campus as well as existing buildings. Recommendations were made regarding vehicular circulation, pedestrian travel, and green spaces. Improvement in these areas include replacement, renovation and restoration of existing structures and open areas. A “Curb Appeal” approach is suggested.
- V. Proposal of *Interim Administrative Positions* Update—Bonnie sent the Interim Administrative Positions Draft Proposal to President Martinez for review. She requested that cabinet members who serve on IE&A request it be put on the next President’s Cabinet agenda for discussion so it may be sent to College Council for approval.
- VI. Strategic Plan Update Spring 2010—There are still sections of the *Strategic Plan Update S10* that need to be completed. Bonnie will work with Bart Hoffman on Theme V; she has sent email messages to several persons regarding specific issues within other themes. Sara and Maria will work on sections as well. The Strategic Plan will be reviewed by IE&A on May 19 so it may be sent to College Council for approval.
- VII. PA/PR Reports from the TLC, Administrative Services & Student Services Portfolios—
  - a. President Martinez will send the President’s Cabinet Portfolio prior to the next meeting of IE&A on May 17.
  - b. The Student Services Portfolio and the Administrative Services Portfolio have been received. Highlights will be discussed at the meeting of May 19 for the *IE&A End-of-Year Report*.
  - c. Academic Program Review: Two-thirds of the PA/PR reports have been reviewed by the TLC. The final third will be reviewed on May 17. PA/PR Reports may be viewed by the SAC community on InsideSAC.net—to Department Index; select the department—to Program Review—to Form C and/or 19QT S10. Statistical Reports may also be found. Reports must demonstrate good analysis of goals and continuous improvement within the 19QT, which is an indirect assessment used as a quadrennial capstone of the annual DPP. Form C, the Direct-SLO Assessment also serves in one section of the 19QT, but Form C must be utilized semesterly by each department since there must be a complete Core Competency review

quadrennially as well (The seven college-wide core competencies are analyzed one at a time in a quadrennial cycle—See Appendix C) There will be a PA/PR Clinic held as a special meeting of the Curriculum and Instruction Council on May 24<sup>th</sup> to review processes, timelines and responsibilities of the Academic Program Review Model. In the fall, during Flex week, Bonnie will also have a PA/PR meeting of all the departments that are on the 2010-2011 quadrennial cycle.

The ultimate goal of all our Program review efforts is to maintain a systematic cycle of sustainable continuous improvement.

- VIII. Future Agenda: TLC Report on the PA/PR; Report President's Cabinet Portfolio; Accreditation Follow-Up Report 2010; Accreditation Midterm Report 2011; IE&A End-of-Year Report

### **Appendix A**

#### **Concerns of the SAC Budget Committee Regarding the Budget Allocation Model**

1. Colleges need more flexibility determining how to utilize dollars particularly with fixed/discretionary cost allocations.
2. Transparency in the BAM. We need to have a clear understanding of how and why resources are allocated to the cost centers. There needs to be a flexible plan or formula for allocation of resources.
3. A clear understanding of fixed costs vs. discretionary costs. How and when funds can move from discretionary to fixed and vice versa
4. As an incentive to save, colleges should be able to keep budget savings from year-to-year. Ending balances should be monitored because they should not be able to grow infinitely. There needs to be a balance between the District taking everything at the end of the year and colleges infinitely keeping everything.
5. BAM needs to be perceived as plan that fairly and equitably distributes resources.
6. We need a definition and plan for annually reviewing the BAM.
7. There needs to be a special account set up for payment of banked leave.

## **Appendix B**

### **ACCJC Recommendations for the SAC Midterm Report Due October 2011**

#### **2008 Team Recommendations**

##### **College Recommendations (Addressed in Follow-Up Report Oct. 2009)**

###### **College Recommendation 1**

The Team recommends that the college evaluate its planning processes, including the integration of technology, staffing, and facilities master plans, to ensure the budget is used as a planning tool to achieve its strategic goals and that the outcomes from these activities be formally and broadly communicated to ensure quality. As part of this integration, the Team recommends that the college resource allocation be based on plans, program reviews (Department Planning Portfolios, or DPPs), and actual budgetary performance. This requires that the college evaluate the outcomes of its planning/budget process and use that data in subsequent budget development. (Standards I.A.1, I.A.3, I.B.4, I.B.6, II.A.1, II.A.2.f, III.B.2.d, III.D.1, III.D.2, III.D.3, IV.B.3.a, IV.B.3.b)

###### **College Recommendation 2**

In order to fully meet standards II and III, the Team recommends that the college prepare and maintain an updated Diversity Plan. (Standards II.A.1.a, II.A.3.c, II.B.3.d, III.A.4.a, III.A.4.b)

###### **College Recommendation 3**

The Team recommends that the college strengthen its communication with classified employees regarding governance service opportunities, processes, deliberations, and outcomes. (Standards III.A, IV.A.1)

##### **District Recommendations**

###### **District Office Review**

During the course of the concurrent accreditation visits at Santa Ana and Santiago Canyon Colleges, district trustees and staff were interviewed by Team chairs and Team members, individually and jointly, for the purpose of identifying any recommendations related to the district. In addition, the Teams reviewed board policy and regulations, minutes, and district documents as it assessed the evidence regarding system operations.

###### **District Recommendation 1 (Addressed in Follow-Up Report Oct. 2009; will be addressed again in Follow-Up Report Oct 2010)**

The Team recommends that the district evaluate its planning processes, including the integration of technology, staffing and facilities master plans to ensure the budget is used as a planning tool to achieve its strategic goals. As part of this integration, the Team recommends that the allocation model for resources be based on the plans, program reviews and the sustainability of the planning process and that the outcomes from these activities be formally and broadly communicated to ensure quality. This requires that the District evaluate the outcomes of the budget process and use that data in subsequent

budget development. (Standards I.A.1, I.A.3, I.B.4, I.B.6, II.A.1, II.A.2.f, III.D.1, III.D.2, III.D.3, IV.B.3.a, IV.B.3.b)

**District Recommendation 2 (Addressed in Follow-Up Report Oct. 2009)**

In order to maintain stable financial resources, the Team recommends that the District reviews its computer-based student attendance recording system to ensure that repeated courses are being appropriately reported for state apportionment funding consistent with existing regulations. (Standards III.D.1.b, III.D.2.a, III.D.2.g)

**District Recommendation 3**

The Team recommends that a set of written policies and regulations be created that establishes appropriate communication processes between the trustees and district employees. The Team further recommends that Board adherence to these regulations and procedures be assessed within a systematic culture of evidence and cycle of continuous improvement. (Standards IV.B.1.a, IV.B.3.a, IV.B.3.e, IV.B.3.f)

**District Recommendation 4 (Addressed in Follow-Up Report Oct. 2009)**

The Team recommends that the district review its board evaluation policy to ensure integrity and effectiveness, and that its self-assessment results are widely communicated and applied within a systematic culture of evidence and cycle of continuous improvement. (Standards IV.A.5, IV.B.1.g)

## Appendix C

### College-Wide Core Competencies



### Educational Master Plan

#### Santa Ana College 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.

#### COLLEGE-WIDE CORE COMPETENCIES (The basis of General Education Student Learning Outcomes)

<b>1. Communication Skills</b>	<p><b>a. Listening and Speaking</b> 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.</p> <p><b>b. Reading and Writing</b> 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>
<b>2. Thinking and Reasoning</b> 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><b>a. Creative Thinking</b> 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>b. Critical Thinking</b> Students will think logically in solving problems; explaining their conclusions; and evaluating, supporting, or critiquing the thinking of others.</p> <p><b>c. Ethical Reasoning</b> Students will demonstrate an understanding of ethical</p>

	<p>issues that will enhance their capacity for making sound judgments and decisions.</p> <p><b>d. Quantitative Reasoning</b> Students will use college-level mathematical concepts and methods to understand, analyze and explain issues in quantitative terms.</p>
<b>3. Information Management</b>	<p><b>a. Information Competency</b> 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>b. Technology Competency</b> 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, etc.</p>
<p><b>4. Diversity</b> Students will develop individual responsibility, personal integrity, and respect for diverse peoples and cultures of the world.</p>	<p><b>a. Cultural</b> Students will respect and work with diverse people including those with different cultural and linguistic backgrounds and different abilities.</p> <p><b>b. Social</b> Students will interact with individuals and within groups with integrity and awareness of others' opinions, feelings and values.</p> <p><b>c. Environmental</b> Students will demonstrate an understanding of ethical issues that will enhance their capacity for making decisions and sound judgments about the environment.</p>
<p><b>5. Civic Responsibility</b> Students will take personal responsibility for becoming informed, ethical and active citizens of their community, their nation and their world.</p>	
<b>6. Life Skills</b>	<p><b>a. Creative Expression</b> Students will produce artistic and creative expression.</p> <p><b>b. Aesthetic Appreciation</b> Students will respond to artistic and creative expressions.</p> <p><b>c. Personal Growth</b> Students will demonstrate habits of intellectual exploration, personal responsibility, and practical and</p>

	physical well-being. <b>d. Interpersonal Skills</b> Students will participate effectively in teams, committees, task forces, and in other group efforts to make decisions and seek consensus.
<b>7. Careers</b> Students will develop the knowledge and skills necessary to select and develop careers.	

Revision approved Curriculum and Instruction Council October 26, 2009



**SANTA ANA COLLEGE**  
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**Agenda**  
**May 19, 2010; A-105; 2:00-4:00pm**

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- II. BAPR/Budget Report
- III. Accreditation Update: Follow-Up Report; Midterm Report
- IV. Facilities Master Plan Update
- V. Interim Positions Update
- VI. Strategic Plan Update Spring 2010



- VII. PA/PR Reports, President's Cabinet Portfolio, Administrative Services & Student Services Portfolios
- VIII. Future Agenda: IE&A End-of-Year Report

**Members:**

Paul Foster  
Norm Fujimoto  
Paula Garcia  
Ray Hicks  
Bonnie Jaros  
Sara Lundquist  
Nga Pham  
Ed Ripley  
Maria Sugrañes  
Sharon Whelan  
John Zarske

**cc:** Erlinda Martinez  
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bnj/05-05-10