

## Principles for effective practices

***A strong start for students; Early and sustained student engagement, Clear & coherent pathways supported by continuous enrollment management; A comprehensive system of integrated supports for learning, Student success-centered professional development, Impact and equity mindedness***

The purpose of our strategic plan is to provide a guiding framework for the overall goals of the college into which the substantial work undertaken by every member of the SAC community in support of student access, learning, and completion fits. Overall metrics are referenced with supporting data available in strategic planning documents at division, program, and governance levels throughout SAC. The theory of change informing this plan is that if we organize our assets with great care and align structures and processes intentionally to what matters most, we will be able to maximize student achievement in ways that are measurable and mission-central. All goals will be measured annually unless otherwise noted and are linked to Santa Ana College’s Vision Themes.

*Note: Related equity measures and strategies are further detailed in SAC’s Student Equity Plan, which is currently under development.*

### Strategic Plan Area I: STUDENT ACHIEVEMENT

Broad Goals	Measurable Objectives	Strategies for Action	Lead(s)	Baseline/Progress on Goals/Innovations
<b>College Access</b>  (Vision Themes I, IV & VI, Student Achievement, Community, & New American Community)	Financial support for students will increase.  50% of feeder school graduates will attend SAC & enrollment goals will be met.  The SAC population will mirror the demography of its service area.  Educational & community partners will support college-going with integrated strategies/measures.	Activate a comprehensive outreach initiative.  Expand SCE student transition program efforts and curricular alignment between noncredit and credit.  Increase financial aid and scholarship support to new/continuing students at SAC.	Cabinet Student Success (VPSS)	<b>Financial Aid Awards:</b> In 2009-10, SAC awarded \$15,363,436 to 12,430 students in grants (including fee waivers). In 2013-14 SAC had increased this to \$26,930,082 to 16,552 students. This reflects a 7.4% average annual increase in students awarded and a 15% annual increase in dollar amount over the four years.  <b>SAC Scholarships:</b> In 2011-2012, 530 awards totaling \$309,677 were made. In 2012-2013, 824 scholarships totaling \$343,140 were awarded, a 55% increase in scholarships & \$33,463 in awarded funds. In 2013-2014, 625 awards totaling \$415,238 were made. In 2014-2015, 764 scholarships totaling \$496,665 were awarded, a 22.2% increase in scholarships & \$81,427 in awarded funds.  <b>Feeder School Attendance:</b> In 2014, 46% of SAUSD graduates matriculated to SAC, compared to 1% of GGUSD graduates and less than 1% of AUHSD graduates. Outreach to both GGUSD and AUHSD have intensified in the 14-15 academic year to increase their numbers. A Higher Education Center opened in Santa Ana’s Main Library in May 2014 continues to be staffed and serves an average of 200 monthly.

				<p><b>Integrated Strategic Plans</b> are being updated for SAC and its segmental partners, including an intersegmental scorecard highlighting college readiness, access, persistence, and completion.</p> <p>SAC/SCE transition curriculum is currently in the development process for Math, English and Counseling. State approval is anticipated in the Spring 2016.</p> <p><b>SAC's service area in comparison to enrollment (2014)</b></p> <table border="1" data-bbox="1129 394 1843 613"> <thead> <tr> <th>Group</th> <th>Service Area Population</th> <th>% @ SAC</th> <th>Goal</th> </tr> </thead> <tbody> <tr> <td>White</td> <td>15%</td> <td>13%</td> <td>+2%</td> </tr> <tr> <td>Latino</td> <td>71%</td> <td>66%</td> <td>+ 5%</td> </tr> <tr> <td>Asian</td> <td>11%</td> <td>11%</td> <td>Maintain</td> </tr> <tr> <td>AA</td> <td>1%</td> <td>2%</td> <td>Maintain</td> </tr> </tbody> </table>	Group	Service Area Population	% @ SAC	Goal	White	15%	13%	+2%	Latino	71%	66%	+ 5%	Asian	11%	11%	Maintain	AA	1%	2%	Maintain																																		
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<p>Successful Course Completion</p> <p>(Vision Theme I, Student Achievement)</p>	<p>73% of SAC students will successfully complete their courses by 2015-16, while achievement gaps between groups are reduced.</p> <p>Increase noncredit course completion in ABE, ESL, High School Subjects, and CTE by 20% by 2016.</p>	<ol style="list-style-type: none"> <li>1. Provide all incoming students with placement testing, orientation &amp; an educational plan.</li> <li>2. Expand high demand course sections (English, math, general education) to give more students critical courses early in college.</li> <li>3. Improve Early Alert system for students.</li> <li>4. Offer adequate co-curricular learning resources within &amp; beyond the classroom.</li> <li>5. Expand SCE efforts to ensure noncredit students have pathways &amp; completion-centered services.</li> <li>6. Offer professional development on NC</li> </ol>	<p>Student Success (also BSI, TLC, SACTAC) All VP's</p>	<table border="1" data-bbox="1129 654 1980 1019"> <thead> <tr> <th>SAC Credit Course Completion</th> <th>2012-13</th> <th>2013-14</th> <th>2014-15</th> <th>2015-16 Goal</th> </tr> </thead> <tbody> <tr> <td>Overall Percentage*</td> <td>67%</td> <td>69%</td> <td>71%</td> <td>73%</td> </tr> <tr> <td>White</td> <td>57.4%</td> <td>62%</td> <td>67%</td> <td>73%</td> </tr> <tr> <td>Latino</td> <td>41.3%</td> <td>51%</td> <td>61%</td> <td>73%</td> </tr> <tr> <td>Asian</td> <td>66.1%</td> <td>68.5%</td> <td>71%</td> <td>73%</td> </tr> <tr> <td>African American</td> <td>45.9%</td> <td>53%</td> <td>63%</td> <td>73%</td> </tr> </tbody> </table> <p>*RSCCD Research</p> <table border="1" data-bbox="1129 1130 1980 1385"> <thead> <tr> <th colspan="4">2012-13 (fall/spring) Noncredit Course Completions</th> </tr> <tr> <th></th> <th>Completed</th> <th>Satisfactory Progress</th> <th>D, F, NP</th> </tr> </thead> <tbody> <tr> <td>ABE</td> <td>45%</td> <td>54%</td> <td>1%</td> </tr> <tr> <td>ESL</td> <td>42%</td> <td>53%</td> <td>6%</td> </tr> <tr> <td>HS SUBJECTS</td> <td>57%</td> <td>33%</td> <td>10%</td> </tr> <tr> <td>VOCATIONAL</td> <td>28%</td> <td>67%</td> <td>6%</td> </tr> </tbody> </table> <p>2013 baseline of 13,072 will increase to 15,686 by 2016.</p>	SAC Credit Course Completion	2012-13	2013-14	2014-15	2015-16 Goal	Overall Percentage*	67%	69%	71%	73%	White	57.4%	62%	67%	73%	Latino	41.3%	51%	61%	73%	Asian	66.1%	68.5%	71%	73%	African American	45.9%	53%	63%	73%	2012-13 (fall/spring) Noncredit Course Completions					Completed	Satisfactory Progress	D, F, NP	ABE	45%	54%	1%	ESL	42%	53%	6%	HS SUBJECTS	57%	33%	10%	VOCATIONAL	28%	67%	6%
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		grading standards.		In 2012 70% of incoming freshman received orientation. This number grew to 75% in 2013. The SSSP Plan is expanding the scope of early intervention on campus and we expect the number of incoming students who receive orientations and education plans to rise to 95% by 2016.
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<p><b>Persistence</b> (Vision Theme I, Student Achievement)</p>	<p>80% of SAC degree-seeking students will persist to a 2<sup>nd</sup> semester of study &amp; 70% will persist to a 3<sup>rd</sup> semester, while shrinking achievement gaps between groups.</p>	<p><i>Note: Strategies above also apply to persistence.</i></p> <p>Students will make a significant connection with another person at the college as soon as possible.</p> <p>Develop strategies to minimize persistence gaps by ethnicity.</p>	<p>Student Success (also BSI, TLC, SACTAC) All VP's</p>	<p>SAC has implemented a significant student success pilot project, Adelante, which is presently serving almost 3,000 students and has shown significant improvements in student persistence. These strategies are being scaled as part of SAC's strategic planning through 3SP and Student Equity in conjunction with academic department and programs college-wide.</p> <p>SAC/SCE Counselors have been embedded into all High School and ABE courses. Counselors provide career and educational planning services. In addition, counselors have a regular schedule in which they visit Intermediate ESL classes to provide these services. In 2013/2014 SAC/SCE conducted 6,601 Counseling Sessions and 10,040 placement assessments.</p> <p>Student focus group data will be developed and linked to the Student Satisfaction Survey as part of 2014-2015 research activities.</p> <p><b>SAC Student Persistence to a 2<sup>nd</sup> Semester*</b></p> <table border="1" data-bbox="1144 982 1984 1282"> <thead> <tr> <th>Group</th> <th>2012-13 Percent Persisting*</th> <th>2013-14 Persistence GOAL</th> <th>2014-15 Persistence GOAL</th> <th>2015-16 Persistence GOAL</th> </tr> </thead> <tbody> <tr> <td><b>Overall</b></td> <td>74.1%</td> <td>76%</td> <td>78%</td> <td>80%</td> </tr> <tr> <td><b>White</b></td> <td>78.6%</td> <td>79%</td> <td>80%</td> <td>80%</td> </tr> <tr> <td><b>Latino</b></td> <td>69.5%</td> <td>73%</td> <td>77%</td> <td>80%</td> </tr> <tr> <td><b>Asian</b></td> <td>73.7%</td> <td>76%</td> <td>78%</td> <td>80%</td> </tr> <tr> <td><b>AAmerican</b></td> <td>70.3%</td> <td>73%</td> <td>77%</td> <td>80%</td> </tr> </tbody> </table> <p>2015-2016 Goal: 80% overall persistence to a 2<sup>nd</sup> semester &amp; 70% to a 3<sup>rd</sup> semester for degree seeking students.</p>	Group	2012-13 Percent Persisting*	2013-14 Persistence GOAL	2014-15 Persistence GOAL	2015-16 Persistence GOAL	<b>Overall</b>	74.1%	76%	78%	80%	<b>White</b>	78.6%	79%	80%	80%	<b>Latino</b>	69.5%	73%	77%	80%	<b>Asian</b>	73.7%	76%	78%	80%	<b>AAmerican</b>	70.3%	73%	77%	80%
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<p><b>ESL &amp; Basic Skills</b></p>	<p>Successful course completion of ESL and</p>	<p>1. Innovative basic skill</p>	<p>Student</p>	<p><b>SAC Basic Skills Completion: MATH*</b></p>																														

<p><b>Completion</b></p> <p>(Vision Theme I, Student Achievement)</p>	<p>Basic Skills courses will increase by 2% annually while closing gaps by ethnicity between now and 2016. Increase noncredit ESL, ABE, and High School Subjects course completion by 5% per year.</p> <p>Integrate basic/ technical skills with employability and work-place competencies, to address workforce needs.</p>	<p>success strategies will be continued, expanding course acceleration and support services, including a counselor dedicated to outreach, counseling follow up and tracking of the student success of BSI students.</p> <p>2. Work with math and English (reading &amp; writing) to develop contextualized instruction/curriculum for CTE students.</p>	<p>Success (also C&amp;I, BSI, TLC, more) All VP's</p> <p>VPAA, CTE Deans, Student Success (also C&amp;I, BSI )</p>	<table border="1"> <thead> <tr> <th>Group</th> <th>2012-13</th> <th>2013-14</th> <th>2014-15 <i>assessment in progress</i></th> <th>2015-16 <b>GOAL</b></th> </tr> </thead> <tbody> <tr> <td><b>Overall</b></td> <td>43.5%</td> <td>45.5%</td> <td>47.5%</td> <td>50%</td> </tr> <tr> <td><b>White</b></td> <td>51.2%</td> <td>51.5%</td> <td>52%</td> <td>52.5%</td> </tr> <tr> <td><b>Latino</b></td> <td>41%</td> <td>44%</td> <td>47%</td> <td>50%</td> </tr> <tr> <td><b>Asian</b></td> <td>55.1%</td> <td>55.5%</td> <td>56%</td> <td>56.5%</td> </tr> <tr> <td><b>AA</b></td> <td>40.6</td> <td>44%</td> <td>47%</td> <td>50%</td> </tr> </tbody> </table> <p><b>SAC Basic Skills Completion: ENGLISH*</b></p> <table border="1"> <thead> <tr> <th>Group</th> <th>2012-13</th> <th>2013-14</th> <th>2014-15 <i>assessment in progress</i></th> <th>2015-16 <b>GOAL</b></th> </tr> </thead> <tbody> <tr> <td><b>Overall</b></td> <td>38.7%</td> <td>41%</td> <td>43%</td> <td>46%</td> </tr> <tr> <td><b>White</b></td> <td>45.9%</td> <td>46%</td> <td>47%</td> <td>48%</td> </tr> <tr> <td><b>Latino</b></td> <td>36.5%</td> <td>39%</td> <td>42%</td> <td>46%</td> </tr> <tr> <td><b>Asian</b></td> <td>50.5%</td> <td>51%</td> <td>51.5%</td> <td>52%</td> </tr> <tr> <td><b>AA</b></td> <td>35.7%</td> <td>38.5%</td> <td>43%</td> <td>46%</td> </tr> </tbody> </table> <ul style="list-style-type: none"> <li>Actuals are derived from Student Success Scorecard Data</li> <li>Credit ESL Overall rate will increase from 25.2% to 29% by 2016.</li> <li>Noncredit ESL course completion rate of 42%, ABE completion rate of 45% and High School Subjects completion rate of 57% will increase by 5% through 2016.</li> </ul> <p><b>SAC Degree Completion Snapshots</b></p> <table border="1"> <thead> <tr> <th>Group</th> <th>2012-13 <b>ACTUAL</b></th> <th>2013-14 <b>GOAL</b></th> <th>2014-15 <b>GOAL</b></th> <th>2015-16 <b>GOAL</b></th> </tr> </thead> <tbody> <tr> <td><b>Overall</b></td> <td>43.5%</td> <td>45.5%</td> <td>47.5%</td> <td>50%</td> </tr> <tr> <td><b>White</b></td> <td>51.2%</td> <td>51.5%</td> <td>52%</td> <td>52.5%</td> </tr> <tr> <td><b>Latino</b></td> <td>41%</td> <td>44%</td> <td>47%</td> <td>50%</td> </tr> <tr> <td><b>Asian</b></td> <td>55.1%</td> <td>55.5%</td> <td>56%</td> <td>56.5%</td> </tr> <tr> <td><b>AA</b></td> <td>40.6</td> <td>44%</td> <td>47%</td> <td>50%</td> </tr> </tbody> </table> <p><b>SAC Certificate/Degree/Transfer Completion</b></p>	Group	2012-13	2013-14	2014-15 <i>assessment in progress</i>	2015-16 <b>GOAL</b>	<b>Overall</b>	43.5%	45.5%	47.5%	50%	<b>White</b>	51.2%	51.5%	52%	52.5%	<b>Latino</b>	41%	44%	47%	50%	<b>Asian</b>	55.1%	55.5%	56%	56.5%	<b>AA</b>	40.6	44%	47%	50%	Group	2012-13	2013-14	2014-15 <i>assessment in progress</i>	2015-16 <b>GOAL</b>	<b>Overall</b>	38.7%	41%	43%	46%	<b>White</b>	45.9%	46%	47%	48%	<b>Latino</b>	36.5%	39%	42%	46%	<b>Asian</b>	50.5%	51%	51.5%	52%	<b>AA</b>	35.7%	38.5%	43%	46%	Group	2012-13 <b>ACTUAL</b>	2013-14 <b>GOAL</b>	2014-15 <b>GOAL</b>	2015-16 <b>GOAL</b>	<b>Overall</b>	43.5%	45.5%	47.5%	50%	<b>White</b>	51.2%	51.5%	52%	52.5%	<b>Latino</b>	41%	44%	47%	50%	<b>Asian</b>	55.1%	55.5%	56%	56.5%	<b>AA</b>	40.6	44%	47%	50%
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<p><b>Diploma, Degree, Certificate, &amp; Transfer Completion</b></p> <p>(Vision Themes I &amp; III, Student Achievement and Innovation)</p>	<p>Overall Goal: Have a college degree or certificate in every home in Santa Ana while eliminating attainment gaps by ethnicity by 2025, 1,777 more annually from all sources.</p> <p>Develop class schedules to increase program pathway completion rates.</p> <p>Develop Associate</p>	<p><i>Note: All strategies above also support completion.</i></p> <p>SAC has completed work on Degree Audit for All AA Degrees, Certificates of Accomplishment, and Certifications. Work is currently underway to complete Plan B and C or Transfers to CSU and IGETC.</p> <p>Project the number of classes needed and length of time for students to progress through classes</p>	<p>Cabinet, Student Success (also C&amp;I, BSI, TLC, and more)</p> <p>Academic &amp; Student Services Deans</p> <p>Department Chairs</p>	<p><b>SAC Certificate/Degree/Transfer Completion</b></p>																																																																																										

	<p>Degrees for Transfer (ADT's), and CTE certificates and degrees to meet student needs.</p> <p>Increase High School Diploma completion 33% by 2016 and Career Development &amp; College Preparation (CDCP) state approved non-credit certificates 50% by 2016.</p>	<p>that lead to completion of transfer, CTE, and basic skill pathways.</p> <p>Identify, develop and/or revise courses to include in ADT, CTE pathway programs, basic skill and pre-requisite courses.</p> <p>Prioritize actions to address the greatest gaps in terms of completion &amp; equity. Expand High School Diploma and CDCP educational planning and course offerings at locations throughout Santa Ana.</p>		<p><b>Student Success Scorecard Cohorts</b></p> <table border="1"> <thead> <tr> <th>Group</th> <th>2012-13</th> <th>2013-14</th> <th>2014-15 <i>assessment in progress</i></th> <th>2015-16 <b>GOAL</b></th> </tr> </thead> <tbody> <tr> <td><b>Overall</b></td> <td>46%</td> <td>49%</td> <td>53%</td> <td>56%</td> </tr> <tr> <td><b>White</b></td> <td>53.8%</td> <td>54%</td> <td>55%</td> <td>56%</td> </tr> <tr> <td><b>Latino</b></td> <td>39.6%</td> <td>45%</td> <td>50%</td> <td>56%</td> </tr> <tr> <td><b>Asian</b></td> <td>62.1%</td> <td>62.6%</td> <td>63%</td> <td>63.5%</td> </tr> <tr> <td><b>AA</b></td> <td>54.5%</td> <td>55%</td> <td>55.5%</td> <td>56%</td> </tr> </tbody> </table> <p>Based on an analysis of incoming students' placement scores and overall demand, course seats have been expanded by 25% for new freshman, with work in progress to expand further.</p> <p>The current 3 year average for SCE High School Diplomas is 166 (2011-2014). In 2013/2014 SAC/SCE issued 162 High School Diplomas, that has been accompanied by a 2014-2015 modest drop in enrollment. An improvement plan has been developed for 2015-2016 implementation. SAC/SCE current baseline for Career Development College Preparation (CDCP) certificates of completion 2011-2014 is 1,661 (based on a 3 year average). This will rise to 2,492 by 2016. In 2013/2014 SAC/SCE issued 2,505 CDCP certificates meeting the established goal.</p>	Group	2012-13	2013-14	2014-15 <i>assessment in progress</i>	2015-16 <b>GOAL</b>	<b>Overall</b>	46%	49%	53%	56%	<b>White</b>	53.8%	54%	55%	56%	<b>Latino</b>	39.6%	45%	50%	56%	<b>Asian</b>	62.1%	62.6%	63%	63.5%	<b>AA</b>	54.5%	55%	55.5%	56%
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	<p>Increase the number of Continuing Education High School graduates that transition from non-credit to credit by 9% each year.</p>	<p>Expand the SCE matriculation process to include transition to college, with linked professional development.</p> <p>Personalize outreach to potential SCE grads to facilitate completion.</p>	<p>Student Success (also C&amp;I, BSI, TLC an more ) ALL VP's</p>	<p>Between 2011and 2013, 24% of SCE high school completers enrolled at SAC credit. The goal is to increase this number by 9% per year to achieve a 50% credit enrollment rate by 2016.</p> <p>As of 2015, all SAC/SCE HS subjects students with fewer than 20 credits needed are contacted regularly to ensure progress, especially when they are no longer attending classes.</p>																														
	<p>Increase the number of students who transition from noncredit programs to credit programs by 25% per year through 2016.</p>	<p>Hold CR/SCE faculty dialogues focused on math, ESL, English &amp; CTE to strengthen the pathway into and through college, including outreach &amp; counseling.</p>	<p>Student Success ALL VP's</p>	<p>Current baseline for transition from noncredit to credit based upon a three year average from 2011-2014 is 724. This will rise to 905 by 2016. The overall SAC/SCE transfer rate to college credit course work for 2013/2014 is 839 students. SAC/SCE is on track to reach this goal.</p>																														
<p><b>Workforce</b></p>	<p>Develop and enhance CTE programs to</p>	<p>1. Launch and update CTE programs to meet</p>	<p>VPAA, CTE Deans, CTE</p>	<p>In 2014-15 the following were approved or updated by SAC's curriculum and instruction council:</p>																														

<b>Development (Vision Theme V, Workforce Development)</b>	support regional workforce needs as the primary local source of skilled labor.	regional employer needs. 2. Maintain and enhance CTE programs to meet industry and accreditation/licensing body standards.	Faculty, CIC, WFDC & Advisory Committees	17 New CTE Courses were approved 214 CTE Courses were updated 1 New CTE AA-T was approved 6 New CTE Certificate of Achievements were approved 15 New CTE Certificate of Proficiency were approved  8 CTE programs are accredited or approved by industry associations including Accounting, Automotive Technology, Emergency Medical Technician, International Business, Occupational Therapy Assistant, Paralegal, Pharmacy Technology & Nursing.  The CTE Student Success Center established at SAC Fall 2014 now employs 7 full and part-time employees, has served 10,618 students in 2014-15 and offered 208 workshops.
<b>Excellence in Teaching &amp; Learning</b> (Vision Themes I & III, Student Achievement and Innovation)	Ensure that faculty and staff at SAC have access to student success-centered professional development.	<ul style="list-style-type: none"> <li>Assess and improve SAC's professional development program</li> <li>Dedicate resources to stabilize offerings.</li> <li>Survey staff &amp; research best practices for local application.</li> </ul>	President's Cabinet -College Council -The Academic Senate	-A reorganization established a college office for professional development with dedicated staffing. -Expanded faculty assignments dedicated to professional development have been established and a team works together to design, implement, and assess associated activities.

### Strategic Plan Area II: Budget & Infrastructure (technology, fiscal, facilities)

Broad Goals	Measurable Objectives	Strategies for Action	Lead(s)	Baseline/Progress on Goals/Innovations
<b>Provide technology infrastructure that promotes effective instruction, and student success.</b> (Vision Themes I, II, & III, Student Achievement, Use of Technology, and Innovation)	1. Update Technology Plan. Plan will include hardware and software standards and replacement criteria. The plan will identify technology initiatives for the next three years. 2. A funding plan will be included to support plan	-Convene workgroup rooted in SACTAC to update the tech plan. -Fund tech plan top priorities, including TCO. -Confirm classroom mediation standards & develop a plan for bringing all classrooms up to that standard by	-VP SCE  -VP Admin Services  -DIST ITS  -DIST ITS	-An update to the SAC Technology Plan will be undertaken in the 2015/2016 academic year, with SAC TAC reorganized under the Planning & Budget Committee to better align technology and fiscal resources. -SAC TAC prioritized informational technology requests as outlined in the FY 14-15 RAR process, which resulted in a dedicated budget of \$250,000 for classroom mediation and \$270,000 for instructional computers college-wide. A total of \$911,467 was spent in Instructional Equipment in FY 14-15. The mediation equipment purchased in FY 14/15 will be installed per

	initiatives 3. Mediate 80% of all classrooms by 2015-16.	2015-2016.		DSA in early 15-16. -Developed a process in 13/14 to track SAC expenditures related to technology and instructional equipment which has been institutionalized. -FY 13-14 tech expenditures exceeded \$1,468,505 and FY 14-15 technology expenditures totaled \$2,106,518. A computer replacement plan has been established and is being followed. All computers older than 4 years will be replaced by 2016, with 215 new computers being allocated to SAC in FY 14-15.
<b>Increase transfer, progress/course completion &amp; attainment of certificates</b> (Vision Themes I & II, Student Achievement & Use of Technology)	1. Maintain the college's fiscal stability in order to invest in student success by ending the fiscal year with a 3% ending balance	-Further integrate the planning and budgeting process in accordance with core college mission and goals -Acquire and manage funding to support student success initiatives	-President's Cabinet	In FY 13-14, created a contingency reserve of 20% of ending balance funds to be used in times of campus emergency, including the need to increase FTES to meet targets. - FY 14-15 adopted budget included a contingency reserve of 20% of ending balance/carryover funds that were used to support FTES growth via the schedule and campus emergencies. This practice will be maintained. Moving forward. -In FY 14-15, significant revisions to the RAR data gathering specific to campus-wide requests for interdisciplinary needs was included in the FY 15-16 planning and budget process. This allowed for one division to make a request that serves the entire campus and be prioritized as such (i.e. academic computing center, library, etc.). Three group and multiple individual training sessions regarding cash-flow reports/budget monitoring took place. -Purchased TracDat in FY 13-14 to support better integration and reporting related to planning and budgetary resources. Implementation will be phased in during the 2015-16 year. -A Career Planning CTE Student Success Center was established to support targeted persistence & completion efforts in CTE programs.

**Strategic Plan Area III: Community Awareness and Engagement**

Broad Goals	Measurable Objectives	Strategies for Action	Lead(s)	Baseline/Progress on Goals/Innovations
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<p><b>Promote awareness of college programs and services regionally</b></p> <p>(Vision Themes II, IV, &amp; VI, Use of Technology, Community, &amp; New American Community)</p>	<p>-SAC will establish marketing and outreach campaigns to attract new students.</p> <p>- College information is available in multiple electronic formats that is accessible to the community</p> <p>-College presence in the community will expand.</p>	<p>-Community-based Higher Education Centers will be established.</p> <p>-Our marketing strategy includes academic and student services personnel and is centered on pathways to completion.</p> <p>-Parent community outreach efforts are included and college information is continuously available through the web, mobile platforms, &amp; social networking sites.</p>	<p>-ALL VP's</p> <p>-SAC Management</p> <p>-DIST ITS</p>	<ul style="list-style-type: none"> <li>All SAC managers and department chairs are actively engaged in outreach/in-reach to maximize access to needed courses &amp; services.</li> <li>A One-Stop Higher Education Center at the Downtown Main Library was officially opened in May 2014, with continuing operations.</li> <li>Parent outreach activities reached nearly 40,000 Santa Ana parents through partnership activities in the 2014-2015 academic year.</li> <li>In FY 14/15, a comprehensive marketing team developed a marketing plan focused on increasing FTES.</li> <li>SAC established a relationship with the LA KISS football team to market college programs and services to a new demographic via in game marketing opportunities, print ads, and presence at LA KISS home games.</li> <li>A Partnership newsletter was established and is published quarterly on-line. It is also pushed out to an extensive list of community partners and stakeholders.</li> <li>SAC's Veteran's Resource Center expanded its community presence through outreach and collaboration with more than 10 veteran-centered community partners, and moved into a customized facility at SAC.</li> </ul>
<p><b>Implement the SAC Facilities Master Plan</b> to deliver a physical facility that meets the current and future needs of our campus community.</p> <p>(Vision Themes I, II, &amp; III, Student Achievement, Use of Technology, &amp; Innovation)</p>	<p>-Implement the construction projects as identified in the 2014 Facilities Master Plan</p> <p>-Develop and implement a sustainability plan in accordance with the RSCCD Sustainability Committee</p>	<p>-Monitor progress, report regularly to the campus community</p> <p>-Identify opportunities at SAC to implement sustainable practices, with conservation of resources and a reduction in carbon footprint being focal points</p>	<p>-VP Admin Services, DIST Facilities</p>	<p>-The Planetarium project was completed in February, 2015.</p> <p>-Dunlap Hall renovations will be completed by Dec, 2015</p> <p>-The Central Plant and Campus Infrastructure project design is complete and construction will commence in Fall, 2015.</p> <p>-Chavez Hall remedial work is complete with a new roof and the sealing of the exterior envelope.</p> <p>-Johnson Student Center programming is complete, incorporating Culinary Arts, with schematic design taking place in FY 15-16.</p> <p>- The STEM building design will take place in FY 15-16.</p> <p>-The RSCCD Sustainability Plan is in place and is the guiding document for implementing sustainable practices throughout the district centered on water conservation.</p>
<p><b>Internships:</b> Provide on-the- job work experience (Vision Theme V, Workforce Development)</p>	<p>Enhance internship and work-based learning opportunities for CTE students.</p>	<p>Develop an internship program connecting CTE and Work Experience to local student placement.</p>	<p>VPAA, CTE Deans, WFDC, Faculty leaders</p>	<p>A part-time internship coordinator was hired in Fall 2013. Successes include creating student Career Readiness Orientations, student interview preparation training, and achieving student placements in industry.</p>

**Strategic Plan Area IV: Innovation**

Broad Goals	Measurable Objectives	Strategies for Action	Lead(s)	Baseline/Progress on Goals/Innovations
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<p><b>Enhance opportunities</b> for access to nontraditional instructional &amp; student service delivery methods. (Vision Themes I, II, &amp; III, Student Achievement, Use of Technology, &amp; Innovation)</p>	<p>1. Refresh guaranteed transfer programs for students.</p> <p>2. Expand online/OER programs and services for students, faculty and staff.</p> <p>3. Implement on-line student orientations.</p>	<p>-Work comprehensively with regional partners.</p> <p>-Provide online academic planning resources for students, including orientation</p> <p>-Expand mobile student computing services.</p> <p>-Provide SCE student access to webadvisor.</p> <p>- Implement the Electronic Ed Plan 2016-2017.</p>	<p>-All VP's in partnership with faculty and managers</p> <p>-DIST ITS</p>	<p>SAC received a \$5 million Award for Innovation based on the work of the Santa Ana Partnership, which will be dedicated to funding students directly in higher education.</p> <p>SAC has launched a complete on-line degree program that will debut in the 2015-2016 academic year, and has 11 additional faculty implementing OER Strategies in fall 2016.</p> <p>SAC has developed a new on-line orientation for students that is now available to all students.</p> <p>This is on the ITS priority list and will be addressed by the Associate Registrar for further implementation.</p>
	<p>2. Expand and improve the effectiveness of the Distance Education offerings as measured from baseline.</p>	<p>- Provide staff development for all distance education instructors and expand DE instructional design resources.</p>	<p>-VP of Academic Affairs</p>	<p>Specific progress metrics include expanding the academic success &amp; course completion rates for distance education and expanding related faculty professional development offerings. This area received special attention in SAC's Fall Flex professional development offerings for faculty.</p>
<p><b>Foster a culture of inquiry and innovation</b> to enhance student success. (Vision Themes I, II, &amp; III, Student Achievement, Use of Technology, &amp; Innovation)</p>	<p>1. Enhance student success as determined by student learning outcomes and service unit outcomes.</p>	<p>-Continue to integrate student learning outcomes, program learning outcomes, and institutional learning outcomes into program planning/review processes (TracDat).</p> <p>-Continue to develop the Office of Institutional Effectiveness.</p>	<p>-President's Cabinet, academic and service departments college-wide</p>	<p>In FY 14-15, TracDat was populated with critical program data (including SLO's ), with scaled implementation planned for the 2015-2016 year.</p>
	<p>2. Improve efficiency of administrative processes.</p>	<p>-Develop automated systems for processing ongoing and regular administrative functions.</p>	<p>-VP Admin Services</p> <p>-DIST ITS</p>	<p>-Administrative Services worked with District Fiscal in FY 13-14 to develop cash flow reporting for each individual department to track expenditures and budget performance.</p> <p>-Training on the new cash flow reports was provided in FY 13-14 to division level support staff and the entire management team which will be on-going.</p>

***The mission of Santa Ana College** is to be a leader and a partner in meeting the intellectual, cultural, technological and workforce development needs of our diverse community. Santa Ana College provides access and equity in a dynamic learning environment that prepares students for transfer, careers, and lifelong intellectual pursuits in a global community.*

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