

GOALS	STRATEGIES	PROGRESS ON GOALS Spring 2009	BUDGET ANALYSIS
<b>A. Literacy across disciplines</b>	A.1 Define “academic literacy” and how it integrates with SLOs	A.1 The Academic Learning and Literacy Committee and the Basic Skills Initiative Taskforce, a sub-committee of the Student Success Committee, have been combined to consolidate efforts and integrate more efficiently. The definition of “academic literacy,” from the statewide intersegmental senates 2002, has been disseminated to all faculty. This work will be ongoing.	Priorities of the Budget & Planning Committee are documented in the <i>End-of-Year Report</i> 06-01-10
Increase student academic literacy and learning across disciplines		<p>A.1 The PA/PR is in the second year of the four-year cycle. Thirty departments have conducted a complete Portfolio Assessment/ Program Review. All departments have completed SLOs for the seven college-wide core competencies.</p> <p>A.1 In the Anthropology/ Sociology/ Women’s Studies PA/PR Spring 2009, a special project was included for the “reading/writing connection.”</p>	<p>General Priority 2: Retain essential comprehensive community college; Specific Priority 2b: Academic Support (FTEs Supporting)</p> <p>Basic Skills Initiative (BSI) funds have been utilized in addition to General Fund monies. Grants are also being sought, including a federal Title V Grant.</p>
	A.2 Develop, expand, and increase effectiveness of coordinated programs between instruction, student services, and community outreach.	<p>A.2 The following surveys and research reports have been undertaken in an effort to assess the extent to which academic &amp; co-curricular programming is linked and the effectiveness of such efforts where they exist:</p> <ul style="list-style-type: none"> <li>• Academic Assistance</li> <li>• Counseling</li> </ul>	

		<ul style="list-style-type: none"> <li>• Success Center</li> <li>• Effectiveness of Program: Student Retention and Success</li> <li>• Evaluation of coordination of instruction/student services/outreach</li> </ul> <p>A.2 The <i>SAC Academic and Co-Curricular Exploration Team</i> has been formed to consider closer links between academic affairs and student services, sharing of resources, possible coordination of physical facilities, possible staffing cross-over, inclusion of other peers in the conversation. It has been determined there needs to be more understanding of tests that are utilized in community outreach efforts.</p> <p>A.2 All Student Services programs conduct annual program review. Where appropriate, Student Services programs have also participated in academic PA/PR review (including Direct SLO assessment and completion of the 19QT). DSPS has reported this year.</p> <p>A.2 The Academic Literacy/Basic Skills Coordinator has attended several statewide training sessions, including NWP S08, LIRA (Leadership Institute in Reading Apprenticeship, part of CC Literacy Research Group for WestEd Reading Apprenticeship)</p> <p>A.2 BSI website created with BSI-related documents; faculty development list included</p> <p>A.2 SCE has a “team concept” in BSI: tutors and counselors are in the classroom. All departments (HSS, GED, ESL, ABE, math, reading, &amp; writing labs)</p> <p>A.3 The Anthropology/ Sociology/Women’s Studies Department and the Reading department have conducted both the <i>Degrees of Reading Power</i> test and the Nelson-Denney Form F. The results in the Anthropology/ Sociology/ Women’s Studies department is inconclusive. A higher test format is needed; this new test</p>	
	A.3 Pilot <i>Degrees of Reading</i>		

	<p><i>Power</i> testing in Anthropology, Women's Studies and Reading Departments.</p> <p>A.4 Provide comprehensive learning assistance center for all basic/ developmental skills across curriculum.</p> <p>A.5 Strengthen partnerships with K-12 to offer literacy-enhancement programs accessible at local schools and community centers.</p> <p>A.6 Through Title V grant, hire a literacy coordinator to coordinate the learning centers for students.</p> <p>A.7 In monthly workshops, enhance faculty skills in a variety of strategies, which will improve students' skills (reading and learning).</p>	<p>format is being investigated. The Reading Department is currently using a higher format. And is currently analyzing the data.</p> <p>A.4 See A.2</p> <p>A Workgroup has been formed to create an application for a new Title V grant. The group is investigating the possibility of incorporating the Success Center, the Math Study Center, the tutorial Learning Center and the Writing Center.</p> <p>A.5 Due to budget contraction, non-core efforts will not be expanded at this time.</p> <p>A.6 An Academic Literacy/Basic Skills Coordinator has been funded through the BSI.</p> <p>A.7 As an outgrowth of work done for the Basic Skills Initiative, the following has been achieved: A. The Teaching Learning Committee has partnered with the BSI Taskforce to promote faculty development activities. B. The college applied for and received a Faculty Inquiry Network (FIN) Grant from the Carnegie Foundation to study Generation 1.5 students, consider testing/placement issues and possibly make curricular changes to the English/ELS tracks. The grant is "to illuminate the institutional and professional benefits of embracing the scholarship of teaching and learning as a means to support <i>teaching commons</i> as an authentic way to change the culture of teaching and learning at SAC." (FIN and FIG grants will be placed on BSI website.) C. The college is also involved in a Faculty Inquiry Group (FIG) grant on generation 1.5</p>	<p>Facilities modification is required to accommodate this new function.</p>
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		<p>with five faculty participating. D. Two faculty, the Basic Skills/Academic Literacy Coordinator and a member of the English Department (ESL strand) completed WestEd Leadership Institute in Reading Apprenticeship Training. Other faculty in the English department have been trained by these persons and have piloted the techniques. A workshop was given to interdisciplinary faculty on April 24, 2009 to promote the techniques and so interdisciplinary faculty may infuse reading into the curriculum more effectively. E. Eight-two faculty have completed <i>On Course</i> training. Eight faculty have also completed <i>On Course II</i> training. E. A presentation was given April 17, 2009 by Professor George Bunch, USCD on generation 1.5. F. A presentation was given March 19, 2009 by Will Brown on Reading Apprenticeship. G. A presentation was given on March 6, 2009 by Professor Carol Booth Olsen, UCI on the Reading-Writing Connection.</p> <p>A.7 The chair of the TLC has conducted forty-six Portfolio Assessment/Program Review workshops across disciplines. This has included PA/PR reporting, rubric development, writing techniques across disciplines and CATs. A meeting log has been kept.</p> <p>A.7 The TLC has also sponsored the <i>Best Practitioners' "45-Minute How to..."</i> A meeting log has been kept; this is an ongoing endeavor.</p> <p>A.7 the School of Continuing Education has developed an "Instructor development Certificate program" as part of strand C of the BSI. Thirty-five instructors completed 40 hours of identified activities related to best practices and knowledge of the principles of BSI.</p> <p>A.7 Through the Freshman Experience Program, three workshops have been given on Student Engagement Motivation, Integration of Academics and Student Services, and Implementing Metacognitive Strategies in the Classroom.</p>	
<b>B. Eliminate</b>	B.1 Create a brochure and	B.1	General Priority 2: Retain essential

economic barriers to student achievement	employ other strategies to more widely communicate programs that would reduce students' economic hardships.	<ul style="list-style-type: none"> <li>The SAC scholarship program has been expanded through the addition of the Opportunity Scholarship fund, which served nearly 100 students this year with direct funding to support their education.</li> <li>Financial Aid awareness activities on campus and in the community increased the number of aid applications and the funds awarded to students at SAC (details).</li> <li>A new endowment, Santa Ana College: ENLACE, was created with a \$100,000 contribution for the W.K. Kellogg Foundation in conjunction with the Hispanic Education Endowment fund to benefit SAC students in perpetuity.</li> </ul>	comprehensive community college; Specific Priority 1: FTES production, 2b: FTES supporting
	<p>B.2 Work with publishers to decrease cost of books and materials/ Explore alternative options to costly textbooks</p> <p>B.3 Offer or increase grants for textbooks or one time emergencies cost, book and fee waivers</p> <p>B.4 Increase programs and resources to assist our students with their economic hardships (<i>including proposals to assist AB 540 students</i>)</p> <p>B.5 Identify (Access) available aid dollars for students and advertise the information</p>	<p>B.2./ B.3.</p> <ul style="list-style-type: none"> <li>The "Buy A Book Scholarship" program has continued to serve students with limited access to traditional sources of financial aid. Approximately 132 students were served in the 2008-2009 year, with most students receiving \$100.</li> </ul> <p>B.4.</p> <ul style="list-style-type: none"> <li>An AB540 Task Force was established to improve college wide coordination of programs and services of benefit to AB540 students. An alternative we path for on-line applications was created and implemented, a web-based welcome page was posted with departmental resource persons identified for easy access, and a regional scholarship referral network has been continued through the Santa Ana Partnership.</li> <li>Work study jobs on campus have been reinstated for SAC CalWorks students, with 15 slated to take part in the spring of 2009.</li> </ul> <p>B.5.</p> <ul style="list-style-type: none"> <li>With the Federal Pell and state Cal Grant financial aid programs structured as entitlements for eligible students, there is no limit on the number that can benefit from receiving aid, although it is not sufficient to cover all educational expenses. A</li> </ul>	<p>Budget contraction has occurred. Scholarship funding and outside sources have been sought.</p> <p>B.2/B.3 Donations are gleaned from staff donations, and SAC Foundation fund-raising events.</p> <p>B.5 A separate fund is maintained at the District for student financial aid programs.</p>

	<p>B.6 Build stronger loan libraries on campus for student resources</p> <p>B.7 Increase books on reserve loan programs and library services</p>	<p>restructuring of the SAC FA office has resulted in the creation of more of a one-stop shop for students, with a single FA Advisor now able to handle all aid and loan paperwork with students (these functions were previously compartmentalized).</p> <p>B.6 &amp; B.7 The outreach office has successfully established a textbook lending library for students with support from Basic Skills funds. The program is slated for expansion in the 09-10 year.</p>	<p>B.6 BSI funds are utilized.</p> <p>Facilities modifications and funding for campus maintenance priorities</p>
<p><b>C. Transfer/ Employment:</b></p> <p>Increase transfer, progress/course completion, and employment rates for all students</p>	<p>C.1 Continue developing fast track to the universities: University Day; Partnership with 4-year schools.</p> <p>C.2 Increase efforts in recruitment and retention of male Latino students.</p> <p>C.3 Enhance faculty and staff skills to better meet students' academic learning needs.</p>	<p>C.1 A robust set of transfer-supporting programs continues to be available to students through the work of SAC counselors and faculty. Transfer to UC and CSU alone (not including private and independent institutions has risen from 593 per year in 1986-1987 to 752 in 2007-2008 (the latest year for which data is available). UCI and CSUF are especially close partners and are underwriting netbooks for all SAC students that participate in the SAC Research Scholars programs this summer. In addition, the University Transfer Center, the Honors Transfer Program, U-LINK the Center for Teacher Education, MESA and more continue to support students with mentoring and case management towards transfer.</p> <p>C.2 Strand B of the basic Skills Initiative has engaged in the University of Southern California Benchmark project.</p> <p>C.3 See A.1 and A.7</p>	<p>Specific Priority 1a FTES production &amp; 1b FTES supporting</p>
<p><b>D. Excellence in Teaching and Learning</b></p>	<p>D.1 Identify innovators in teaching and learning across disciplines with a focus on SLOs and develop a list/bank</p>	<p>D.1. See A.1 and A.7</p>	<p>General Priority 2: Retain essential comprehensive community college</p> <p>General Fund support; dedicated</p>

Promote and Sustain Excellence in Teaching and Learning	<p>of activities that can be offered</p> <p>D.2 Enhance engagement in faculty development, including SLOs</p> <p>D.3 Provide best practices/brown bag lunches with a focus on SLOs &amp; assessment</p> <p>D.4 Create meaningful and focused staff development for existing faculty (e.g., on-line, repeated, day/night)</p> <p>D.5 Create a Teaching/Learning Blog</p> <p>D.6 Develop and enhance</p>	<p>D.2 The Professional Development/ CLI Advisory Workgroup was formed as a sub-committee of the TLC. (The FDC is part of this workgroup.) In lieu of brown bag discussions, the <i>Best Practitioners' "45-Minute How to..."</i> with faculty experts, who attend department meetings, has been very successful. In addition, the FDC and a faculty representative from the TLC have created an integrative private social networking site for faculty to participate in discussions about teaching and learning as well as post articles, videos, postings of events and other content on the subject of teaching and learning (<a href="http://www.saclounge.ning.com">http://www.saclounge.ning.com</a>). (One example is "How to Write Better Tests.")The workgroup is also investigating ways to enhance the use of the CLI. This group will continue work in the fall 09.</p> <p>D.2 A survey was sent to all faculty to ascertain what professional development activities would be beneficial. In addition, to utilize the expertise that exists on the campus, faculty were asked what they could present to the faculty/staff.</p> <p>D.3 It was determined that there are more effective ways to accomplish this goal. See A.1 &amp; A.7</p> <p>D.4 See D.2</p> <p>D.5 See D.2 <a href="http://www.saclounge.ning.com">www.saclounge.ning.com</a></p> <p>D.5 An <i>On Course</i> wiki has been created</p> <p>D.5 The School of Continuing Education has developed a blog about BSI.</p> <p>D.6 A workgroup is creating a proposal for</p>	LHE for faculty Development Coordinator from BSI and Institutional Effectiveness and Assessment Coordinator
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	<p>Innovation grants and mentor/internships</p> <p>D.7 Formalize career ladder for students to teachers</p> <p>D.8 Assess faculty-defined needs</p> <p>D.9 Pilot <i>Teachers Training Teachers</i></p>	<p>application for a Title V grant to coordinate Academic learning centers.</p> <p>D.7 There are four active Science, Technology, Engineering, Math (STEM) grants at this time: Cooperative Arrangement Grant (Project Name: Project GPS2—Guiding and Preparing STEM Students—collaborative grant with CSUF, Fullerton College and SAC)) MESA, Test-Up, &amp; USDA. Improvements have been noted in the following areas: better identification of students in these majors; more counseling support for students in SEM careers; increased counselor training on STEM careers and pathways; increase in faculty participation in support of STEM students, e.g., learning communities, study centers.</p> <p>D.8 See D.2</p> <p>D.8 Results of PA/PR reports yield information regarding more lab space requirements, coordination of campus-wide learning centers, e.g., Writing Center tutorial Center Success Center, Math Study Center. Request for study centers in close proximity to CTE programs and other programs; more mediated classrooms needed.</p> <p>D.9 See A.1 and A.2</p>	
<b>E. Credit/Non-Credit Articulation</b>			
Enhance cooperative efforts between credit and non-credit to	E.1 Schedule joint department meetings to assess curricular bridges	E.1 The Academic Literacy/Basic Skills Coordinator attends weekly meetings of BSI at CEC.	Specific Priorities 1a &1b: FTES production for credit and non-credit programs and FTES support



encourage success in workforce preparation, transfer, and basic skills		<p>E.1 The SAC credit Reading department has attended SCE Basic Skills meetings</p> <p>E.1 The chair of the TLC has given several presentations regarding SLO development and assessment, rubrics, PA/PR and writing strategies to SCE departments (ESL, HSS, Vocational Education/CTE).</p> <p>E.1 SCE and the credit ESL departments will continue to work on strategies to articulate SCE students to credit. Generation 1.5 work will yield important information as well.</p> <p>E.1 SCE and credit BSI are integrating Strand C efforts.</p>	
	<p>E.2 Implement student interest/assessment needs surveys at major Continuing Education sites.</p>	<p>E.2 In fall 2008, 600 students transferred from SCE to SAC (188 of whom were graduates from the SCE high school program). SCE faculty conducted a survey of their ESL students spring 2009 to determine the students' future educational plans, their interests in transferring to SAC, and whether they might qualify for in-state tuition. The results were compiled by the research department; the results, additional graphs, charts, student comments, and other visuals to highlight the information were placed in binders for the Dean of Instruction, SCE, the ESL coordinators and SAC the IE&amp;A coordinator.</p> <p>E.2 Additional tracking of the high school students' progress at SAC will also be pursued.</p> <p>E.2 A collaborative bridge program is in place to encourage advancement of continuing Ed students into college credit programs of study. Special matriculation programs and services are offered in this program on a year-round basis</p>	

	<p>E.3 Add General Education SLOs into non-credit courses.</p> <p>E.4 Provide Continuing Education students with the same level of facilities as the credit side.</p>	<p>E.3 The College-wide Core Competencies and SLOs have been added to all courses in SCE. The chair of the TLC has given workshops on SLO development and assessment.</p> <p>E.3 There is joint faculty development opportunities through the TLC-sponsored events, the new www.saclounge.ning.com website and the BSI Strand C activities.</p> <p>E.3 basic skills faculty have started to embed basic skills into CTE courses in non-credit programs.</p>	<p>Facilities priorities and planning</p>
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**Theme II: Use of Technology**  
**A. Students B. College Environment C. Classrooms**

GOAL	STRATEGIES	PROGRESS ON GOALS Spring 2009	BUDGET ANALYSIS
<p><b>A. Students</b></p> <p>SAC students will graduate with highly competitive technology skills that will serve them in their continuing education and professional life.</p>	<p>A.1 Determine skills sets required; revise to reflect current</p>	<p>SACTAC agendas have followed the <i>Strategic Plan</i> as it relates to the <i>Technology Plan</i> since September 2008. Each action item is the focus of the agenda one at a time, and ensuing discussion is centered around that one item.</p> <p>A.1 Completed.</p>	<p>Specific Priorities 1: FTES production and 2: FTES supporting</p> <p>General Fund supports Academic Computing Lab; State Instructional Equipment; Measure E used for I Building and mediating Dunlap Hall.</p>

	trends and needs		
	A.2 Determine technology skills sets of incoming students	A.2 Survey completed in May 2008. A survey was sent to 1200 students through <i>Outreach</i> regarding basic computer skills, which demonstrates the status of computer skills of the incoming high school students. This information will help address what further action needs to be taken. In addition, it may indicate if there are discipline-specific computer skills needed. This was referred to the TLC for interdisciplinary dialogue.	
	A.3 Determine technology skills sets of students by department/discipline	A.3 A Survey was conducted April 2009. The results, along with other survey findings, will be discussed by SACTAC Co-chairs, Research Dept and IE&A chair in Summer 09.	
	A.4 Imbed technology skills into appropriate department curriculum	A.4 As a result of the faculty survey and ensuing discussions at the TLC regarding the Core Competencies and department/discipline level skill sets required, this process will be initiated in 2010.	
	A.5 Determine learning areas where students can learn appropriate technology skills required for class assignments.	A.5 This is in progress. A survey was disseminated spring 2009 but has not yet been analyzed.	
	A.6 Enhance existing facilities to promote technology proficiency	A.6 The Spring 2008 Academic PA/PR Reports have indicated need for more mediated classrooms. However, this item must be held for the future due to budget constraints.	
	A.7 Assess student technology skills upon identified program completion.	A.7 The co-chairs of SACTAC, the chair of the TLC/IE&A and the RSCCD Director of Research to developed a survey for faculty which determines technology skill sets for faculty and students. This item will be analyzed the Summer of 09. In addition, the TLC is still considering revision of the Information Competency	

		<p>Core Competency to include Technology.</p> <p>A.7 The chair of the TLC has requested that “skill sets of incoming students,” “skill sets needed by departments/ disciplines,” “imbedding skill sets into appropriate department curriculum,” and “analysis of technology within the context of the core competencies/SLOs of the department” be discussed by departments and division curriculum committees when preparing the DPPs and when conducting direct SLO assessment. The TLC has had interdisciplinary dialogue on this theme and will continue to do so fall 2009.</p>	
<b>B: College Environment</b>	B.1 Provide student e-mail on registration	B.1 ITS has implemented an email strategy that utilizes students’ current email for registration. If needed, a college email will be issued for students who don’t have one.	Priority 2: FTES supporting General Fund
SAC will provide a technology rich environment that will promote efficiency and productivity for faculty, staff and students.	<p>B.2 Provide registration 365/24/7</p> <p>B.3 Install 100% wireless access to Internet on campus</p> <p>B.4 Plan portal access to college and Datatel information for students and staff</p> <p>B.5 Implement portal access</p> <p>B.6 Provide current hardware, software, and databases to offices, student labs, the library, and all classrooms</p> <p>B.7 Strengthen the technology training staff development program</p> <p>B.8 Continue to replace and upgrade office technology</p>	<p>B.2 Available Summer 2009</p> <p>B.3 For the future</p> <p>B.4 For the future</p> <p>B.5 Will be implemented in the future</p> <p>B.6 Budget constraints limit our ability for completion. The library has received all new student PCs.</p> <p>B.7 Faculty development has been ongoing and expanded to incorporate new data applications, a new phone system, and student information system district-wide</p>	

	<p>(hardware and software)</p> <p>B.9 Enhance and ensure timely, efficient and complete technology support in all offices</p> <p>B.10 Continue to develop strategies to provide timely information useful functionality and effective design for the SAC webpage, including division/department web pages</p> <p>B.11 Provide communication software that allows for collaboration such as blogs and wikis</p> <p>B.12 Include technology in facilities planning by coordinating college and district efforts</p> <p>B.13 Support expanded usability development of Datatel/Colleague</p> <p>B.14 Provide access to information to students, staff and faculty with disabilities through the use of state of art specialty technology</p> <p>B.15 Develop alternative strategies for funding technology including endowments</p>	<p>B.8 Inventories are not available. Budget realities are not allowing normal replacement cycle for hardware and software</p> <p>B.9 Not completed; will run a survey fall 09</p> <p>B.10 A new student spotlight section was implemented; outreach efforts to market college events continue; recommendations for WebAdvisor have been submitted.</p> <p>B.11 Wiki software has been installed in a SAC server. Pilot wikis are in place.</p> <p>Open Source wiki software is being used.</p> <p>B.12 AD ILR met with interim VP Admin Services to discuss issues related to Library and Media programs. There were no outcomes from this meeting but awareness of space needs.</p> <p>B.13 Web Committee submitted recommendations for WebAdvisor usability.</p> <p>B.14 DSPS representative to SACTAC gives reports to that committee.</p> <p>B.15 Director of Foundation met with SACTAC to offer ideas. SACTAC has formed a workgroup to follow up.</p>	
<p><b>C. Classrooms</b></p> <p>SAC will provide</p>	<p>C.1 Mediate remaining classrooms, as needed</p>	<p>C.1 Budget constraints have limited this goal. However, the new Classroom Building I is fully mediated, and</p>	<p>Specific Priorities 1: FTES productiona and 2: FTES supporting.</p>

innovative instructional technologies that will enable faculty to enhance and facilitate student learning	<p>C.2 Update, replace and standardize technology in existing classrooms every 5 years</p> <p>C.3 Enhance and ensure timely, efficient and complete technology support in all classrooms</p> <p>C.4 Fully develop an instructional design team and training program to support faculty which includes</p> <ol style="list-style-type: none"> <li>facilities</li> <li>personnel</li> <li>a responsive organization</li> </ol> <p>C.5 Continue to maintain and increase quality of distance education (defined by a set of rubrics) and the quantity of online, and hybrid courses</p>	<p>expansions/upgrades to additional classrooms will be funded by BSI funds.</p> <p>C.2 No current inventory. See C 1 above.</p> <p>C.3 Surveys have been conducted spring 09; results will be compiled Summer 09.</p> <p>C.4 A position for Instructional Designer was part of a Title V grant that was not received. A new Title V grant proposal is being prepared for summer/fall 2009.</p> <p>C.5 Blackboard has been updated to help maintain and increase quality of distance education.</p>	Measure E—I Building; State Instructional Equipment funds; General Fund
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### Theme III: Innovation

(A. Classroom efforts; B. Embrace scholarship, inquiry and a love of learning; C. Access/Outreach)

GOALS	STRATEGIES	PROGRESS ON GOALS	BUDGET ANALYSIS
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<p>non-traditional delivery modes</p>	<p>C.2 Reach traditional and non traditional students</p> <p>C.3 Offer access to innovative student support services</p>	<p>school students with the opportunity to begin coursework leading to an occupational certificate while still in HS. Students will be recruited and registered for classes Sp 09 and will begin classes in fall 09 in Digital Media, Automotive, and International Business. Welding will be offered beginning in Sp 10. A minimum of 100 students are expected to take part.</p> <ul style="list-style-type: none"> <li>SAC's MCHS was named a California Distinguished School in April 2009 by State Superintendent Jack O'Connell because of its academic success. Examples of the effectiveness of the school are its 100% CAHSEE pass rate and the fact that 50% of the graduating class of 2009 will have either already earned an AA degree or be within one semester of doing so in June.</li> </ul> <p>C.1. Presently there are courses being offered in a distance education mode, which allows students to access courses and materials in non-traditional times.</p> <p>C.2. Faculty members are using various instructional methodologies and technology to reach students to enhance non-traditional delivery. Professional development is offered for faculty.</p> <p>C.3:</p> <ul style="list-style-type: none"> <li>Examples of progress in this area have been noted above and include the expanded AB540 support, FA office restructuring, and textbook lending library.</li> <li>A new effort this year is the creation of a college wide Veteran's Task Force. This volunteer effort serves to coordinate programs and services across the campus while strengthening the community of veteran students and appreciating Veteran's in more visible ways.</li> </ul>	<p>Matriculation Funds; General Fund</p>
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GOALS	STRATEGIES	PROGRESS ON GOALS Spring 2009	BUDGET ANALYSIS
<b>A. Attitude, access and motivation</b>	A.1 Continue Homeroom for College program for 7 <sup>th</sup> and 8 <sup>th</sup> graders in SAUSD middle schools	A.1 <ul style="list-style-type: none"> <li>Approximately 1,000 middle school students benefit from this program annually. It is continuing. This effort will be a foundation for SAUSD's expanded career and college planning efforts, which will be incorporated into the core curriculum for grades 6-12 beginning next year.</li> </ul>	
Promote an "achievement attitude" among our prospective student population and supporting networks	A.2 Coordinate all existing mentoring programs for pre-college students, including academic programs, to expand the reach and impact of 1:1 and small group support activities	A.2 <ul style="list-style-type: none"> <li>Budget cutbacks have made work on this area difficult to pursue at this time.</li> </ul> A.2. Mentoring programs have been expanded in the areas of transfer, tutoring for pre-college students, service learning, and student life.	Specific Priority 2a: FTES supporting (Outreach)
	A.3 Expand the direct involvement of faculty through a visiting scholars program model in pre-college activities through one-time activities in discipline-alike classes, HS based courses, and on-campus course previews.	A.3 <ul style="list-style-type: none"> <li>Intersegmental faculty work has been expanded through the CTE/Multiple Pathways initiative described earlier in the Strategic Plan. Approximately 40 faculty, administrators, and staff from SAUSD and SAC have been meeting regularly to build career pathways through the new Career Academy Scholar Program.</li> </ul>	Grants; general Fund
	A.4 Continue professional	A.4	

	<p>development conferences for intersegmental counseling and Outreach</p>	<ul style="list-style-type: none"><li>• Professional development conferences have been expanded through the Santa Ana Partnership year. Counseling and College Access conferences have continued to be offered each semester to more than 100 SAUSD/SAC/CSUF/UCI colleagues.</li><li>• A series of professional development strategic planning and action workshops will be completed over the course of the spring 09 semester for ALL secondary school principals in SAUSD. The one to two days sessions are designed to improve the academic achievement of all secondary school students in SAUSD by developing academic success action plans for math and ELA that are data-centered and recreate school based academic leadership teams. Measurable results have been specified for all 9<sup>th</sup> graders next year.</li><li>• The College and Career Planning course previously required of all 9<sup>th</sup> grade SAUSD students has been eliminated and replaced by a new model with directed units for each secondary school grade 6<sup>th</sup>-12<sup>th</sup>. A conference is planned May 22<sup>nd</sup> to train partnership and school personnel in the new model.</li></ul> <p>A.4. Intersegmental Counseling Professional Development conferences have been institutionalized in our region and occur in the fall and spring of each academic year. Expanded activities in association with this plan include counselor to counselor networking events and dialogues. To date, such dialogues have occurred between SAC credit and noncredit counselors as well as between SAC credit counselors and counselors from feeder high schools.</p>	
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	<p>A.5 Expand intersegmental faculty involvement in discipline-specific articulation and infuse efforts centered on math and language arts curriculum to expand readiness for college level work upon high school graduation.</p> <p>A.6 Expand college-incentive activities from SAUSD Higher Education Centers including:</p> <ul style="list-style-type: none"> <li>○ KnowHow2Go (25% seniors)</li> <li>○ CC/CSU/UC college applications (100%)</li> <li>○ Concurrent enrollment (10%)</li> <li>○ Financial Aid/Scholarship application support (100%)</li> <li>○ Case-based support for juniors and seniors (100%)</li> </ul> <p>Expand the number of participants</p>	<p>A.5: In 2008-09 this work has been centered on the CTE initiative described previously and on the secondary school foundational work related to math and ELA.</p> <p>A.6: College awareness and incentive activities have been sustained as described in spite of severe cutbacks at both SAC and SAUSD. It is far from certain that this will remain the case in 2009-2010.</p> <p>A.6. SAC Outreach Staff have been co-located at HEC's throughout SAUSD to supplement activities currently underway with the support of the field staff from the Santa Ana Partnership. These activities include:</p> <ul style="list-style-type: none"> <li>• Detailed review of <u>all</u> transcripts for juniors and seniors to support college-going</li> <li>• A year-round calendar of college advancement activities including both school-based and college/university based activities for all students.</li> <li>• Expansion of concurrent enrollment activities for pre-college students in the Santa Ana service area.</li> <li>• Expanded financial aid awareness activities for all pre-college students and their families.</li> <li>• Continuation of universal college application process for all SAUSD students.</li> </ul>	
<b>B. Community</b>	B.1 Increase partnership and	B.1./B.2./B.3.	

<p><b>/Family involvement</b></p> <p>Extend awareness of the college as part of the community</p>	<p>interaction between the community and college on a department/ faculty level (including local high schools)</p> <p>B.2 Make the college more visible in the community at community events</p> <p>B.3 Expand invitations (VIP passes) to the community to attend campus events (cultural events, social events, &amp; sporting events)</p> <p>B.4 Actively promote the Santa Ana Youth Expo (located at SAC) as a neighborhood open house with more active participation from college programs and services</p> <p>B.5 Expand Padres Promotores community-based activities</p>	<ul style="list-style-type: none"> <li>• The college president meets regularly with neighborhood groups and launched a set of good neighbor activities inviting community members to on-going college activities in athletics, arts and culture.</li> <li>• SAC compiled a comprehensive list of all significant community involvement work undertaken by managers on a volunteer basis.</li> <li>• The SAC Foundation has expanded community outreach activities through fundraising, <i>friendraising</i>, and alumni activities throughout the year.</li> </ul> <p>B.4. The Youth Expo had record attendance at SAC in October 2007 with more than 3,000 SA families on campus for the Education and Community Fair.</p> <p>B.5.</p> <ul style="list-style-type: none"> <li>• The SAC-based headquarters of the Padres <i>Promotores de Educación</i> has been renovated to accommodate program growth.</li> <li>• The number of training hours and padres has increased, as has the number of involved community parents and on-campus programs.</li> <li>• Replication training has taken place state-wide and nationally to support other communities efforts to engage and empower parents in support of education.</li> </ul>	<p>Specific Priority 2c: General support</p> <p>General Fund</p>
<p><b>C. Lifelong Learning</b></p>	<p>C.1 Identify community areas of interest</p> <p>C.2 Continue to develop marketing plans for offerings both on and off campus</p>	<p>C.2.</p> <ul style="list-style-type: none"> <li>• The number of Community Services classes and participants</li> </ul>	<p>Community Services Fund (Self-supporting)—managed by District</p>

<p>Increase interest in lifelong learning across the college and community</p>	<p>C.3 Work with local library to develop community services courses.</p> <p>C.4 <i>This strategy is added:</i> Work with SCE and with Middle College High School, and partner with SAUSC, the SA Public Library, OC Public Library System, and the OC Library Association to promote reading and interest in all OC libraries, to develop good public relations, to provide a means of exchange of</p>	<p>has increased over the past year.</p> <ul style="list-style-type: none"> <li>Community Services Program has partnered with both the Orange County Superior Court and Diversified Monitoring Services to offer court ordered classes to DUI offenders as a niche program. In addition, new program offerings have been tailored to reach our large Latino and Vietnamese populations (example: <i>Becoming a “Quinceañera Event Planner</i>) as well as to address the current economic market (example: <i>Avoiding Foreclosure</i>)</li> <li>SAC and SCC are creating a 2-college strategic planning team to improve coordination and to expand market share overall along with profitability.</li> <li>Community members throughout Santa Ana are invited to year-round cultural, performing arts, and music activities on campus as well as in our downtown Santa Ana Art Gallery.</li> </ul> <p>C. 3 Librarians are making contacts with counterparts at SAL and OCPL. Brochures, schedules of workshop offerings will be shared with these entities. Librarians are developing workshops for CEC students.</p> <p>C.4 A series of professional activities were undertaken regionally with libraries and educational institutions to promote reading and mutual knowledge about programs and assets. See Appendix B</p> <p>C.4 The Nealley Library will continue to market and inform its services and resources to CEC students and faculty through its participation in CEC’s annual</p>	<p>C.3 No direct budget implications at this time</p>
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	information and to promote interlibrary cooperation.	Education & Career Fair	
<b>D. Healthful Living</b> Increase awareness and practice of healthful living across the college and community	D.1 Offer a series of seminars to address traditional as well as non-traditional approaches to Healthful Living for students, staff and community members.  D.2 Create a poster campaign D.3 Create a 30-day log for change on a volunteer basis, among faculty and staff  D.4 Incorporate into curricular activities where appropriate, e.g., Speech, English, History, Exercise Science, etc.	D.1. <ul style="list-style-type: none"> <li>• Healthful living seminars have been available cost-free to employees as part of our professional development program.</li> <li>• The renovated SAC Fitness Center opened this fall to a record number of student and staff participants.</li> <li>• The Health Center has explored the possibility of offering nontraditional wellness seminars.</li> <li>• Health &amp; Wellness activities are promoted campus-wide through student activities</li> <li>• SAC became a tobacco-free institution in 2009</li> </ul> D.4. Ongoing interdisciplinary discussions have been held at division curriculum committees, the TLC and then at the C&I.	Specific Priority 1: FTES production  Measure E—renovated SAC Fitness Center; Community Services



### Theme V: Workforce Development

(A. Partnerships; B. Skills across the curriculum; C. Skilled employees for high demand occupations)

GOALS	STRATEGIES	PROGRESS ON GOALS Spring 2009	BUDGET ANALYSIS
<b>A. Partnerships</b>	A.1 Advisory Committee coordination meetings with business partners and secondary schools (e.g., Vital Link, ROP)	A.1 Work based learning and internships were provided through academic/CTE credit work experience program.	General Priority 2: Retain comprehensive community college; Specific priority 1: FTES production
Expand and identify partners and collaborate with industry and communities to identify workforce needs			VTEA categorical funding
	A.2 Enhance internships and		



	work-based learning through utilization of Career Center and Service Learning Center		
<b>B. Skills across the curriculum</b>	B.1. Invite partners to campus to speak about skills needed currently in the workforce and provide “real world” experience for students	B.1 Global business academy through High School Inc. is now operational.	Specific Priority 2b: FTES supporting
Integrate basic skills and workplace competencies to address workforce education needs	<p>B.2. Encourage Occupational Education faculty to enhance General Education SLOs in course curriculum to appropriately meet workplace competency needs</p> <p>B.3 Identify additional competencies that need to be included in the curriculum. Include these in the department portfolios.</p>		Freshman Experience through BSI
<b>C. Skilled employees for high demand occupations</b>	C.1 Expand capacity of faculty and space for current high demand occupational programs <ul style="list-style-type: none"> <li>a. Health Sciences</li> <li>b. Welding</li> <li>c. More (in conjunction with High Tech High and other ventures)</li> <li>d. Computer science/engineering</li> </ul>	<p>C.1.a A federal Earmark to enhance laboratory facilities for Nursing, Pharmacy Technology, OTA and EMT is in place.</p> <p>C.1.b. A certification program has been developed in Welding: New equipment has been purchased; the first two students have been certified.</p> <p>C.1.c A CTE Pathways grant has been awarded to connect high school occupational programs with the college programs.</p> <p>C.1.d Internships in surrounding businesses and within the district have grown.</p> <p>C.2 Tours have been conducted for industry and entrepreneurial enterprises as well as high school</p>	Specific priority 1a: FTES producing
Support regional economic development by becoming the primary local source of skilled employees for high demand occupations.			VTEA categorical fund; Instructional Equipment fund; grants (Nursing); General Fund

	<p>specialized tours and offering related actual and virtual mini-presentations at feeder schools &amp; workplaces</p> <ol style="list-style-type: none"> <li>HS students</li> <li>Workers in industry</li> <li>Employers</li> <li>Industry tours for students</li> </ol> <p>C.3 Launch new occupational programs in emerging high demand occupations</p> <ol style="list-style-type: none"> <li>Biotech</li> <li>NanoTech</li> <li>Gaming-3D</li> <li>Robotics</li> <li>solidworks</li> <li>help desk</li> <li>GIS</li> </ol>	<p>faculty and administration. All CTE programs have offered tours.</p> <p>C.3 Sabbatical for faculty member with an emphasis in Gaming will be completed in June.</p> <p>C.3 The engineering department has implemented the robotics programs in connection with the Digital Media Arts and Computer Science as well as beginning a Solid Works technology program with manufacturing in 2009-2010.</p>	
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### Theme VI: New American Community

(A. Civic responsibility; B “Green” efforts; C. Integrated education; D. Cross-Disciplinary Collaboration)

GOALS	STRATEGIES	PROGRESS ON GOALS Spring 2009	BUDGET ANALYSIS
A. Civic	A.1 Enhance existing efforts,	A.1	Specific Priority 2b: FTES supporting

<p><b>Responsibility</b></p> <p>Increase awareness and foster proactive civic responsibility</p>	<p>including Voter Registration, Service Learning, Citizenship Day, Constitution Day; reinforce as appropriate in courses across disciplines</p> <p>A.2 Encourage interdisciplinary best practices sessions to identify examples of SLO- civic responsibility as embedded in courses</p>	<ul style="list-style-type: none"> <li>• The Multi-Ethnic and SA Civic Leadership Initiatives are continuing during the 2008-2009 year, with approximately 40 participants overall. Leadership projects are centered on community problem-solving, networking, and social justice issues as is the content of the monthly program seminars for these two distinctive efforts.</li> <li>• On Campus voter registration efforts have continued, with a current effort beginning related to the upcoming federal census (participating and working as a community census taker).</li> <li>• More than 100 agencies currently participate in SAC's Service Learning program, through activities coordinated with instruction, career development, public service, and student life at SAC (list attached).</li> </ul> <p>A.2 The chair of the TLC has been conducting department-level PA/PR meetings to discuss assessment of the college-wide Core Competencies. The TLC will discuss this Core Competence in 2009-2010.</p> <p>A.2 This item has been included on the <a href="http://www.saclounge.ning.com">www.saclounge.ning.com</a> website "Discussion Board" as a theme for discussion.</p>	<p>Grant funds; BSI; General Fund</p>
<p><b>B. Increase Green Efforts</b></p>	<p>B.1 Increase campus initiative for broad recycling</p>	<p>The Environmental Workgroup, a sub-committee of the IE&amp;A Committee has been established. It is the oversight committee for recycling efforts as well as initiatives for Green Efforts college-wide. A comprehensive environmental policy recommendation has been forwarded to the Facilities Committee and the IE&amp;A Committee.</p> <p>B.1 Numerous containers/ receptacles have been placed around each campus for</p>	<p>Specific Priorities 3a-d; Support Services Grants; General Fund</p>

		<p>recycling.</p> <p>B.1 The Environmental Workgroup has collected and studied policies of other campuses as models; input from community members also collected.</p> <p>B.1 The Environmental Workgroup will develop a comprehensive environmental policy plan for Sac that includes issues of recycling and conservation, energy conservation, purchasing / disposal of supplies and equipment, ground-keeping and water use, and transportation.</p>	
	<p>B.2 Challenge SAC community to develop and adopt new ways of energy conservation and energy-efficient buildings</p>	<p>B.2 Environmental Committee working with the Engineering Club to develop campus student activities. Plans for 2009-2010 include increasing awareness of recycling, conservation, and energy efficiency through art/literature/signage designed by student groups and through campus events with student groups, including student government and Interclub Council (ICC) (including organizing Earth Day).</p> <p>B.2 Three external grants to fund the purchase of, or provide directly, recycling bins and awareness-raising literature were identified (California Integrated Waste management Board, California Department of Conservation, and the National Recycling Coalition).</p> <p>B.2 The I Building meets LEED Standards. There is a management system to control the temperature; the class schedule will be used to know when to turn on HVAC; skylights and windows were placed to provide natural lighting; placement of solar panels is being investigated.</p> <p>B.2 A student in the Honors Program has established an eco eco-recycling project and a website.</p>	<p>B.2 Sustainability is a campus priority included into the updated Santa Ana College Facilities Master Plan. The updated plan is scheduled to be presented to the RSCCD Board of Trustees August 2010.</p>

		<a href="http://www.flickr.com/people/plast_eco">http://www.flickr.com/people/plast_eco</a>	
	<p>B.3 Advocate for Mass Transit in conjunction with community leaders</p>	<p>B.2 The administration meets with companies to evaluate alternative energy options.</p> <p>B.3 The Route 51 bus route bisects the Sac campus from Washington to the soccer field, to College Avenue to 17<sup>th</sup> Street.</p> <p>B.3 The college participates fully in the AQMD Ride Share program.</p> <p>B.3 College administrators participate in the Santa Ana Fixed Guideway project to provide a connection from the Santa Ana Train Station to major centers like SAC.</p>	
	<p>B.4 Enhance staff, student &amp; community awareness</p>	<p>B.4 See B.2</p>	
	<p>B.5. Investigate feasibility of participating in Foundation for Community College Initiative to Improve the Greening of Community Colleges statewide.</p>	<p>B.5 Pending</p>	
	<p>B.6 Faculty, administration, staff and students work through committees and recommend policies for Board of Trustees and resolutions for statewide Academic Senate</p>		
	<p>B.7 Raise awareness with forums and other visible campus- wide activities</p>	<p>B.7 The Environmental Committee has goals and activities for 2009-2010 that address this strategy.</p>	
	<p>B.8 Recommend Green Initiative to Academic Senate and Student Senate Goals for</p>	<p>B.8 The Environmental Committee was formed and has cross-disciplinary faculty, administrative membership and students.</p>	

	<p>2008-2009.</p> <p>B.9 The urban garden project (new strategy)</p>	<p>B.9 The Honors Program students are working on an urban gardening project, with a link to service learning, in conjunction with the Child Development Center. They are growing sunflower plants from seed, planting tomatoes. The ultimate goal is to involve the whole community in an urban garden.</p> <p>B.9 A sub-committee of cross-disciplinary colleagues, formed by the Environmental Committee (including nutrition and science, anthropology and humanities), formed to link the urban garden project to create awareness alternatives to poor quality food, as well as a public health campaign (Cross listed with IV B, VIA, VID.) Another outcome is to involve the children from the Child Development Center, utilizing the garden as a lab as well as a source of food.</p> <p>B.9 Invite Alice Waters to speak to the college-wide community about urban gardens (spring 2010).</p>	
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<p><b>C. Integrated Education</b> Educate the faculty, staff, students and community regarding the <i>New American Culture</i>, the cultural polyglot that has transformed us and our community, promoting greater awareness and global enrichment.</p>	<p>C.1 Outside classroom—</p> <ul style="list-style-type: none"> <li>• Create series of discussions to define and dialog</li> <li>• Invite ICC (Clubs) to participate</li> <li>• Staff Development training as a community (not constituency groups) (Develop a true integrated community of learners throughout the institution)</li> </ul> <p>C.2 Inside curriculum—</p> <ul style="list-style-type: none"> <li>• Infuse cross disciplinary understanding into courses and course-level SLOs</li> <li>• Continue discussion at the Curriculum and Instruction Council, the TLC, etc.</li> </ul>	<p>C.1 The TLC will sponsor a professional development workshop for staff and students given by the chair of Anthropology/Sociology/Women's studies and the IE&amp;A coordinator regarding the <i>New American Culture</i> concept (Fall 2009).</p> <p>C.1 This concept will be added to the discussion board of the SAC lounge.</p> <p>C.1 This will be a discussion item for the TLC. (Fall 2009).</p>	<p>Specific Priority 2b and c: FTES supporting BSI; General Fund</p>
<p><b>D. Cross-Disciplinary Collaboration</b> Create an environment among faculty, staff and students that encourages cross disciplinary collaboration, activities and dialogues.</p>	<p>D.1 Allocate money for multidisciplinary speakers, meetings, activities for students / faculty</p> <p>D.2 Review and train department chairs to integrate and coordinate information / procedures in department portfolios</p> <p>D.3 Train department chairs with regard to best practice integration</p>	<p>D.1 The TLC and BSI have sponsored many speakers and interdisciplinary dialogues throughout the year.</p>	<p>General Priority 2: Retain comprehensive community college; Specific priority 2b: FTES supporting BSI</p>

	<p>D.4 Encourage interdisciplinary best practices sessions to identify examples of SLOs embedded in courses</p> <p>D.5 Develop infrastructure throughout existing governance committees to coordinate and enhance each other's work as well as the implementation of the Strategic Plan.</p> <p>D.6 Make Student Handbook widely available</p> <p>D.7 Review naming of programs and services for clarity</p> <p>D.8 Add information center to SAC campus to house brochures and direct students to appropriate departments.</p>	<p>D.4 See I.A.7</p> <p>D.5 The IE&amp;A End-of-Year Report; the TLC PA/PR analysis integrate analysis of the Strategic Plan. These reports are broadly distributed. All program review documents: Academic, Student Services, Administrative Services and President's Cabinet portfolio integrate goals with the Strategic Plan.</p> <p>D.6 The Student Handbook has been widely distributed through the bookstore, Admissions &amp; Records, the division offices and online.</p> <p>D.7. This is an ongoing endeavor of the C&amp;I Council.</p> <p>D.8 There is an Information Table on the quad at the beginning of every semester. LCD screens in Admissions &amp; Records, the Chavez Building, the cafeteria and the bookstore make information public. The marquee on 17th and Bristol is another venue of information for the public.</p>	
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June 23, 2010