



Santa Ana College Strategic Plan 2007-2015

Theme I: Student Achievement

**(A. Literacy across disciplines; B. Eliminate economic barriers for students; C. Transfer/Employment;
D. Excellence in Teaching/Learning; E. Credit/Non-Credit Articulation)**

GOALS	STRATEGIES	MEASURES	LEAD(S)	PROGRESS ON GOALS Spring 2010
<p>A. Literacy across disciplines</p> <p>Increase student academic literacy and learning across disciplines</p>	<p>A.1 Define “academic literacy” and how it integrates with SLOs</p> <p>Defining academic literacy has been amplified over the last two years to include: developing techniques to promote academic literacy campus-wide; integrate academic literacy with college-wide core competencies and course-level SLOs across all disciplines.</p>	<p>A.1 Academic Literacy and Learning Committee minutes</p>	<p>A.1 VP of Academic Affairs (VPAA); Basic Skills/ Literacy Coordinator; Academic Literacy & Learning Workgroup; Title V Coordinator (pending)</p>	<p>A.1 The statewide intersegmental senates, 2002 definition of “basic skills” and academic literacy continues to be utilized. The Basic Skills Taskforce and the Teaching Learning Committee (TLC) will work with this definition, review it, and explore if it needs to be revised to fit the needs of Santa Ana College.</p> <p>A.1 The Anthropology Department has developed a rubric for the “reading/writing connection.” They will be adding a critical thinking element as they conduct their Direct-SLO Assessment of critical thinking.</p> <p>A.1 The TLC is exploring Core Competency 5: Civic Responsibility for interdisciplinary application.</p> <p>A.1 The TLC is exploring Vision Theme VI: New American Community for interdisciplinary application.</p> <p>A.1 The <i>Book of the Year</i> <u>House on Mango Street</u> was utilized in an</p>

interdisciplinary fashion to amplify academic literacy. The Theater Department production was a success; a web page was created; two films with discussion were held: *Made in LA* and *Real Women Have Curves*; a Latina Authors' Panel discussion took place; classroom-level activities included projects about this book (e.g., Deaf and hard of Hearing program multi media/interview project). An "election" was held campus-wide to select the 2010-2011 *Book of the Year*.

A.1 The academic PA/PR completed the third year of a four-year cycle. Forty-five departments have completed the 19QT capstone program review. All departments continue to do Direct-SLO Assessment of the college-wide core competencies. The chair of the TLC continues to attend department meetings to explore refining of SLOs and the use of rubrics in assessment of SLOs.

A.1 Core Competency 3: *Information Competency* has been revised as Core Competency 3: *Information Management – A. Information Competency; B. Technology Competency* to better reflect the scope of interdisciplinary technology application.

A.1 The BSI Coordinator has attended West Ed Community College Literacy Research Group events.

A.1 SAC is involved in two Faculty Inquiry Group research projects: 1. to explore the interconnection between

basic skills and CTE programs; 2. to explore *Generation 1.5* issues .

A.1 SAC has been awarded an extension to the Faculty Inquiry Network grant to continue exploring *Generation 1.5* students. The inquiry has been expanded to all English courses and Spanish for Native Speakers sections.

A.1 Closer ties are being developed between basic skills and CTE programs. For example, the ESL department is in preliminary discussion with CTE programs. A course was offered in Reading and Fire Technology.

A.1 Santa Ana College is the flagship institution to announce formation of the BSI Orange County Regional Network, May 7, 2010.

A.1 (This applies to I.A.7, I.C and I.D as well.) Santa Ana College School of Continuing Education ESL Program Satisfaction Survey (Fall 2008) was conducted and analyzed by the research Department.

- 27% of the respondents who have not met with a counselor, but indicated that they would like to see one.
- CEC's respondents rated "excellent" or "good" the quality of instruction (95%), the classroom learning experience, the availability of classes, books and learning experience (93% each).
- At MEC the quality of instruction received the highest ratings of "excellent" or "good" (97%)

				<p>followed by overall experience (96%) and classroom learning experience (95%).</p> <ul style="list-style-type: none"> • SAHS’s respondents rated “excellent” or “good” the classroom learning experience (96%), books and learning materials (96%) and quality of instruction (95%). • More than half (52%) of all respondents come to school to learn English and 29% because they want to help their children with their school work. • Many respondents are also interested in enrolling in ABE and parent education courses. • More than half (56%) of all respondents stated that they “sometime” use the language skills learned in school. • The most important skills respondents learned in their class were reading (41%) at CEC, speaking (48%) at MEC, writing (61%) at SAHS. • Three-quarters of CEC’s respondents and more than half of MEC’s respondents agreed that they need more help with their speaking skill. <p>A.1 The Math Science and Health Sciences Division presented two showings of the film “Hot Zones,” a film that explores the link between environmental change and health. It was presented as part of an effort, funded by an NSF grant, to increase scientific literacy among our students. (See VI.B.4)</p>
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	<p>A.2 Develop, expand, and increase effectiveness of coordinated programs between instruction, student services, and community outreach.</p>	<p>A.2 General survey of faculty, students and staff about their program involvement and their assessment of programs</p> <p>A.2 Follow-up surveys with focus on academic literacy and learning outcomes of programs.</p> <p>This activity has gone beyond surveys in the past two years.</p>	<p>A.2 VPAA; VP of Student Services (VPSS); Basic Skills/ Literacy Coordinator (A.1-2: Fall 2007)</p>	<p>A.2 A <i>Title V Grant</i> proposal was submitted to create more effective connections between curriculum/ classroom instruction/ student services. A learning center open to all disciplines has been proposed to amplify instruction. There will also be a strong faculty development component which will include the development of Directed Learning Activities and Small Group Instruction activities. The college-wide core competencies will be integrated into these activities.</p> <p>A.2 The Basic Skills Coordinator attended the Student Success Conference in October 2009.</p> <p>A.2 The Freshman Experience Program has integrated curriculum and instruction with student services by creating a “discipline approach” instead of a “team approach.” They have worked on mapping critical routines and examined everything regarding SLOs, reading strategies, and integrating student services co-curricular activities with instruction.</p> <p>A.2 The Counseling Department is revising curriculum, e.g., Couns 107 to be a complete orientation to SAC.</p> <p>A.2 The Student Success Committee is investigating a pilot co-requisite project of pairing reading courses with content-area discipline courses.</p> <p>A.2 There has been less in community outreach due to fiscal restraints. However, there are still outreach efforts in the high schools.</p>
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	<p>A.3 Pilot <i>Degrees of Reading 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</p>	<p>A.3 Published results of pilot study</p> <p>A.4 Explore the options of either co-locating or otherwise linking existing programs & services at SAC.</p> <p>A.5 Number of workshops and number of attendees A.5 Feedback via surveys of “takeaways” from the meetings A.5 Research percentage of successful course completions</p> <p>A.6 Applied for grant summer 2007.</p> <p>This activity has been amplified. The Title V Grant proposal of 2010 is described in A.1.</p> <p>A.7 Document meetings and surveys The strategies for faculty</p>	<p>A.3 Chairs Anthropology/Women’s Studies; Reading; Basic Skills Coordinator (A.3: Fall 2007)</p> <p>A.4 VPAA; VPSS (A.4: 2007-2008 academic year)</p> <p>A.5 VPAA; VPSS; Various departments (A.5: Fall 2007 – Spring 2010)</p> <p>A.6 VPAA; VPSS; Basic Skills/ Literacy Coordinator; Title V Coordinator (A.6: Hire literacy coordinator – to be determined)</p> <p>A.7 Faculty Development Coordinator (FDC); Basic Skills/ Literacy Coordinator;</p>	<p>A.2 SSTI has also been cancelled for summer 2010 due to budget restraints.</p> <p>A.3 The Reading Department is in process of correlating Degrees of Reading with the Nelson-Denney Form F.</p> <p>A.4 See A.1 Regarding the <i>Title V Grant</i> proposal.</p> <p>A.5 The Santa Ana Partnership has worked throughout the year to strengthen the academic literacy of secondary school students in SAUSD through an intensive series of professional development activities with all secondary principals and academic leads. The meetings have occurred at school sites and center on strategies to create measurable improvements at the high school level for students.</p> <p>A.6 The Academic Literacy/Basic Skills Coordinator has been funded through BSI funds.</p> <p>A.7 The college-wide spring Flexible Calendar activity (February 5, 2010) “What Works at SAC” was dedicated to academic literacy/developmental</p>
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	(reading and learning).	development to achieve this goal have been expanded and changed from the concept of monthly meetings to accommodate a broader group of interdisciplinary colleagues.	Associate Dean Information & Learning Resources (ILR) (A.7:2007-2008, on-going)	<p>learning activities.</p> <p>A.7 President Martinez included What works @ SAC in her March “Notes from the President,” sent to all employees. She states: “We began the spring semester with a very inspiring program focused on teaching basic skills. I was impressed with the risk taking, sharing and depth of discussion by all who attended. Keeping with the focus on teaching and learning, I would like to be invited to visit classes to observe a lesson, exercise, discussion that demonstrates What Works @ SAC. My goal is to visit 30 classes in 30 days, but I need an invitation. How 'bout it?”</p> <p>A.7 The following follow-up activities to the Flexible Calendar activity include: What Works! Classroom Application Session I; Afternoon Mix & Mingle—Beginning of Semester Intentions; Reading Apprenticeship Workshop; What Works! Classroom Application Session II; Connections for equity: math (or Content), Language & Context with Miriam A Leiva; Judy Willis: Brain-Based Research.</p> <p>A.7 Faculty development activities have been offered in West Ed Reading Apprenticeship by a SAC faculty member who has been trained as a trainer. Several faculty have been trained at West Ed Reading Apprenticeship conferences and here at the SAC campus.</p> <p>A.7 A Faculty Development Certificate, modeled after the School of</p>
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				<p>Continuing Education certificate, has been developed for credit faculty. Fifteen faculty joined the program spring 2010.</p> <p>A.7 The School of Continuing Education has completed their first one-year “Instructional Development Certificate” program and has awarded the certificates.</p> <p>A.7 The faculty development concept “The 45-Minute How to...” was developed by the TLC. It has been amplified to also include a list of discipline experts who have signed up to attend department meetings and share expertise with transdisciplinary colleagues, e.g., Presentations have been made regarding library resources, Classroom Research Techniques (CATs).</p> <p>A.7 The integrative private social networking site for faculty to participate in discussions about teaching and learning, SACLounge (SACLounge.ning.com) website has been “entered 1500 times in the month of February 2010. Two faculty members, including the faculty Development Coordinator, are managing this site and will invite faculty to attend workshops to see all the elements on the website. Discussions regarding Core Competencies have occurred as well as sharing of links for other information sought by colleagues.</p> <p>A.7 Under BSI funds, expert speakers have given workshops: Miriam Leiva,</p>
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				“Connections for Equity: Math for Content. Language and Context”; Judy Willis, MDE, “Brain-Based learning.”
B. Eliminate economic barriers to student achievement	<p>B.1 Create a brochure and employ other strategies to more widely communicate programs that would reduce students’ economic hardships.</p> <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.1 Increased use and participation in programs by students</p> <p>B.2 Numbers of faculty and departments who participate</p> <p>B.3 Number of students receiving textbooks, fee waivers, and financial aid/ number of requests</p> <p>B.4-7 Number of students who participate</p>	<p>B.1 Financial Aid Director; EOPS; VPSS; Student Service Coordinators <i>(B.1: Spring 2008</i></p> <p>B.2 District Textbook Task Force <i>(B.2-7: Spring 2008 and ongoing)</i></p> <p>B.3 VPSS; EOPS; Director of Financial Aid</p> <p>B.4 VPSS</p>	<p>B.1. The student services division and Financial Aid partnered with the SAC Budget Committee and ASG to offer a college-wide symposium, The SAC Budget Forum in March 2010. The event featured speakers who updated the students on state and local budget realities but was centered on helping students access resources through a series of resource tables where experts from scholarships, financial aid, counseling, veteran’s and more distributed information and answered questions to help students maximize funds available to help support their current and future education. The event was extremely successful with more than 300 students in attendance.</p> <p>B.1, B.3., & B.4. To expand financial literacy information available for students and their access to funding and low cost banking services, a partnership was formed with a non-profit banking organization, Comunidad Latina, which enabled them to open a branch right on campus. Students can join for \$1 and open an account for an additional \$1. Microloans are also available to help students avoid losing their classes for non-payment as well as to help them purchase required textbooks at the start of the semester. The effort is being piloted in the spring of 2010 and we hope to scale it up further in the fall term. A further distinction of this program is that it serves all SAC</p>

	<p>B.5 Identify (Access) available aid dollars for students and advertise the information</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>B.5 Director Financial Aid; SAC Foundation Director</p> <p>B.6-7 Outreach Program; VPAA; VPSS</p>	<p>students, regardless of their citizenship status.</p> <p>B.5. The SAC Budget Forum described above addresses this strategic goal. In addition, the SAC Foundation has increased resources available through its Urgent Action Fund to make one-time assistance available to students who face an unexpected situation with financial implications that might otherwise cause them to drop out of school. Awards for students range from \$50-\$500.</p> <p>B.6-7. Online resources have been increased</p> <p>B.6-7 NSF TEST: Up grant increased resources for the Biology Study Center, mostly in the area of technology</p>
<p>C. Transfer/ Employment 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.1 Number of students who transfer to 4-year institutions</p>	<p>C.1 VPAA; VPSS; Academic Senate (AS)</p>	<p>C.1. University Transfer: SAC achieved a milestone this year when the Financial Aid Clearinghouse reported that our overall university transfer rate had increased. In addition to this growth, it is also noteworthy that SAC also eliminated the achievement gap in transfer by ethnicity for Latinos. This means that Latinos transferred to the university at approximately the same they exist o our overall population (41%). As a result, Latinos are now the largest transfer group moving from SAC to BA-granting colleges and universities.</p> <p>More recent data is beginning to show a decline, which is expected due to decreased CSU access and increased</p>

	<p>C.2 Increase efforts in recruitment and retention of male Latino students.</p>	<p>C.2 Track number of students contacted, number enrolled and number who drop out</p>	<p>C.2 VPSS; Outreach Department; AS; Academic Literacy/Basic Skills Coordinator (C.1-2: Fall 2007 and</p>	<p>UC fees. Fewer available courses also due to the budget constraints, may also have delayed students' readiness to transfer.</p> <p>Persistence: Most recent persistence data available for freshman is for Fall 2008, where overall persistence to the second semester increased from 61% in Fall 2007 to 68%. The Latino persistence rate to the second semester showed an increase to 71% for Fall 2008 over the past four years, where persistence was fairly stable at 64% (they now have the highest persistence rate). A significant increase was also evident for African-American students, from 42% in Fall 2007 to 60% in Fall 2008; however, 60% persistence is consistent with most prior year rates.</p> <p>C.1 On the home page for the TV/Video department (www.sac.edu/tv) there is a link for "Alumni" and "Employment & Internships". The Alumni button has subsets of "news, success stories, directory, and contact alumni". The Employment & Internships button is restricted to currently enrolled TV/Video students and alumni. Students must register and login for access. Openings are posted there and users can see listings. This web-based tracking has been in place for a few years and is quite successful.</p> <p>C.2. SAC has not yet developed any recruitment and retention programs that exclusively focus on young men.</p>
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	C.3 Enhance faculty and staff skills to better meet students' academic learning needs.	C. 3 Number of faculty and staff that participate in professional development workshops/ self-reporting surveys of faculty and staff participants	ongoing) C.3 FDC; Basic Skills/Literacy Coordinator (C.3: Spring 2008 and ongoing)	C.3 See A.1
D. Excellence in Teaching and Learning Promote and Sustain Excellence in Teaching and Learning	D.1 Identify innovators in teaching and learning across disciplines with a focus on SLOs and develop a list/bank of activities that can be offered. D.2 Enhance engagement in faculty development, including SLOs D.3 Provide best practices/brown bag lunches with a focus on SLOs & assessment	D.1-4. Numbers of sessions, variety/ participants and surveys; track use of shared practices; Satisfaction surveys	D.1 Chair TLC; Basic Skills/Literacy Coordinator; FDC D.2 FDC; Chair TLC (D.1-2: Fall 2007 and ongoing) D.3 Basic Skills/Literacy Coordinator; Department Chairs; AS	D.1/D.2 See A.7 D.1 There is continued support for the BS/Academic Literacy Coordinator and the IE&A Coordinator positions. The current Academic Literacy and Basic Skills Coordinator is training a new faculty member to take over the position in fall 2010; that same person will also serve as the faculty development Coordinator. D.1 The TLC is engaging once again in dialogue about the role of the CLI, especially in light of the retirement of the Associate Dean of Learning Resources as of June 2010. D.2 Please see A.7. D.3 It has been determined that for the SAC culture, there are more effective ways to engage in dialogue and offer strategies for teaching/learning excellence. One of the ways is for the TLC chair and disciplinary experts to attend department meetings on an as-needed basis. The TLC chair has attended over 60 meetings in the past two years.

	<p>D.4 Create meaningful and focused staff development for existing faculty (e.g., on-line, repeated, day/night)</p>		<p>D.4 FDC; Teaching Learning Committee (TLC); AS</p>	<p>D.4 West Ed Reading Apprenticeship Seminars have been held to promote reading across the curriculum</p> <p>D.4 There is currently a Faculty Inquiry Network project. They meet monthly to share what they have been doing in their classrooms to improve teaching and learning by implementing this evidence-based set of successful reading improvement strategies that can be used in any discipline. Reading Apprenticeship will also be a key component of our new Title V proposal we are submitting soon.</p> <p>D.5 SACLounge.ning.com was “visited” 1500 time in February; workshops were held on how to best utilize the site.</p> <p>D.5 SCE continues to utilize the blog for BSI.</p> <p>D.5 An <i>On Course</i> wiki may be found at http://saconcourse.hyperenglish.net. However, the migration to the SAC server was not completed.</p> <p>D.6 Innovation grant funds totaling \$10,000 were raised by the SACF and distributed under the auspices of the college’s Student Success Committee to 10 applicants through a competitive process centered on student success improvements that could be achieved in the 2010-2011 academic year.</p> <p>D.7 The Counselor/Coordinator of the Teacher Education Program has been keeping abreast of statistics related to transfer and credentials: a. Number of</p>
	<p>D.5 Create a Teaching/Learning Blog</p>	<p>D.5 Number, scope & breadth of Blogs</p>	<p>D.5 FDC (D.3-5: Fall 2007-2008 and ongoing)</p>	
	<p>D.6 Develop and enhance Innovation grants and mentor/internships</p>	<p>D.6-7 Grants/partnerships developed</p>	<p>D.6 VPAA; VPSS (D.6: Fall 2007 and ongoing)</p>	
	<p>D.7 Formalize career ladder for students to teachers</p>		<p>D.7 Coordinator Center for Teacher Education Program (D.7: Fall 2008)</p>	

	<p>D.8 Assess faculty-defined needs</p> <p>D.9 Pilot <i>Teachers Training Teachers</i></p>	<p>D.8 Survey</p> <p>D.9 WestEd. Reading Apprenticeship Training Participation</p>	<p>D.8 FDC (D.8: Fall 2007 and every fall annually)</p> <p>D.9 Basic Skills/ Literacy Coordinator (D.9: June 2008)</p>	<p>SAC students interested in pursuing a credential; b. Number of students admitted to CSUF Teacher Ed Program; c. Number of students completing CSUF Credential program. For fall 2009, statistics are as follows: a. Upper Division Transfers to CSUC program—71 (SAC third in state); Post-Baccalaureate Credential-Seeking students—16 (SAC second in the state); Credentials recommended for students—45 (SAC third in the state). Other statistics include the following: Proportion of Latino students participating in the Center for Teacher Education increased from 60% to 79% from fall 1998 to 2006. Students. Students from the SAC Teacher Ed program have transferred to 11 CSU campuses (CSUF has the greatest number-- 422); seven UC campuses; 14 private/out-of-state campuses.</p> <p>D.8 Survey/ also SACTAC Computer Skills survey</p> <p>D.8 the PA/PR reports continue to inform needs. These are aggregated and sent to the IE&A Committee, which then aggregates the Student Services Program Review, the administrative Services Program Reviews and president's Cabinet Program Review for the participatory governance committees and groups.</p> <p>D.9 Santa Ana College has been designated the site of the Reading Apprenticeship Training summer conference.</p>
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<p>E. Credit/Non-Credit Articulation</p>	<p>E.1 Schedule joint department meetings/ activities to assess curricular bridges</p>	<p>E.1 Frequency and numbers of meetings</p>	<p>E.1 AS; CEC faculty; English/ Math/ Speech department chairs (E.1: Fall 2007 and beyond)</p>	<p>E.1 The chair of the ESL wing of the English/ESL Department met with faculty in the School of Continuing Education regarding CB21 coding standards and rubrics. In so doing, dialogue began regarding SCE/credit course alignment issues.</p>
<p>Enhance cooperative efforts between credit and non-credit to encourage success in workforce preparation, transfer, and basic skills</p>	<p>E.2 Implement student interest/assessment needs surveys at major Continuing Education sites.</p>	<p>E.1 Numbers of participants and evaluative comments</p>	<p>E.1 Faculty from SCE (ESL and High School Subjects) have met with the chair of the TLC to discuss PA/PR issues and SLOs. Overlap between credit and non-credit programs is a natural discussion item and is ongoing.</p>	<p>E.1 Faculty from SCE (ESL and High School Subjects) have met with the chair of the TLC to discuss PA/PR issues and SLOs. Overlap between credit and non-credit programs is a natural discussion item and is ongoing.</p>
<p>E.3 Add General Education SLOs into non-credit courses.</p>	<p>E.3 Add General Education SLOs into non-credit courses.</p>	<p>E.2 Numbers of successfully enrolled students/retained students</p>	<p>E.2 CEC Faculty; Outreach Department (E.2: Spring 2008)</p>	<p>E.1 A faculty member from the ESL Department in SCE and a faculty member in the English Department-ELS wing both assigned <i>House on Mango Street</i>, the Book of the Year. The SCE class then participated in an inter-class dialogue by taking a field trip to the credit ESL class.</p>
<p>E.3 Add General Education SLOs into non-credit courses.</p>	<p>E.3 Add General Education SLOs into non-credit courses.</p>	<p>E.3 Track SLOs and assessment of SLOs on courses</p>	<p>E.3 Continuing Education Division Curriculum Committee; SAC C&I Council; TLC (E.3: Fall 2007 – Spring 2011)</p>	<p>E.2 The chair of ESL is working with the Research Department to investigate which courses SCE students place into and the success rates of SCE students in ESL and EMLS credit courses.</p>
<p>E.3 Add General Education SLOs into non-credit courses.</p>	<p>E.3 Add General Education SLOs into non-credit courses.</p>	<p>E.3 Track SLOs and assessment of SLOs on courses</p>	<p>E.3 Continuing Education Division Curriculum Committee; SAC C&I Council; TLC (E.3: Fall 2007 – Spring 2011)</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 assessment.</p> <p>E.3 The college will transition from WebCMS to CurricuNET course management system. This will help align SCE and credit course outlines of record format, including issues of SLOs and assessment.</p>

	<p>E.4 Provide School of Continuing Education students with the same level of facilities as the credit side.</p>		<p>E.4 VP SCE; VP AA</p>	<p>E.3 There continues to be joint faculty development opportunities through TLC-sponsored events, SACLounge.ning.com and BSI Strand C activities.</p> <p>E.4 SCE has three classrooms and a High School Subjects area in Johnson Center. In fall 2010, three more classrooms will be added in B11, a double classroom, for the High School Subjects program.</p>
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Theme II: Use of Technology
A. Students B. College Environment C. Classrooms

GOAL	STRATEGIES	MEASURES	LEAD(S)	PROGRESS ON GOALS Spring 2010
A. Students SAC students will graduate with highly competitive technology skills that will serve them in their continuing education and professional life.	A.1 Determine skills sets required; revise to reflect current trends and needs A.2 Determine technology skills sets of incoming students A.3 Determine technology skills sets of students by department/discipline A.4 Imbed technology skills into appropriate department curriculum	A.1 Create Skills continuum list A.2 Track implementation A.3 Track implementation A.4 Number of departments that require technology skills in their student assignments using pre and post tests	A.1 SACTAC co-chair; C & I (A.1: December 2007, revise annually) A.2 SACTAC co-chair; C&I chair; VPAA (A.2: Pilot April/May 2008 via Early Decision) A.3 Department Chairs; Faculty (A.3: November 2010) A.4 Curriculum Council; Dept. Chairs; VPAA (A.4: December 2010)	A.1 Completed in 2008. The list will be revised occasionally, not annually. A.2 Results compiled and reviewed by SACTAC in 2008-2009. A.2 Core Competency “Information Management” substituted for “Information Competency.” It now includes: “Information Competency and Technology Competency,” both of which are to be assessed in cyclical Direct-SLO Assessment for Academic Portfolio Assessment/Program Review. A.3 All departments were asked to report skills expected, and taught in their areas in Spring 2010. A.4 Post 2009-2010

	<p>A.5 Determine learning areas where students can learn appropriate technology skills required for class assignments.</p> <p>A.6 Enhance existing facilities to promote technology proficiency</p> <p>A.7 Assess student technology skills upon identified program completion.</p>	<p>A.5 Inventory labs and centers such as Mesa, ACC, Nursing</p> <p>A.6 Compare inventory to 2007 capacity; survey faculty and students regarding adequacy of technology facilities</p> <p>A.7 Assessment of pre and post tests.</p>	<p>A.5 SACTAC; Co-chairs (A.5: December 2010)</p> <p>A.6 VPAA; Deans (A.6: December 2011)</p> <p>A.7 Department chairs and Faculty with other resources as needed, e.g., Testing Center, Research Department,(A.7: May 2011)</p>	<p>A.5 Post 2009-2010</p> <p>A.6 Post 2009-2010</p> <p>A.7 Post 2009-2010</p>
<p>B: College Environment</p> <p>SAC will provide a technology rich environment that will promote efficiency and productivity for faculty, staff and students.</p>	<p>B.1 Provide student e-mail on registration</p> <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.1 Check availability</p> <p>B.2 Check availability</p> <p>B.3 Check availability</p> <p>B.4 a Creation of student portal and addition of content to the portal. B.4b Creation of faculty/staff portal</p> <p>B.5 Check availability</p>	<p>B.1 ITS; A & R (B.1: <i>Spring semester 2009</i>)</p> <p>B.2 A & R; ITS (B.2: <i>Summer 2008</i>)</p> <p>B.3 VPAA; VPSS; ITS (B.3: January 2010)</p> <p>B.4 SACTAC; SCC Tech Committee; ITS (B.4: Summer 2011 Pending Datatel implementation)</p> <p>B.5 ITS; VPAA; VPSS (Fall 2011 and ongoing)</p>	<p>B.1 Private student email is collected upon admission and registration. There will be no college email, meaning that our ability to contact students is impaired.</p> <p>B. 2 Completed Summer 2009</p> <p>B. 3 Post 2009-2010</p> <p>B. 4a&b Post 2009-2010. Web Advisor registration interface will serve as a rudimentary portal for now.</p> <p>B. 5 Post 2009-2010</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 (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.6 Assessment by faculty and staff on an annual basis</p> <p>B.7 Faculty and staff survey of needs</p> <p>B.8.a Review of hardware inventory B.8.b Review of software inventory B.8.c Review of annual budget B.8.d Assessment of needs met</p> <p>B.9 Annual satisfaction survey</p> <p>B.10 Assess via focus groups and surveys</p>	<p>B.6 AD, ILR (B.6: January 2009 and annually)</p> <p>B.7 SACTAC; AD-ILR; Faculty Development Coordinator; Literacy Coordinator (B.7: May 2008; May 2009 and annually)</p> <p>B.8 AD ILR; Management; VPs (B.8a: April 2008) (B.8b: Summer 2008) (B.8c: Fall 2007) (B.8d: Fall 2008 and ongoing)</p> <p>B.9 ITS is responsible for maintenance; ILR (B.9: April 2008 and annually)</p> <p>B.10 Web Development Committee; AS, ILR (B.10: May 2008)</p>	<p>B.6 Assessment not completed since budget has constrained purchase of any new equipment.</p> <p>B.7 Professional development for both faculty and classified staff has been provided over the course of the academic year. Training encompasses both standard competencies, such as the use of Blackboard for classes as well as on-line education, student success strategies for classrooms, and the technology infrastructure largely supported by classified staff in service departments and administrative offices.</p> <p>B.8 Obtaining inventory data remains a challenge. Only grants have allowed for purchase of new equipment.</p> <p>B.9 Pending. Survey will be conducted late Spring 2010</p> <p>B.10 The Web Development Committee continues to streamline processes to make the web content timely and its structure easy to use. SAC now has links in Facebook and Twitter</p>
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	<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 <i>Datatel/Colleague</i></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.11.a List of possible software programs B.11.b Assessment of needs B.11.c Purchase of software</p> <p>B.12 Review of new building plans and remodeling plans, including security</p> <p>B.13 Faculty and staff survey</p> <p>B.14 Report from DSPTS department</p> <p>B.15 List of alternatives</p>	<p>B.11 SACTAC Task Force, VPAA</p> <p>B.12 VP AS; VPAA; Facility Comm.; Assistant VC of Facility Planning (B.12: Fall 07 and ongoing)</p> <p>B.13 ITS; President (B.13: May 2009 and annually)</p> <p>B.14 AD; DSPTS (B.14: May 2008 and annually)</p> <p>B.15 VPAA; SACTAC; Director of SAC Foundation (B.15: December 07)</p>	<p>B.11 SAC has a wiki server using shareware. Blogs or wikis have been created for several departments and committees. Faculty and Classified staff have created 'ning' social networking sites</p> <p>B.12. The SAC Facilities Master Plan is being refreshed as of the writing of this report. The technology requirements of programs as well as existing technology infrastructure are receiving special directed attention by the Master Planning architects.</p> <p>SACTAC and SCC representatives created a list of enhancements to WebAdvisor and submitted it to TAG – the district technology advisory group.</p> <p>B.14. A funding reduction of approximately 50% has impacted our ability to progress further on this goal. Related programs and services have been maintained, but at a lower level than previously.</p> <ul style="list-style-type: none"> • Added DSPTS intake forms & alternate media forms to facilitate access • DSPTS student survey provided electronically <p>B.15 Lab is set up in ACC Spring 2010. Library system will be used to check out equipment.</p>
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<p>C. Classrooms</p> <p>SAC will provide innovative instructional technologies that will enable faculty to enhance and facilitate student learning</p>	<p>C.1 Mediate remaining classrooms, as needed</p> <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> <ul style="list-style-type: none"> a. facilities b. personnel c. a responsive organization <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>C.1 100% of appropriate classrooms mediated by 2007-2008</p> <p>C.2 Assessment of inventory against current ITS standards</p> <p>C.3 Annual satisfaction survey</p> <p>C.4 Assessment of program through faculty survey of needs</p> <p>C.5 List of online courses; Assessment of students by a student satisfaction survey and faculty survey</p>	<p>C.1 VPAA (C.1: June 2008)</p> <p>C.2 AD-ILR; VPAA (C.2: March 2008 and every year thereafter)</p> <p>C.3 SAC ITS responsible for maintenance; ILR (C.3: April 2008 and annually)</p> <p>C.4 VPAA; ILR (C.4: Spring 2008; Survey in Spring 2009 and annually)</p> <p>C.5 Distance Education Coordinator; Division Deans; department Chairs; Institutional Design Team (pending Title V Grant) (C.5: Spring 2009 end of each semester)</p>	<p>C.1 Pending improved budget</p> <p>C.2 Pending improved budget</p> <p>C.3 Survey will be conducted late Spring 2010</p> <p>C.4 Pending improved budget</p> <p>C. 5 See Distance Education 2010 Program Review</p>
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Theme III: Innovation

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

GOALS	STRATEGIES	MEASURES	LEAD(S)	PROGRESS ON GOALS Spring 2010
A. Classroom efforts: Increase development of innovative teaching techniques	A.1 Develop training for faculty in instructional design and technology to enhance student success in SLOs A.2 Gather input from students on innovative strategies A.3 Enhance scope and services of the Center for Learning and Instruction (CLI) A.4 Foster a broad range of classroom support	A.1 Monitor staff development opportunities in instructional design and technology A.2 Create student surveys A.3-4 New positions created for the CLI <ul style="list-style-type: none"> • Instructional Designer • Graphic Artist • Media Producer • Student Helper 	A.1 Faculty Development Coordinator A.2 FDC; VPAA; AD ILR A.3-4 VPAA; AD ILR (A.1-4: Fall 2007 and ongoing)	A.1 Faculty attended the West Ed Reading Apprenticeship conducted. A.1 Activities and strategies were introduced into classes to improve reading and writing skills of students. A.2 Classroom research has been done to investigate whether the strategies and activities have helped students. Data have been collected in the form of student work and questionnaires. A.3 The TLC has been discussing the role of the CLI. Due to fiscal constraints and need for reorganization, new positions are not feasible. The VP of academic Affairs is considering facilities use of the CLI environment.

<p>B. Embrace scholarship, inquiry and a love of learning</p>	<p>B.1 Develop training for faculty and Outreach staff in motivating students' positive attitudes toward scholarship and metacognitive skills needed.</p>	<p>B.1 Monitor training sessions and attendance</p>	<p>B.1 FDC; Outreach Department; department chairs</p>	<p>B.1 Four Reading Apprenticeship workshops have been planned and conducted for SAC faculty since spring of 2009.</p>
<p>Help students embrace scholarship, inquiry and a love of learning</p>	<p>B.2 Create list/rubrics for students to develop "lifelong learner characteristics."</p>	<p>B.2 Student surveys with baseline data</p>	<p>B.2 FDC; TLC; Department Chairs</p>	<p>B.1 SACLounge.ning has been developed to offer a forum for discussion of academic issues and offer training.</p> <p>B.1 BSI Taskforce and training has led to broadened use and innovative teaching strategies</p> <p>B.1 SAC continues to be distinguished for its unique work in motivating students to advance from high school to college through its Early Decision Program where local high school students apply, test, and register for freshman year courses during their senior year of high school. This "college-going culture" is enhanced by Higher Education Centers in area high schools and is evidenced by academically rigorous high school graduation requirements that closely parallel those for freshman entry into the CSU and UC. The placement scores for students advancing to SAC have risen in English and math by more than one course level over the past eight years.</p> <p>B.2 Through the PA/PR all departments have been conducting direct-SLO analysis of all seven college-wide core competencies and assessment of all the elements of the core competencies.</p>

	B.3 Review and consider curriculum augmentation in appropriate counseling courses.	B.3.a Dissemination of rubrics and implementation B.3.b Report of counseling curriculum review status	B.3. Counseling Division faculty; C&I Council <i>(B.1-4: Spring 2008 and ongoing)</i>	B.3 New courses have been proposed considered the curriculum development process. This is discussion is ongoing.
<p>C. Access/ Outreach</p> <p>Enhance opportunities for student access to non-traditional delivery modes</p>	<p>C.1 Offer traditional and non-traditional classes 24/7</p> <p>C.2 Reach traditional and non traditional students</p> <p>C.3 Offer access to innovative student support services</p>	<p>C.1 Increase course offering</p> <p>C.2 Course Enrollment</p> <p>C.3 Review support services offered in non traditional ways</p>	<p>C.1 Faculty; Deans; VPAA <i>(C.1: Incremental increase by 2010)</i></p> <p>C.2 Faculty; Deans; VPAA <i>(C.2: Incremental increase by 2010)</i></p> <p>C.3 Admission; EOPS; Outreach Department; Counseling; Financial Aid; VPSS; Academic Programs <i>(C.3: Incremental increase by 2010)</i></p>	<p>C.1-2</p> <ul style="list-style-type: none"> SAC and SAUSD have co-created and maintained two distinctive, non-traditional academic programs for high school students. The first, Middle College High School, serves approximately 300 high school students at SAC in a program that blends high school and college instruction. 50% of the graduating class of 2009 simultaneously earned their AA degrees. The program highlighted above provide innovative support services that are intersegmental in design and implementation. <p>C.3. Progress</p> <ul style="list-style-type: none"> The creation of a new CTE program, the Career Academy Scholars Program, represents a new innovation in which area high school students can begin career training in a high demand occupational field while still in high school. This is the inaugural year of the program and approximately 175 students will be served. A new Veteran's Resource Center has been established at SAC using veteran student workers funded by the state. This is a cooperative venture between the college Financial Aid department, special services division, and community agencies.



Theme IV: Community

(A. Attitude/Motivation; B. Community/Family involvement; C. Lifelong learning D. Healthful Living)

GOALS	STRATEGIES	MEASURES	LEAD(S)	PROGRESS ON GOALS Spring 2010
<p>A. Attitude, access and motivation</p> <p>Promote an “achievement attitude” among our prospective student population and supporting networks</p>	<p>A.1 Continue Homeroom for College program for 7th and 8th graders in SAUSD middle schools</p> <p>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</p> <p>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.</p> <p>A.4 Continue professional development conferences for intersegmental counseling</p>	<p>A.1 Pre-post tests for students and teachers</p> <p>A.2 Create annotated roster of programs and a leadership team to plan activities, coordinate target populations and track students and mentors</p> <p>A.3 Roster of participating SAC faculty, HS faculty hosts, and students including feedback from SAC & HS faculty</p> <p>A.4 Document number of participants, the agenda, and evaluation data</p>	<p>A.1 Dean Student Affairs (A.1: September 2007 – June 2008)</p> <p>A.2 Assoc. Dean of Student Development (A.2: October 2007-June 2008)</p> <p>A.3 VPSS; VPAA; AS; Outreach Office; Division Offices; Department Chairs (A.3: September 2007 – June 2008)</p> <p>A.4-5 Dean Student Affairs; Dean Counseling (A.4-5: October 2007 &</p>	<p>A.1 Homeroom for college presentation are now beginning in the 6th grade and continue through 12th grade using the college curriculum adopted by SAUSD.</p> <p>A.2. A Faculty Coordinator overseeing the Service Learning Center is now training, processing, placing, and monitoring all SAC students who volunteer as mentors in the SAUSD.</p> <p>A.3. Work in this area has occurred under the auspices of the Career Academy Scholars Program, described previously.</p> <p>A.4. Fall and Spring regional Achieving College Counseling Conferences have been held to support professional</p>

	<p>and Outreach</p> <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"> • KnowHow2Go (25% seniors) • CC/CSU/UC college applications (100%) • Concurrent enrollment (10%) • Financial Aid/Scholarship application support (100%) • Case-based support for juniors and seniors (100%) <p>Expand the number of participants</p>	<p>A.5.a Document activities and number of beneficiaries</p> <p>A.5.b Obtain recommendations from HS & SAC faculty for program refinement and improvement</p> <p>A.6 Develop a master calendar for school and college use</p>	<p>Spring 2008)</p> <p>A.6 Outreach; EOPS/DSPS; Financial Aid Office; Divisions as appropriate (A.6: September 2007 – June 2008)</p>	<p>development for college access professionals and counselors in secondary and postsecondary education regionally. The training events are sponsored by the Santa Ana Partnership and led by segmental leaders from SAUSD, SAC, CSUF, and UCI.</p>
<p>B. Community / Family involvement</p> <p>Extend awareness of the college as part of the community</p>	<p>B.1 Increase partnership and 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</p>	<p>B.1 Track number of activities, interactions, & events each year</p> <p>B.2 Track number of events and interactions the college</p>	<p>B.1 Cabinet with management and faculty colleagues</p> <p>B.2 Cabinet with the management team,</p>	<p>B.1. The Santa Ana Partnership's Achieving College Council meets monthly to coordinate educational awareness activities for students moving up the educational pipeline regionally and their families. The Council has approximately 35 active members from throughout the greater</p>

	<p>community events</p> <p>B.3 Expand invitations (VIP passes) to the community to attend campus events (cultural events, social events, & 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 <i>Padres Promotores</i> community-based activities</p>	<p>participates in over the course of a program year</p> <p>B.3 Track number of VIP passes used verses number of passes given out annually</p> <p>B.4 Distribute invitations to residents in the neighborhoods bordering SAC</p> <p>B.5.a Expand the visibility of the <i>Pláticas</i>, home visits, & Camino de Amistad community educational outreach activities & other family-centered work led by the Padres here at SAC</p> <p>B.5.b Increase the involvement of the Padres Promotores in other college activities throughout the academic year</p>	<p>faculty colleagues, and the Public Affairs Office</p> <p>B.3-4 Cabinet and the Public Affairs Office</p> <p>B.5 The Office of School and Community Partnerships (B.1-5: September 2007 – and ongoing)</p>	<p>Santa Ana region and conducts year round activities.</p> <ul style="list-style-type: none"> • SAC was one of only four community colleges regionally to retain the highly visible KinderCaminata program. 1,000 local kindergarten students and their teachers/parents came to SAC on March 29th for a ½ day of college awareness and career activities. • SAC continued to participate in the community Youth Expo program, hosted this year at Centennial Park. Approximately 3,000 students and community members attended this educationally-oriented expo and resource fair. • The <i>Padres Promotores de Educación</i> has continued its community-based work. The program has trained over 400 community parent leaders to date and made over 2,000 home visits to discuss the pathway to higher education with parents in the privacy of their homes. • In conjunction with a campus visit from Juan Sepulveda, newly appointed Director of the White House Initiative on Educational Excellence for Hispanic Americans, SAC hosted a community forum that was attended by approximately 200 members of the greater Santa Ana community in the fall of 2009. A follow-up meeting will take place at SAC on April 15th (via video conference with the White House. • SAC hosted a community leaders breakfast on April 15th to report on efforts at SAC to enroll and advance Latino students.
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<p>C. Lifelong Learning</p>	<p>C.1 Identify community areas of interest</p>	<p>C.1 Surveys/ Attendance at sessions scheduled</p>	<p>C.1-2 SAC/ District Marketing; VP Continuing Education; Community Services; VPAA (C.1: Fall 2008/Spring 2009)</p>	
<p>Increase interest in lifelong learning across the college and community</p>	<p>C.2 Continue to develop marketing plans for offerings both on and off campus</p>	<p>C.2 Document offerings.</p>	<p>(C.2: Fall 2008 and ongoing)</p>	<ul style="list-style-type: none"> • C.2 The number of Community Services classes and participants has increased over the past year. • 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: Becoming a “Quinceañera Event Planner) as well as to address the current economic market (example: Avoiding Foreclosure) • SAC and SCC are creating a 2-college strategic planning team to improve coordination and to expand market share overall along with profitability. • 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. • C.3-4 C.3-4 Librariansy faculty has are making established partnerships contacts with counterparts at (SAPL), (OCPL), SAUSD and OCLA. A series of library

	<p>C.3 Establish partnerships and work collaboratively with local library colleagues at Santa Ana Public Library (SAPL), Santa Ana Unified School District (SAUSD) Orange Public Library System (OCPL) and Orange County Library Association (OCLA) to increase community awareness of SAC courses and programs, to promote reading and interest in all OC libraries, to develop good public relations, to provide a means of exchange of information and to promote interlibrary cooperation</p> <p>C.4 This strategy is added: 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</p>	<p>C.3 Number and extent of partnerships, collaborative endeavors, meetings/ tours/programs/ library workshops/ book talks (conducted, shared or attended); services marketed and publicity distributed.</p> <p>C.4 Number of sessions, enrollment or attendance in:</p> <ul style="list-style-type: none"> • Library & Information Studies (LIS) 100, a one unit transferrable course; • Free, hour-long general library workshops (Find Books, Find Articles and Search the 	<p>C.3 Library department faculty; (C.3: Fall 2008 and ongoing)</p>	<p>workshops and collegewide professional activities promoting lifelong learning, literacy and information competency were undertaken locally w/SAC/SCE and MCHS students, departments and faculty, and regionally with local libraries and educational institutions. See Appendix B</p> <p>IV.C.3-4 Partnerships with SAC Nealley Library (Please See Appendix B)</p> <p>IV.C.3-4 “Best Practitioners’ Fair” -- SAC Librarian participated in “Best Practitioners’ Fair,” (Teaching /Learning Committee (TLC) sponsored staff-development workshops for SAC and SCE faculty). “Library Resources” and “Enhancing Research Skills” workshops are conducted as requested by academic departments.</p> <p>IV.C.4</p> <ul style="list-style-type: none"> • March 18, 2009 -- Conducted a two-hour “Connect from Home, Resources Available to You and Your Students” Staff Development Workshop for SCE faculty. <p>IV.C.4</p> <ul style="list-style-type: none"> • August 26, 2009 -- Conducted a Staff Development Flex Credit Activity Workshop, “At Your Fingertips, 24/7 Access to Nealley Library Resources
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	<p>provide a means of exchange of information and to promote interlibrary cooperation.</p> <p>The Nealley Library will continue to market its services and resources to SAC, SCE and MCHS students and faculty through class visits and library instruction workshops.</p> <p>C.4 The Nealley Library will continue to market its services and resources to SAC, SCE and MCHS CEC students and faculty through class visits and library instruction workshops.</p>	<p>Internet);</p> <ul style="list-style-type: none"> • In-classroom customized library instruction for students; • One-on-one student/librarian Reference Desk interactions; • Library Technology Program (vocational Certificate or AA Degree program); • “Best Practitioners’ Fair” how-to library orientations for departmental faculty • Pre-scheduled course-specific or assignment-based small group reference consultations; 		<p>from Home”. The two-hour workshop was tailored and conducted for the informational needs of ABE, HSS and Intermediate ESL or higher SCE faculty. IV.C.4</p> <ul style="list-style-type: none"> • Will continue to market and inform SCE students and faculty of Nealley Library services and resources. Will also continue to participate in SCE’s annual Education & Career Fair. IV.C.4 • “SAC Book of the Year” – As a member of the Book of the Year Committee and in conjunction w/TLC, SAC Librarian has been an active participant in the establishment of, and planning for the SAC “One Book, One College” concept. This 2009-2010 college-wide interdisciplinary effort to promote literacy across academic disciplines began with the selection of Sandra Cisneros’ <i>The House on Mango Street</i> as SAC’s first “Book of the Year”. IV.C.3-4 • Fall/2009 and Spring/2010 -- <i>The House on Mango Street</i> was assigned reading for SAC and SCE students of various disciplines IV.C.4. • August through October 2009 -- Collaborated with Valinda Tivenan, Theatre Arts Dept. faculty and other members of the “Book of the Year Committee” to promote through OCLA, SAPL, SAUSD and the Nealley Library the October 15-25, 2009 SAC theatrical production of Amy Ludwig’s adaptation of Sandra
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				<p>Cisneros' The House on Mango Street. IV.C.3-4</p> <ul style="list-style-type: none"> November through December 2009 – Worked collaboratively with Julie Davis, Women's Studies faculty to promote a "Book of the Year" The House on Mango Street-related program, "Made in L.A.: The Struggle of Garment Workers in L.A." <p>IV.C.3-4</p> <ul style="list-style-type: none"> December 9, 2009 "Made in L.A.: The Struggle of Garment Workers in L.A." (documentary and student panel discussion), in Room A-210 from 4:30 to 6:30pm. Sponsored by the Dept. of Women's Studies, the SAC Book of the Year Committee, the Nealley Library and the Teaching & Learning Committee. IV.C.4 January 2010 -- Established a "Book of the Year" roaming library (a class set of 40 pbk. copies of The House on Mango Street). "Roaming library" to be used for classroom reading and may be checked out by faculty for up to 60 days. In January 2010 Karen Dennis, Centennial ESL faculty checked out roaming collection for her SCE classes. IV.C.4 April 21, 2010 "Real Women Have Curves", film based on the play written by Josefina Lopez at the young age of 19 (discussion of film and themes). IV.C.3-4 <p>May 11, 2010 – "Latina Authors</p>
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Panel,” which included Sarah Rafael Garcia, Sandra Lopez and Jamie Martinez Wood

IV.C.3-4

- Matriculation Non-Credit to Credit Transition Subcommittee
March 12, 2009 -- Participated in the first Matriculation Non-Credit to Credit Transition Subcommittee meeting conducted in D-418. Purpose of subcommittee is ”to insure the successful matriculation of students from SAC’s SCE to SAC’s main/credit campus, and to improve communication in basic skills programs across all SAC campuses”. SAC Librarian plans to attend future meetings of this subcommittee.
- Small Group Course-specific or Assignment-based Reference Consultations for SAC students
- 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 Education & Career Fair.

IV.C.4

During Spring of 2009, SAC Librarian established small group, (maximum 6 students) one-hour reference consultations. Students signed-up in advance and brought their course assignments to pre-scheduled sessions. Library instruction was course or assignment-related. Workshops were very successful because they were

				relevant to students' needs. Due to insufficient staffing, Reference Consultations were cancelled during Fall 2009 and Spring 2010.
<p>D. Healthful Living</p> <p>Increase awareness and practice of healthful living across the college and community</p>	<p>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.</p> <p>D.2 Create a poster campaign</p> <p>D.3 Create a 30-day log for change on a volunteer basis, among faculty and staff</p>	<p>D.1 Needs assessment surveys/ Surveys after sessions / Attendance at sessions scheduled</p> <p>D.2 Evidence of "advertising" on all SAC sites</p> <p>D.3 Self reporting of improvement according to a check list; publish results (anonymous)</p>	<p>D.1 Health and Wellness Center; Exercise Science Faculty; Nursing faculty; Psychological Services (D.1: Fall 2008)</p> <p>D.2-3 Dean Exercise Science (D.2-3: Fit into "Fitness Month" 2009)</p>	<p>D.1 The Health Center celebrated the 2nd Annual "Spring into Health" Health Fair—APRIL 28th. The fair featured free diabetes, cholesterol and blood pressure screening.</p> <p>The Santa Ana Police Department and CHP brought the Alcohol Simulator Van and a DUI Display vehicle.</p> <p>D2. HWC/ Psychological Services</p> <ul style="list-style-type: none"> • Monthly movie seminars addressing common issues facing college students • Classroom presentations & outreach have increased appointments by over 40% in two years • Annual health fair which includes participation from faculty, staff, & students

	D.4 Incorporate into curricular activities where appropriate, e.g., Speech, English, History, Exercise Science, etc.	D.4 Report of participation	D.4 C&I/TLC (D.4: Spring 2009 and ongoing)	
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Theme V: Workforce Development

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

GOALS	STRATEGIES	MEASURES	LEAD(S)	PROGRESS ON GOALS Spring 2010
<p>A. Partnerships Expand and identify partners and collaborate with industry and communities to identify workforce needs</p>	<p>A.1 Advisory Committee coordination meetings with business partners and secondary schools (e.g., Vital Link, ROP)</p>	<p>A.1 Reports from coordination meetings</p>	<p>A.1 Dean, Human Services and Technology; Coordinator Tech Prep; CTE Dept. Chairs</p>	<p>A.1 Advisory Committee Meetings- Each CTE program holds advisory committee meetings including:</p> <ul style="list-style-type: none"> • Public Service • Medical • Health • Business • Engineering • Fashion • Auto/Diesel/Welding • Manufacturing • Human Development/Education • Arts, Media & Entertainment <p>A.1 In addition to the above:</p> <ul style="list-style-type: none"> • Comprehensive Career Overview-in partnership with Vital Link ongoing • Service Learning has identified and collaborates with over 100 community agencies to enable work-based learning to SAC students to meet the needs of the workforce. • CTE departments hold two advisory meetings per year. Advisory members are faculty from SAC,

	<p>A.2 Enhance internships and work-based learning through utilization of Career/Job Resource Center and Service Learning Center</p> <p>A.3 Develop Career Academy Scholars Program (CASP), a special program to introduce high school students to college-level</p>	<p>A.2 Track contacts and increases</p> <p>A.3 Completion and persistence/Success of Students</p>	<p>A.2 Vice-President, Student Services; Dean, Counseling; Dean, Human Services & Technology; Coordinator, Tech Prep; Coordinator, Career/Job Resource Center; Coordinator, Service Learning Center Fall 2007 and on-going</p> <p>A.3 VP, Student Services; VP, Academic Affairs; Dean, Student Affairs; CTE deans</p>	<p>community members in the field of study, ROP, high school faculty, continuing education and educators from other colleges and universities. There are also partnerships with the business Division's Public Service Institute (PSI) Business Seminars.</p> <ul style="list-style-type: none"> • Fine & Performing Arts TV/Video Department has collected data on employment of graduates through an innovative website that is in the process of being duplicated by other departments. • The CTE Multiple Pathways Program has expanded to include the SAUSD. Programs include: Auto/Diesel Welding Technology, 3-D Animation and International Business. <p>A.3 Completing second semester of highly successful program</p>
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	<p>A.4 Maintain relationships with industry partners to attract donations of current technology for career technical education programs</p> <p>A.5 Obtain information on employer hiring needs</p> <p>A.6 Provide opportunities for students to round out their educational experience by giving back to the community</p> <p>A.7 Assure that all students are afforded with career opportunities</p>	<p>A.4 Equipment donations</p> <p>A.5 Employer survey reports</p> <p>A.6 Partners Surveys & Monitoring for Quality of Placement</p> <p>A.7 Annual evaluation of placement goals.</p>	<p>A.4 CTE faculty; CTE deans</p> <p>A.5 Coordinator, Career/Job Center; CTE deans; CTE faculty</p> <p>A.6 Coordinator, Services Learning Center; Dean, Student Services</p> <p>A.7 Associate Dean, DSPS</p>	<p>A.4 The Diesel Program received a kind truck for student instructional purposes (valued at \$18,200)</p> <p>A.5 Career/Job Resource Center Employer Outreach and on-campus interviews and hiring are on-going</p> <p>A.6 18 students participated in volunteer work during the academic year.</p> <p>A.7 DSPS Workability Partnership continues to provide in-depth assistance to at least 50 students with career guidance and direction.</p>
<p>B. Skills across the curriculum</p> <p>Integrate basic skills and workplace competencies to address workforce education needs</p>	<p>B.1. Invite partners to campus to speak about skills needed currently in the workforce and provide “real world” experience for students</p>	<p>B.1 Feedback/questionnaires and surveys from students and service area employers; student self-assessment for workforce development needs</p>	<p>B.1 Coordinator, Career/Job Resource Center; CTE faculty; CTE deans Division Curriculum committees; C&I Council</p>	<p>B.1 Advisory Committee Meetings- Each CTE program holds advisory committee meetings including:</p> <ul style="list-style-type: none"> • Public Service Medical • Health • Business • Engineering • Fashion • Auto/Diesel/Welding • Manufacturing • Human Development/Education • Arts, Media & Entertainment <p>In addition to the above:</p> <ul style="list-style-type: none"> • Partnership with Basic Skills

	<p>B.2. Encourage Career Technical Education (CTE) faculty to enhance General Education Student Learning Outcomes (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>	<p>B.2-3 Course outlines; progress report to the Curriculum and Instruction Council (C&I) ; progress in department portfolios</p>	<p>B.2-3 CTE Deans; CTE faculty; Division curriculum committees; C&I Council</p>	<p>Initiative based on employer input.</p> <ul style="list-style-type: none"> On-going identification of competencies. <p>B.2-3 It has been identified that reading, writing and math skills need to be enhanced in CTE programs. Various CTE courses paired with basic skills courses</p>
<p>C. Skilled employees for high demand occupations</p> <p>Support regional economic development by becoming a local source of skilled employees for high demand occupations</p>	<p>C.1 Expand capacity of faculty and space for current high demand occupational programs including Health Sciences, Welding, Computer Science/ Engineering, Green/Emerging Technologies and Culinary Arts</p>	<p>C.1 Develop a facilities master plan and budget for capacity expansion</p>	<p>C.1 SAC Facilities Committee; Facilities Master Plan Subcommittee</p>	<p>C.1 Progress includes:</p> <ul style="list-style-type: none"> HMC Architects is under contract to develop facilities master plan Welding has increased the number of certificates it offers; new equipment has been purchased; more students have been certified. A CTE Pathways grant has been renewed to connect high school occupational programs with the college programs. Internships surrounding businesses and within the district continue to grow. Automotive Technology is working toward its National Automotive Technicians Education Foundation (NATEF) certification.

	<p>C.2 Increase visibility of programs by developing, career events specialized tours, courses and offering related actual and virtual mini-presentations at feeder schools & workplaces for:</p> <ul style="list-style-type: none"> • HS students • Workers in industry • Employers <p>Industry tours for college students</p> <p>C.3 Launch new occupational programs in emerging high demand occupations</p> <p>C.4 Track alumni in CTE fields with degrees and certificates</p>	<p>C.2 Customized tours and career events and appropriate marketing support materials developed</p> <p>C.3 Plan and budget for new program development in conjunction with faculty leaders, subject matter experts and business/industry; review regional occupational forecasts partners; work with WIB and CCROP partners.</p> <p>C.4 Alumni student numbers per CTE program</p>	<p>C.2 Dean of Workforce Development; CTE Deans; Department Chairs and Outreach Department in conjunction with educational and industry partners; Administrative and faculty leaders in targeted areas; Career/ Job Resource Center</p> <p>C.3 CTE Departments; Curriculum and Instruction council; Facilities Committee</p> <p>C.4 CTE Deans; CTE Departments</p>	<p>C.2 Tours have been conducted for businesses and politicians as well as high school students, faculty and administration. Tours include:</p> <ul style="list-style-type: none"> • CASP student orientation • Grainger • Southern California Gas Company • HINO Trucks • Student Senator • Others <p>C.3 New and enhanced programs include:</p> <ul style="list-style-type: none"> • Engineering Department implemented energy auditing program • Computer Science Department opened IT Green Lab. • Alternative Fuels Program on-going • Digital Music Apple certification progressing. • ICCE has been implemented <p>C.4 Fire Technology has duplicated and enhanced the website that the TV/Video Department (www.sac.edu/tv) has done to track alumni.</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	MEASURES	LEAD(S)	PROGRESS ON GOALS Spring 2010
A. Civic Responsibility Increase awareness and foster proactive civic responsibility	A.1 Enhance existing efforts, including Voter Registration, Service Learning, Citizenship Day, Constitution Day; reinforce as appropriate in courses across disciplines A.2 Encourage interdisciplinary best practices sessions to identify examples of SLO- civic responsibility as embedded in courses	A.1 Monitor participation and demonstrate increase A.2 Number of interdisciplinary/best practices sessions	A.1-2 VPAA; VPSS, Department Chairs, Division Curriculum committees, TLC, FDC (A.1-2: Fall 2007 and ongoing)	A.1 SAC secured partnership with Orange County Registrar of Voters to provide the VoteMobile for the Student Budget Forum and Resource Fair held March 24, 2010. The total number of student participants was approximately 300 with 223 submitting participation forms. Collaborated with Associated Student Government to refine processes for solicitation of voter registration forms and collection of signatures for petitions to minimize predatory processes and maximize efforts to insure legal and campus procedures are followed. A.2 TLC discussion of Core Competency Civic Responsibility A.2 Dialogue on SACLounge.ning
B. Increase Green Efforts	B.1 Increase campus initiative for broad recycling	B.1 Accessibility to recycling containers; number of containers for all recyclable items, including batteries and electronic items	B.1-6 President; VPAA; VPSS; Facilities Committee; Environmental Workgroup; AS; ICC;	B.1 The Green Committee has been established and is meeting on a regular basis to discuss options for the campus to be able to do more green initiatives

	<p>B.2 Challenge SAC community to develop and adopt new ways of energy conservation and energy-efficient buildings</p> <p>B.3 Advocate for Mass Transit in conjunction with community leaders</p> <p>B.4 Enhance staff, student & community awareness</p>	<p>B.2-6 Report from College Council and Environmental Workgroup</p> <p>B.2 All new construction must meet LEED (Leadership and Environmental Energy Design) standards</p> <p>B.3 <i>In spring 2009, the following was added:</i> Partner with business/ community leaders to develop a shuttle from the Santa Ana and/or Anaheim train station to SAC. The shuttle should be “green.”</p>	<p>FDC (B.1-6 Fall 2007 and ongoing)</p> <p>B.3 Survey staff to chart key times and locations.</p>	<p>.</p> <p>B.2 The Green committee has met with energy consultants. The VPAA and VPSS have met with several companies to investigate solar power.</p> <p>B.3 There has been a bus stop added to the campus. This makes the bus even more accessible to our students.</p> <p>B.4 Students, faculty, and administration are working to make sure there is more awareness of the green effort at SAC.</p> <p>B.4 The plans for the new Science Building include green technology (e.g., vents, orientation, windows).</p> <p>B.4 The college will be closed on Fridays Summer 10 to reduce carbon footprint and energy usage.</p> <p>B.4 The site planning architects, HMC, are exploring environmentally-friendly options for the Facilities Master Plan, including analysis of infrastructure and existing buildings. .</p>
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	<p>B.5. Investigate feasibility of participating in Foundation for Community College Initiative to Improve the Greening of Community Colleges statewide.</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.8 Recommend Green Initiative to Academic Senate and Student Senate Goals for 2008-2009.</p>	<p>B.7 Number of forums; staff and student survey</p> <p>B.8 Reports from Academic & Student Senates</p>	<p>B.7 Facilities Committee; Environmental Workgroup; Research Department; ASG (B.7: Spring 2008)</p> <p>B.8 AS (B.8: Fall 2008)</p>	<p>B.4 The Math Science and Health Sciences Division presented two showings of the film “Hot Zones,” a film that explores the link between environmental change and health. It was presented as part of an effort, funded by an NSF grant, to increase scientific literacy among our students. (See I.A.1)</p> <p>B.4 The Business Division, Department of Computer Science, held a “Green Lab” event May 13, 2010, funded by an NSF Convergence Technology Grant, to demonstrate Green Technologies, Discuss their Internship Program, and network/meet their business partners.</p> <p>B.7 Invitations have been issued to the college constituents to attend the green meetings.</p>
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	B.9 The urban garden project (new strategy)			
C. Integrated Education	C.1 Outside classroom— <ul style="list-style-type: none"> • Create series of discussions to define and dialog • Invite ICC (Clubs) to participate • Staff Development training as a community (not constituency groups) (Develop a true integrated community of learners throughout the institution)	C.1.a Monitor staff development activities; Document number of sessions and number of attendees from constituency groups C.1.b Document items discussed—send to appropriate governance committees for discussion and formal action	C. 1-2. FDC, Basic Skills/Literacy Coordinator, faculty discipline experts re: culture, Chair TLC, Senate President, ICC, classified leaders; IE&A (C.1-2: Spring 2008 and ongoing)	C.1 TLC continues to monitor PA/PR and send End-of-Year Report to IE&A, which monitors all college-wide program reviews C.1 TLC discussion of this part of the Vision Themes C.1 Core Competencies reflect across the curriculum SLOs related to the Vision Theme New American Community with regard Theme 4: Diversity— a. cultural, b. social, c. environmental; Theme 5: Civic responsibility. C.1 Book of the Year (Please see A.1)
Educate the faculty, staff, students and community regarding the New American Culture, the cultural polyglot that has transformed us and our community, promoting greater awareness and global enrichment.	C.2 Inside curriculum— <ul style="list-style-type: none"> • Infuse cross disciplinary understanding into courses and course-level SLOs • Continue discussion at the Curriculum and Instruction Council, the TLC, etc. 	C.2.a Track progress in department portfolios C.2.b Review TLC goals; analyze progress through minutes and surveys		C.2 Two interdisciplinary courses have been developed and will be offered: EMLS 107 & Welding/Auto Tech; EMLS 109 & a Business course. These courses are meant to enhance academic literacy while using discipline-specific content in CTA disciplines.
D. Cross-Disciplinary Collaboration	D.1 Allocate money for multidisciplinary speakers, meetings, activities for students / faculty	D.1-5 Document increase in funding, activities and resources	D.1 President; VPAA; VPSS; VP Administrative Services (D.1: Fall 2008)	D.1 Please refer to Theme I regarding BSI, TLC activities, and SACLounge.ning D.1 What Works @SAC! (Please see A.7) D.1 Book of the Year— <i>House on</i>
Create an environment among faculty,				

staff and students that encourages cross disciplinary collaboration, activities and dialogues.

D.2 Review and train department chairs to integrate and coordinate information / procedures in department portfolios

D.3 Train department chairs with regard to best practice integration

D.4 Encourage interdisciplinary best practices sessions to identify examples of SLOs embedded in courses

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.

D. 2 FDC
(D.2: Spring 2008)

D.4 FDC, TLC
(D.3-4: Fall 2007 and ongoing)

D.5 College Council, IE&A Committee, C&I, TLC, Student Success Committee, Facilities Committee
(D.5: Fall 2007 and ongoing)

Mango Street Activities (Please see A.1)

D.2-3 The chair of the TLC has been attending department meetings and conducting faculty development workshops related to PA/PR, SLO revision and assessment of SLOs.

D.2. Student Services has continued training and refinement efforts with both faculty and classified program leaders in association with planning portfolios. At the completion of the current academic year, all departments will have current planning portfolios with SLO's as well as at least one round of program effectiveness reviews.

D.4 See Theme I E.2- credit/ non-credit integration

D.5. The Student Success Committee, The Basic Skills Task Force, the SAC University Transfer Task Force, and the Student Services Administrators' Team continuously seeks ways through resource development and redesign to sustain and expand where possible efforts that improve student academic success, retention in college, and advancement to the next educational or professional level. This work occurs outside of the traditional silos of disciplines and is designed to be student-centered and student friendly at all levels.

	<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. 6-8 Every student can demonstrate knowledge of where to acquire services</p>	<p>D.6-8 Associate Dean Student Life, VPSS, Dean of Student Affairs (D.6-8: Every student can demonstrate knowledge of where to acquire services.)</p>	<p>D.7. Student Services at SAC has begun a reorganization process that (Spring 2010) reflects a new structure that addresses the reality of our shrinking workforce at the college and the consolidation/re-design of a number of programs and services. The driving goal was to make all remaining services as visible and effective as possible. Related work in progress includes a proposed new Student Success Center in Johnson Campus Center that will unite the current SAC Writing Center and Tutorial Center in a more comprehensive effort to assist students across disciplines at the college.</p>
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Appendix A: Theme I.D.6 --SAC Grants 2009-10

Datatel Project #	Site	Fund Type	Competitive/ Entitlement/ Financial Aid	Board Appvd	Beg. Date	Ending Date	Resp. person	Project Name	Funding Source	Funded
1010	SAC	Fed.	Competitive	07/27/09	07/14/09	06/30/11	Sarah	Allied Health - Pharmacy Technology (state ARRA funds)	Chancellor's Office	400,000
1101	SAC	Fed.	Entitlement	10/26/09	07/01/09	06/30/10	Sarah	WIA II - 231 Adult Secondary Education/GED (SAC)	U.S. Dept. of Ed.	138,146
1102	SAC	Fed.	Entitlement	10/26/09	07/01/09	06/30/10	Sarah	WIA II - 231 English as a 2nd Language (SAC)	U.S. Dept. of Ed.	1,004,181
1106	SAC	Fed.	Entitlement	10/26/09	07/01/09	06/30/10	Sarah	WIA II - English Lit. Civics Education 1 (SAC)	U.S. Dept of Ed.	700,214
1109	SAC	Fed.	Entitlement	10/26/09	07/01/09	06/30/10	Sarah	WIA II - Jail 225 English as a 2nd Language (SAC)	U.S. Dept. of Ed.	75,937
1150	SAC	Fed.	Competitive	10/26/09	07/01/09	09/30/10	Huong	ARRA Cooperative Contract - Workability III	Cal. Dept. of Rehab.	85,451
1227	SAC	Fed.	Competitive	09/28/09	10/01/09	09/30/10	Huong	CCRAA (College Cost Reduction & Access Act) - Year 2	U.S. Dept. of Ed.	1,096,266
1261	SAC	Fed	Competitive	12/07/09	10/01/09	09/30/10	Cherie	Network for a Healthy CA - Year 2 of 3	O.C Sup't of Schools (from U.S. Dept of Ed)	39,375
1280	SAC	Fed.	Competitive	07/21/08	08/01/08	07/31/09	Cherie	Community Colleges Summit Initiative Program - CCSIP	CCID (U. S. State Dept)	85,488
1281	SAC	Fed.	Competitive	07/21/08	08/01/08	07/31/09	Cherie	Community Colleges Initiative for Egypt	CCID (U. S. State Dept)	44,654
1390	SAC	Fed.	Competitive	08/24/09	07/01/09	06/30/10	Sarah	UCI National Writing Project - Extending the Pathway Project to CCs		4,312
1401	SAC	Fed.	Financial Aid		07/01/09	06/30/10	Huong	Federal Assistance - Federal Work Study (FWS) (SAC)	U.S. Dept. of Ed.	288,956

1402	SAC	Fed.	Financial Aid		07/01/09	06/30/10	Huong	Federal Assistance - Federal Supplemental Education Opportunity Grant (SEOG) (SAC)	U.S. Dept. of Ed.	198,949
1404	SAC	Fed.	Financial Aid		07/01/09	06/30/10	Huong	Federal Assistance - Federal Pell Grant (SAC)	U.S. Dept. of Ed.	7,132,009
1405	SAC	Fed.	Financial Aid		07/01/09	06/30/10	Huong	Federal Assistance - Federal Perkins Loan (SAC)	U.S. Dept. of Ed.	
1509	SAC	Fed.	Competitive	10/12/09	09/01/09	08/31/10	Huong	GEAR UP III - Year 5	U.S. Dept. of Ed.	800,000
1512	SAC	Fed.	Competitive		07/31/09	07/30/10	Huong	GEAR UP IV - Year 1	U.S. Dept. of Ed.	800,000
1546	SAC	Fed.	Earmark	08/24/09			Sarah	EMT/Nursing Continuing Education Programs	HRSA	235,620
1554	SAC	Fed.	Competitive	09/22/08	10/01/08	09/30/09	Cherie	Head Start Hispanic - Latino Service Partnership (Year 5 of 5)	U.S. Dept. of HHS	87,659
1580	SAC	Fed.	Competitive	05/26/09	07/01/09	06/30/10	Huong	Job Dev., Training & Placement Program for the Disabled - Workability III	Cal. Dept. of Rehab.	361,207
1603	SAC	Fed.	Competitive	09/28/09	07/01/08	06/30/10	Huong	NSF - TEST:UP - Year 2	NSF	135,970
1604	SAC	Fed.	Competitive	08/24/09	08/01/09	06/30/10	Sarah	MESA - SSTEM grant (subaward from UCI's NSF grant)	NSF	8,000
1605	SAC	Fed.	Competitive	09/28/09	09/01/09	07/31/10	Sarah	Convergency Technology Center (subaward from Collins County CC in Texas)	NSF	25,000
1606	SAC	Fed.	Competitive	11/16/09	09/01/09	08/31/10	Huong	NSF - Teachers Assisting Students to Excel in Mathematics (TASEL-M) - Year 1	NSF - ARRA	15,440
1653	SAC	Fed.	Competitive	09/14/09	09/01/09	08/31/10	Huong	Title IV - Student Support Services (III) - Year Four	U.S. Dept. of Ed.	314,555
1680	SAC	Fed.	Entitlement	02/22/10	07/01/09	06/30/10	Cherie	TANF - Welfare to Work (SAC)	U.S. Dept. of Ed.	101,578
1695	SAC	Fed.	Competitive	09/14/09	09/01/09	08/30/10	Huong	Title IV - Talent Search IV - Year 1	U.S. Dept. of Ed.	320,832
1707	SAC	Fed.	Competitive	09/14/09	09/01/09	08/31/10	Huong	Title IV - Upward Bound III - Year 3	U.S. Dept. of Ed.	291,663
1802	SAC	Fed.	Entitlement	06/22/09	07/01/09	06/30/10	Huong	CTE IC (VTEA) - SAC - Automotive Technology	U.S. Dept. of Ed.	87,048
1803	SAC	Fed.	Entitlement	06/22/09	07/01/09	06/30/10	Huong	CTE IC (VTEA) - SAC - Business Application & Technology (BAT)	U.S. Dept. of Ed.	76,168
1804	SAC	Fed.	Entitlement	06/22/09	07/01/09	06/30/10	Huong	CTE IC (VTEA) - SAC - Computer Information System (CIS)	U.S. Dept. of Ed.	75,200
1805	SAC	Fed.	Entitlement	06/22/09	07/01/09	06/30/10	Huong	CTE IC (VTEA) - SAC - Digital Media Arts	U.S. Dept. of Ed.	29,335
1810	SAC	Fed.	Entitlement	06/22/09	07/01/09	06/30/10	Huong	CTE IC (VTEA) - SAC - Nursing (RN)	U.S. Dept. of Ed.	15,666
1812	SAC	Fed.	Entitlement	06/22/09	07/01/09	06/30/10	Huong	CTE IC (VTEA) - SAC - Pharmacy Technology	U.S. Dept. of Ed.	36,372

1824	SAC	Fed.	Entitlement	06/22/09	07/01/09	06/30/10	Huong	CTE IC (VTEA) - SAC - Advertising & Curriculum Development	U.S. Dept. of Ed.	162,256
1825	SAC	Fed.	Entitlement	06/22/09	07/01/09	06/30/10	Huong	CTE IC (VTEA) - SAC - Vocational Project for Deaf & Hard of Hearing	U.S. Dept. of Ed.	43,845
1826	SAC	Fed.	Entitlement	06/22/09	07/01/09	06/30/10	Huong	CTE IC (VTEA) - SAC - Career Center	U.S. Dept. of Ed.	52,624
1827	SAC/S CC	Fed.	Entitlement	06/22/09	07/01/09	06/30/10	Huong	CTE IC (VTEA) - Tech Prep Consortium	U.S. Dept. of Ed.	135,500
1828	SAC	Fed.	Competitive	01/11/10	07/01/09	06/30/10	Huong	CTE IC (VTEA) - Tech Prep Partnership (Sub-agreement with Coast CCD)	CA Dept. of Ed	15,000
1829	SAC	Fed.	Entitlement	06/22/09	07/01/09	06/30/10	Huong	CTE IC (VTEA) - SAC - Accounting	U.S. Dept. of Ed.	29,040
1830	SAC	Fed.	Entitlement	06/22/09	07/01/09	06/30/10	Huong	CTE IC (VTEA) - SAC - Drafting Technology - AutoCAD	U.S. Dept. of Ed.	72,756
1835	SAC	Fed.	Entitlement	06/22/09	07/01/09	06/30/10	Huong	CTE IC (VTEA) - SAC - Entrepreneurship Center	U.S. Dept. of Ed.	16,368
1836	SAC	Fed.	Entitlement	06/22/09	07/01/09	06/30/10	Huong	CTE IC (VTEA) - SAC - Lab Science Technology	U.S. Dept. of Ed.	75,133
1837	SAC- CEC	Fed.	Entitlement	06/22/09	07/01/09	06/30/10	Huong	CTE IC (VTEA) - CEC - Office Technology (Non-Credit)	U.S. Dept. of Ed.	61,053
1838	SAC	Fed.	Entitlement	06/22/09	07/01/09	06/30/10	Huong	CTE IC (VTEA) - SAC - Paralegal	U.S. Dept. of Ed.	59,280
1839	SAC	Fed.	Entitlement	06/22/09	07/01/09	06/30/10	Huong	CTE IC (VTEA) - SAC - Welding Technology	U.S. Dept. of Ed.	101,308
1900	SAC	State	Competitive	07/20/09	07/01/09	06/30/10	Sarah	WIA Center for Nursing Grant - Year 5	Chancellor's Office	425,717
1901	SAC	State	Competitive	02/22/10	01/01/10	12/31/10	Sarah	WIC Center for Nursing II - Year 1 of 5	Chancellor's Office	385,862
1xxx	SAC	Fed.	Competitive	02/22/10				GEAR UP Planning Design		24,000
2019	CEC	State	Entitlement		07/01/07	06/30/12	Huong	Basic Skills 09/10 Funding - CEC (projects 2019, 2041-2046) (Allow to carryover to 6/30/12)	Chancellor's Office	304,300
2019	SAC	State	Entitlement		07/01/07	06/30/12	Huong	Basic Skills 09/10 Funding - SAC (projects 2019, 2041-2046) (Allow to carryover to 6/30/12)	Chancellor's Office	202,866
2040	SAC	State	Competitive	07/27/09	07/01/09	06/30/10	Huong	California Mathematics Diagnostic Testing Project (MDTP)	UCSD	25,036
2060	SAC/S CC	State	Entitlement	02/22/10	07/01/09	06/30/10	Cherie	CALWORKS - Child Development	Chancellor's Office	135,657

2061	SAC	State	Entitlement	02/22/10	07/01/09	06/30/10	Cherie	CALWORKS - Coord/Training/Work Study/Job Dev/Placement (SAC)	Chancellor's Office	117,751
2090	SAC	State	Entitlement	02/22/10	07/01/09	06/30/10	Cherie	CARE Program (SAC)	Chancellor's Office	59,403
2114	SAC/S CC	State	Competitive	05/12/08	12/15/07	06/30/10	Cherie	Child Development Program - Renovation and Repairs Phase 3 (SAC/CEC/SCC)	Cal. Dept. of Ed.	92,424
2120	SAC/S CC	State	Entitlement		07/01/09	06/30/10	Cherie	Child Development Program - Child Development Campus Centers	Cal. Dept. of Ed.	3,637,316
2230	SAC	State	Entitlement	02/22/10	07/01/09	06/30/10	Cherie	Disabled Students Programs and Services (DSP&S) (SAC)	Chancellor's Office	1,105,003
2250	SAC	State	Entitlement	02/22/10	07/01/09	06/30/10	Cherie	Extended Opportunities Programs & Services (EOP&S) (SAC)	Chancellor's Office	1,028,308
2284	SAC	State	Entitlement	07/27/09	07/01/09	06/30/10	Sarah	Enrollment Growth for Nursing Programs - Year 2	Chancellor's Office	186,800
2411	SAC	State	Entitlement	01/11/10	07/01/09	06/30/10	Huong	Matriculation - Credit - Admissions (SAC)	Chancellor's Office	155,172
2412	SAC	State	Entitlement	01/11/10	07/01/09	06/30/10	Huong	Matriculation - Credit - Advisement/Counseling (SAC)	Chancellor's Office	330,239
2413	SAC	State	Entitlement	01/11/10	07/01/09	06/30/10	Huong	Matriculation - Credit - Coordination & Training (SAC)	Chancellor's Office	61,163
2414	SAC- DO	State	Entitlement	01/11/10	07/01/09	06/30/10	Huong	Matriculation - Credit - Institutional Research (SAC contributed to DO)	Chancellor's Office	11,450
2415	SAC	State	Entitlement	01/11/10	07/01/09	06/30/10	Huong	Matriculation - Credit - Orientation (SAC)	Chancellor's Office	183,624
2416	SAC	State	Entitlement	01/11/10	07/01/09	06/30/10	Huong	Matriculation - Credit - Skills Assessment (SAC)	Chancellor's Office	19,049
2417	SAC	State	Entitlement	01/11/10	07/01/09	06/30/10	Huong	Matriculation - Credit - Student Follow-Up (SAC)	Chancellor's Office	185,781
2450	SAC	State	Competitive	09/28/09	07/01/09	06/30/10	Huong	Santa Ana Middle College High School (SA-MCHS) (State funds \$84,604 & ARRA \$8,821)	Chancellor's Office	84,604
2471	SAC	State	Competitive	09/14/09	07/01/09	06/30/10	Sarah	MESA (Math Engineering Science Achievement) Program	Chancellor's Office	50,568
2490	SAC	State	Entitlement	03/08/10	07/01/09	06/30/10	Huong	Matriculation - Non-Credit - CEC	Chancellor's Office	974,216
2490	CEC- DO	State	Entitlement	03/08/10	07/01/09	06/30/10	Huong	Matriculation - Non-Credit - CEC contributed to DO	Chancellor's Office	14,820
2531	SAC	State	Competitive	06/22/09	06/22/09	06/30/10	Cherie	Pharmacy Technology Mini Grant		8,000
2550	SAC	State	Financial Aid	01/11/10	07/01/09	06/30/10	Huong	Board Financial Assistance Program - Administrative Allowable - SAC	Chancellor's Office	657,336

3265	SAC	Local	Competitive	01/11/10	07/01/09	06/30/10	Cherie	Child Development Program - Training Consortium	Yosemite CCD	10,000
3310	SAC	Local	Competitive		07/01/09	09/30/10	Sarah	ARCHES CTE Multiple Pathways Initiative (Carryover)	Irvine Foundation	24,855
3311	SAC	Local	Competitive	09/14/09	07/01/09	06/30/10	Sarah	ARCHES CTE Multiple Pathways Initiative II	Irvine Foundation	50,000
3350	SAC	Local	Competitive		09/01/09	06/30/10	Cherie	Early Childhood Mentor Teacher Program		1,000
3381	SAC	Local	Competitive	03/22/10	01/01/10	12/31/10	Sarah	Faculty Inquiry Network (Yr 2)	William & Flora Hewlett Foundation	18,500
3735	SAC	Local	Competitive	07/27/09	07/01/09	06/30/10	Sarah	Nursing - Taller San Jose	Taller San Jose	4,000
3736	CEC	Local	Competitive	11/16/09	07/01/09	06/30/10	Huong	Taller San Jose - Allied Health Professional Collaborative	Taller San Jose	4,000
								TOTAL		26,514,234

APPENDIX B

Partnerships with SAC Library and Unified School Districts

Santa Ana Public Library:

May 1, 2009 -- Nealley Library hosted the first collaborative Santa Ana Public Library/SAC Nealley Library gathering. Three SAPL librarians were in attendance and activities included a tour of SAC library facilities, introduction to SAC library staff, and discussions of Nealley Library resources and services as well as a meeting to discuss future collaboration between both sectors.

IV.C.3 May 15, 2009 -- Santa Ana Public Library hosted the second collaborative Santa Ana Public Library/Santa Ana College Nealley Library meeting which included tour of the Santa Ana Public Library, introduction to library staff and discussions of services and resources. IV.C.3

July 2009 -- Delivered to SAPL Young Adult Librarian a sampling of SAC vocational program brochures representing various academic divisions. Brochures are currently located in their Teen Library Club/Young Adult group display area. At a future date SAC Librarian will attend one of SAPL's Saturday YA group sessions to inform students of possible career paths offered at SAC.

IV.C.3-4 December 11, 2009 -- Nealley Library Technology Program partnered w/Santa Ana Public Library to submit a Joint-Grant Proposal for a Laura Bush 21st Century Librarian Program Proposal.

IV.C.3-4 Goal of Grant: "to recruit future professionals in library and information science... (to) attract promising junior high, high school or college students to consider careers in library and information science through statewide or regional pilot projects employing recruitment strategies that are cost-effective and measurable."

Goals of partnership w/SAC:

- "Have representative from SAC Library Tech Program introduce the program and career opportunities in the field to two Teen Library Club Meeting Groups and three Volunteer Orientation Groups
- Have representative from SAC Library Tech Program do a presentation on the program and career pathways at OC REFORMA career fair event
- Do two fieldtrips to SAC library special program
- Recruit bi-lingual (Spanish or Vietnamese) college students from SAC LT program to participate in grant program as a paid intern at Santa Ana Public Library."

Santa Ana and Tustin Unified School Districts

- February 12, 2009 -- SAC Librarian contacted Maggie Barnes, District Librarian of Santa Ana Unified School District. Purpose of e-mail was to "re-connect", network and establish a formal working relationship between SAUSD Library operations, SAUSD libraries and the Santa Ana College Library Technology Program. IV.C.3-4
- February 18, 2009 – SAC Library Technology Program Chair, SAUSD and TUSD District Librarians agreed to meet.
- June 22, 2009 – SAC LT Program Chair was invited to address TUSD Library Media Technicians at their end-of-the-year gathering.
- October 30, 2009 – Meeting of LT Program Chair and SAUSD and TUSD District Librarians. Discussion of LT Program, current California school library budget situation and local school library district needs. IV.C.3

- December 4, 2009 – SAC Library Technology 2-hour event for SAUSD and TUSD Library Media Technicians (attended by currently employed LMTs of both school districts, many who are graduates of our LT Program) IV.C.3-4

OCLA, The Orange County Library Association <http://www1.chapman.edu/ocla/organization/oclaboard2003.html> IV.C.3

OCLA's mission is to “promote the interest of all libraries in Orange County, to develop good public relations, to provide a means of exchange of information and to promote interlibrary cooperation”. SAC has had representation on this local library association for many years, participated as an OCLA Board Member for the past 10 years, and as OCLA President since Spring of 2007.

REFORMA: the National Association to Promote Library and Information Services to Latinos and the Spanish Speaking <http://reformaoc.org>

April 3, 2009 -- Attended an all day “Library Services to Latinos” workshop held at Orange Public Library and sponsored by the OC Chapter of REFORMA: The National Association to Promote Library and Information Services to Latinos and the Spanish-Speaking.