



## SAC Strategic Plan 2012-2015

### Theme I: Student Achievement

#### A. Transfer/Program Completion B. Excellence in Teaching/Learning C. Literacy across Disciplines

#### D. Credit/Non-Credit Articulation E. Eliminate Economic Barriers for Students

GOALS	STRATEGIES/ACTIONS	PROGRESS ON GOALS (include measures—direct and indirect/qualitative & quantitative as appropriate; persons/groups responsible)
<b>A. Transfer/Program Completion: Increase transfer, progress/course completion, and attainment of certificates.</b>	<b>A.1</b> Increase completion of certificates, degrees and transfer. <b>A.2</b> Design the most efficient pathways to completion that are possible for students (engaging the elements of course design, assessment, condensed classes, educational planning, scheduling, and support services necessary for success). <b>A.3</b> Provide opportunities for student engagement and leadership that enhance their personal and professional development, sense of belonging to SAC, and persistence.	<b>Possible measures for S13 update:</b> student achievement data from non-credit to credit; from credit to four-year institutions
<b>B. Excellence in Teaching/Learning: Promote and sustain excellence in teaching and learning.</b>	<b>B.1</b> Identify innovators and expert practitioners in teaching and learning across disciplines and develop a set of initiatives to adopt promising practices college-wide.	<b>Possible measures for S13 update:</b> faculty development; student achievement data
<b>C. Literacy across Disciplines: Increase student academic literacy and learning across disciplines.</b>	<b>C.1</b> Coordinate efforts between instruction and student services to maximize literacy across disciplines. <b>C.2</b> Provide a comprehensive learning assistance center to support discipline literacy across the curriculum for all students. <b>C.3</b> Strengthen partnerships with K-12 to offer literacy-enhancement programs.	

<b>D. Credit/Non-Credit Articulation:</b> <b>Enhance cooperative efforts between credit and non-credit to encourage success in workforce preparation, transfer and basic skills.</b>	<b>D.1</b> Redesign pathways for students in non-credit programs.	<b>Possible measures for S13 update:</b> analyze the academic assessment process for accuracy of placement; check alignment of support services across the credit-non-credit bridge; add GE SLOs to non-credit courses; provide students in the SCE with the same level of facilities as the credit program.
<b>E. Eliminate Economic Barriers for Students:</b> <b>Eliminate barriers to enhance access and achievement of all learning goals for students.</b>	<b>E.1</b> Expand economic supports that help students to enroll and progress to completion. <b>E.2</b> Review and improve academic and support services to maximize student access and success. <b>E.3</b> Expand low-cost textbook options for students.	

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

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



## Theme II: Use of Technology

### A. Students B. College Environment C. Classrooms

GOALS	STRATEGIES/ACTIONS	PROGRESS ON GOALS (include measures—direct and indirect/qualitative & quantitative as appropriate; persons/groups responsible)
<b>A. Students: SAC students will graduate with skills necessary to access technology in their education and professional lives.</b>	<b>A.1</b> Determine skill sets required by discipline; revise to reflect current trends and needs. <b>A.2</b> Determine skills necessary to access technology by department/discipline. <b>A.3</b> Maintain currency in hardware and software within the curriculum	<b>Possible measures for S13 update:</b> Core Competency 3: Information Management review by department; curriculum revision and development

	to reflect the workplace.	
<b>B. College Environment: SAC will provide a technology-rich environment for faculty, staff and students.</b>	<b>B.1</b> Determine campus locations where students can access technology to improve their skills sets. <b>B.2</b> Enhance existing facilities to promote technology proficiency. <b>B.3</b> Maintain currency in hardware and software. <b>B.4</b> Provide equal access to current hardware, software and databases to offices, student labs, the library and all classrooms. <b>B.5</b> Formalize the technology staff development program. <b>B.6</b> Enhance and ensure timely, efficient and complete technology support in all offices. <b>B.7</b> Provide communication software that allows for collaboration such as blogs and wikis. <b>B.8</b> Include technology in facilities planning by coordinating college and district efforts. <b>B.9</b> Provide access to information to students, staff and faculty with disabilities <b>B.10</b> Develop alternative strategies for funding technology including endowments. <b>B.11</b> Maintain Technology Plan to be in concert with District Technology Plan	<b>Possible measures for S13 update:</b> analyze: registration; wireless access on campuses; portal status; check web pages; staff development program; check software; updates of Datatel/Colleague; status of state-of-the-art specialty technology for students with disabilities; technology in the Nealley Library and at SCE; student printing solution
<b>C. Classrooms: SAC will provide innovative instructional technologies that will enable faculty to enhance and facilitate student learning.</b>	<b>C.1</b> Mediate remaining classrooms <b>C.2</b> Update, replace and standardize technology in existing classrooms and offices every four years. <b>C.3</b> Enhance and ensure timely, efficient and complete support in all classrooms and offices. <b>C.4</b> Fully develop an instruction design team and training program to support faculty which includes facilities, personnel and a responsive organization. <b>C.5</b> Continue to maintain and increase quality of distance education (defined by a set of rubrics and included in program	

	review) and the quantity of hybrid and online courses.	
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**Link to college-wide participatory governance and other groups:** Planning and Budget Committee; Facilities Committee; SACTAC; TAG; Academic Senate, all departments

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



### **Theme III: Innovation**

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

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

	<p>Plans for all students</p> <p><b>A.3 Operational Support:</b></p> <ul style="list-style-type: none"> <li>• Investigate managed enrollment options</li> <li>• Seek ongoing input from classified staff regarding potential means of innovation in their respective work areas</li> <li>• Investigate options for obtaining and maximizing fiscal resources</li> </ul>	
<p><b>B. Embrace Scholarship and Inquiry:</b>  <b>Promote high standards of scholarship/intellectual inquiry and provide the tools for ongoing learning.</b></p>	<p><b>B.1</b> Create an environment in which students are encouraged to excel</p> <p><b>B.2</b> Through dialogues within program review, establish strategies to increase student success and achievement rates</p> <p><b>B.3</b> Maintain a research-based approach to teaching and learning</p> <p><b>B.4</b> Utilize the institutional core competencies as a base for planning efforts in all areas, i.e., academic affairs, student services, administrative services</p> <p><b>B.5</b> Provide students with opportunities to develop both hard and soft skills in an academic environment which they may bring into the workforce and their personal endeavors</p>	
<p><b>C. Access/Outreach:</b>  <b>Enhance opportunities for student access to non-traditional delivery modes</b></p>	<p><b>C.1</b> Offer traditional and non-traditional classes 24/7</p> <p><b>C.2</b> Reach traditional and non-traditional students</p> <p><b>C.3</b> Offer access to innovative student support services for non-traditional modes of delivery</p> <p><b>C.4</b> Enhance the Distance education [program to be consistent with the standards of instructional quality and effectiveness of the traditional model]</p> <p><b>C.5</b> Assess SLOs to glean accurate student success data, and create appropriate interventions</p> <p><b>C.6</b> Narrow the achievement gap between distance education and</p>	

	traditional classroom instruction <b>C.7</b> Maintain a faculty development program for teaching in distance education mode	
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**Link to college-wide participatory governance and other groups:** Academic Senate, Curriculum and Instruction Council, Teaching Learning Committee; Student Success Committee; BSI; SACTAC

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



#### **Theme IV: Community**

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

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

	institutional practices <b>D.4</b> Develop environmentally-friendly practices to apply at the college and in the community environment	
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**Link to college-wide participatory governance and other groups: Academic Senate, Facilities Committee, Teaching Learning Committee; Planning and Budget Committee; Environmental Workgroup; SACTAC; Administrative Services**

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

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



### **Theme V: Workforce Development**

**A. Partnerships & Relationships; B. Skills Across the Curriculum; C. Skilled Employees; D. Practical Work Experience; E. Career and Educational Pathway Planning**

<b>GOALS</b>	<b>STRATEGIES/ACTIONS</b>	<b>PROGRESS ON GOALS (include measures—direct and indirect/qualitative &amp; quantitative as appropriate; persons/groups responsible)</b>
<b>A. Partnerships &amp; Relationships: Develop industry partnerships &amp; alumni relationships</b>	<b>A.1</b> Coordinate Advisory Committee meetings with business partners and secondary schools (e.g. Vital Link, CTE Partnerships)  <b>A.2</b> Maintain relations with industry partners to attract monetary and other donations (e.g. current technology) for CTE programs.	

	<p><b>A.3</b> Create an Alumni Network</p> <p><b>A.4</b> Increase visibility of CTE programs to employers, universities and the community at large.</p>	
<p><b>B. Skills Across the Curriculum: Integrate basic and technical skills with employability and workplace competencies, to address workforce needs.</b></p>	<p><b>B.1</b> Work with math and English (reading &amp; writing) to develop contextualized instruction/curriculum for CTE students.</p> <p><b>B.2</b> Infuse soft/employability skills and training into CTE classes.</p> <p><b>B.3</b> Support faculty professional development to maintain current industry knowledge and best practices across the CTE curriculum.</p>	
<p><b>C. Skilled Employees: Support regional workforce development by becoming the primary local source of skilled employees</b></p>	<p><b>C.1</b> Launch new CTE programs to meet regional employer needs.</p> <p><b>C.2</b> Maintain and enhance CTE programs to meet industry requirements and accreditation/licensing body standards.</p> <p><b>C.3</b> Promote CTE programs to regional employers to increase student employment opportunities.</p>	
<p><b>D. Practical Work Experience: Provide practical work experience SAC students</b></p>	<p><b>D.1</b> Enhance internships and work-based learning through utilization of the Career Center and Service Learning Center.</p> <p><b>D.2</b> Prepare students for Practical Work Experience placement by utilizing Work Experience Coordinator(s).</p>	
<p><b>E. Career and Educational Pathway Planning: Develop and teach educational pathways leading to degree and certificate completion.</b></p>	<p><b>E.1</b> Expand strategic alignment with local high schools, universities and other colleges, and CTE Partnerships.</p> <p><b>E.2</b> Enhance counseling involvement in CTE student Career &amp; Education planning.</p>	



	<b>E.3</b> Utilize technology to provide CTE students with Education Planning.	
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**Link to college-wide participatory governance and other groups: Academic Senate, Teaching Learning Committee; Planning and Budget Committee; SACTAC; CTE regional committees**

**Link to other documents: Program review documents; Budget plans**



### **Theme VI: Emerging American Community**

**A. Local and Global Responsibility; B. Cross-cultural Education; C. Cross-disciplinary Education; D. Increase “Green” Efforts; E. Accountability and Transparency**

<b>GOALS</b>	<b>STRATEGIES/ACTIONS</b>	<b>PROGRESS ON GOALS (include measures—direct and indirect/qualitative &amp; quantitative as appropriate; persons/groups responsible)</b>
<b>A. Local and Global responsibility: Promote individual and collective awareness at the local and global level</b>	<b>A.1</b> Continue existing efforts, including Voter Registration, Service learning, Citizenship Day, Constitution Day; reinforce as appropriate in courses across the discipline. <b>A.2</b> Promote collective awareness of local and global issues. <b>A.3</b> Support our role in the community as a place of welcome for special populations.	
<b>B. Cross-cultural Education: Educate the faculty, staff, students and community regarding <i>Emerging American Culture</i>, the cultural polyglot that has transformed us and our community, promoting greater awareness and global enrichment</b>	<b>B.1</b> Foster a culture of conservation and recycling. <b>B.2</b> Increased awareness of individual accountability for the environment. <b>B. 3</b> Continue to advocate for mass transit solutions/options in conjunction with community leaders. <b>B.4</b> Promote increased use of electronic copy for classroom use in lieu of hard copy handouts.	
<b>C. Cross-disciplinary collaboration: Create an environment among faculty, staff and students that encourages cross-disciplinary collaboration, activities</b>	<b>C.1</b> Create discussions on the new and emerging attitudes regarding ethnicity and self-identification. <b>C.2</b> Provide opportunities for faculty, staff and students to share how the cross-cultural nature of SAC has transformed our lives, our learning and	

<b>and dialogues.</b>	our practices (example: classroom conversations or college wide blog).	
<b>D. Increase “Green” efforts</b>	<b>D.1</b> Create Cross disciplinary learning communities and events. <b>D.2</b> Encourage interdisciplinary best practices sessions to identify examples of the application of cross-disciplinary SLO’s (example: Freshmen experience).	
<b>E. Transparency and Accountability: Define roles, responsibilities and processes within the college community and make them easily accessible</b>	<b>E.1</b> Define processes, roles and responsibilities in the community college environment. <b>E.2</b> Ensure Information on college processes will be easily available to the college community. <b>E.3</b> Maximize electronic communications that are user friendly and easily accessible in support of goal	

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

bnj/06-04-12