

Santa Ana College 2014-2016 Strategic Plan Update

Principles for effective practices

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

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

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

Strategic Plan Area I: STUDENT ACHIEVEMENT

Broad Goals	Measurable Objectives	Strategies for Action	Lead(s)	Progress on Goals
College Access (Vision Themes I, IV & VI, Student Achievement, Community, & New American Community)	Financial support for students will increase. 50% of feeder school graduates will attend SAC & enrollment goals will be met. The SAC population will mirror the demography of its service area. Educational & community partners will support college-going with integrated strategies/measures.	Activate a comprehensive outreach initiative. Expand SCE student transition program efforts and curricular alignment between noncredit and credit. Increase financial aid and scholarship support to new/continuing students at SAC.	Cabinet Student Success (VPSS)	Financial Aid Awards: In 2007-08 12,714 students were awarded \$16,552,471 in grant aid. In 2012-13 that grew to 18,444 students & \$37,225,284, a 69% participant and a 44% funding increase. SAC Scholarships: In 2012, 530 awards totaling \$309,677 were made. In 2013, 824 scholarships totaling \$343,140 were awarded, a 64% increase in scholarships & \$33,463 in awarded funds. Feeder School Attendance: In 2012 30% attended SAC. In 2013,35%. In 2013-14, 40% of SAUSD students matriculated to SAC. We are on track to increase further in 14-15. Also, a new comprehensive Higher Education Center opened in the Main Library in Santa Ana in May 2014. Integrated Strategic Plans are being updated for SAC and its segmental partners.

				<p>SAC's service area in comparison to enrollment</p> <table border="1"> <thead> <tr> <th>Group</th> <th>Service Area %</th> <th>% @ SAC</th> <th>Goal</th> </tr> </thead> <tbody> <tr> <td>White</td> <td>15%</td> <td>14%</td> <td>+1%</td> </tr> <tr> <td>Latino</td> <td>71%</td> <td>64%</td> <td>+ 7%</td> </tr> <tr> <td>Asian</td> <td>11%</td> <td>11%</td> <td>Maintain</td> </tr> <tr> <td>AA</td> <td>1%</td> <td>2%</td> <td>Maintain</td> </tr> </tbody> </table>	Group	Service Area %	% @ SAC	Goal	White	15%	14%	+1%	Latino	71%	64%	+ 7%	Asian	11%	11%	Maintain	AA	1%	2%	Maintain																																		
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<p>Successful Course Completion (Vision Theme I, Student Achievement)</p>	<p>73% of SAC students will successfully complete their courses by 2015-16, while achievement gaps between groups are reduced.</p> <p>Increase noncredit course completion in ABE, ESL, High School Subjects, and CTE by 20% by 2016.</p>	<ol style="list-style-type: none"> 1. Provide all incoming students with orientation & an educational plan. 2. Expand high demand course sections (English, math, gen ed) to give more students critical courses early in college. 3. Improve Early Alert system for students. 4. Offer adequate co-curricular learning resources within & beyond the classroom. 5. Expand SCE efforts to ensure noncredit students have pathways & completion-centered services. 6. Offer professional development on NC grading standards. 	<p>Student Success (also BSI, TLC, SACTAC) All VP's</p>	<table border="1"> <thead> <tr> <th>SAC Credit Course Completion</th> <th>2012-13 (actuals)</th> <th>2013-14 (analysis pending)</th> <th>2014-15 (school yr underway)</th> <th>2015-16 (future)</th> </tr> </thead> <tbody> <tr> <td>Overall Percentage*</td> <td>67%</td> <td>69%</td> <td>71%</td> <td>73%</td> </tr> <tr> <td>White</td> <td>57.4%</td> <td>62%</td> <td>67%</td> <td>73%</td> </tr> <tr> <td>Latino</td> <td>41.3%</td> <td>51%</td> <td>61%</td> <td>73%</td> </tr> <tr> <td>Asian</td> <td>66.1%</td> <td>68.5%</td> <td>71%</td> <td>73%</td> </tr> <tr> <td>African American</td> <td>45.9%</td> <td>53%</td> <td>63%</td> <td>73%</td> </tr> </tbody> </table> <p>*RSCCD Research</p> <table border="1"> <thead> <tr> <th colspan="4">2012-13 (fall/spring) Noncredit Course Completions</th> </tr> <tr> <th></th> <th>Completed</th> <th>Satisfactory Progress</th> <th>D, F, NP</th> </tr> </thead> <tbody> <tr> <td>ABE</td> <td>45%</td> <td>54%</td> <td>1%</td> </tr> <tr> <td>ESL</td> <td>42%</td> <td>53%</td> <td>6%</td> </tr> <tr> <td>HS SUBJECTS</td> <td>57%</td> <td>33%</td> <td>10%</td> </tr> <tr> <td>VOCATIONAL</td> <td>28%</td> <td>67%</td> <td>6%</td> </tr> </tbody> </table> <p>NC Measures: 2013 baseline of 13,072 will increase to 15,686 by 2016.</p> <p>In 2012 70% of incoming freshman received orientation. This number grew to 75% in 2013. The SSSP Plan is expanding the scope of early intervention on campus and we expect the number of incoming students who receive orientations and education plans to rise to 95% by 2016.</p>	SAC Credit Course Completion	2012-13 (actuals)	2013-14 (analysis pending)	2014-15 (school yr underway)	2015-16 (future)	Overall Percentage*	67%	69%	71%	73%	White	57.4%	62%	67%	73%	Latino	41.3%	51%	61%	73%	Asian	66.1%	68.5%	71%	73%	African American	45.9%	53%	63%	73%	2012-13 (fall/spring) Noncredit Course Completions					Completed	Satisfactory Progress	D, F, NP	ABE	45%	54%	1%	ESL	42%	53%	6%	HS SUBJECTS	57%	33%	10%	VOCATIONAL	28%	67%	6%
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<p>Persistence</p> <p>(Vision Theme I, Student Achievement)</p>	<p>80% of SAC degree-seeking students will persist to a 2nd semester of study & 70% will persist to a 3rd semester, while shrinking achievement gaps between groups.</p>	<p><i>Note: Strategies above also apply to persistence.</i></p> <p>Students will make a significant connection with another person at the college as soon as possible.</p> <p>Develop strategies to minimize persistence gaps by ethnicity.</p>	<p>Student Success (also BSI, TLC, SACTAC) All VP's</p>	<p>SAC has implemented a significant student success pilot project, Adelante, which is presently serving almost 3,000 students and has shown significant improvements in student persistence. These strategies are being scaled as part of SAC's strategic planning through 3SP and Student Equity as well as departmental efforts.</p> <p>Student connection data will be developed via the Student Satisfaction Survey in the 2014-2015 academic year.</p> <p>SAC Student Persistence to a 2nd Semester*</p> <table border="1" data-bbox="1192 441 2045 724"> <thead> <tr> <th>Group</th> <th>2012-13 Percent Persisting*</th> <th>2013-14 Persistence GOAL</th> <th>2014-15 Persistence GOAL</th> <th>2015-16 Persistence GOAL</th> </tr> </thead> <tbody> <tr> <td>Overall</td> <td>74.1%</td> <td>76%</td> <td>78%</td> <td>80%</td> </tr> <tr> <td>White</td> <td>78.6%</td> <td>79%</td> <td>80%</td> <td>80%</td> </tr> <tr> <td>Latino</td> <td>69.5%</td> <td>73%</td> <td>77%</td> <td>80%</td> </tr> <tr> <td>Asian</td> <td>73.7%</td> <td>76%</td> <td>78%</td> <td>80%</td> </tr> <tr> <td>AAmerican</td> <td>70.3%</td> <td>73%</td> <td>77%</td> <td>80%</td> </tr> </tbody> </table> <p>2015-2016 Goal: 80% overall persistence to a 2nd semester & 70% to a 3rd semester for degree seeking students.</p>	Group	2012-13 Percent Persisting*	2013-14 Persistence GOAL	2014-15 Persistence GOAL	2015-16 Persistence GOAL	Overall	74.1%	76%	78%	80%	White	78.6%	79%	80%	80%	Latino	69.5%	73%	77%	80%	Asian	73.7%	76%	78%	80%	AAmerican	70.3%	73%	77%	80%																														
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<p>ESL & Basic Skills Completion</p> <p>(Vision Theme I, Student Achievement)</p>	<p>Successful course completion of ESL and Basic Skills courses will increase by 2% annually while closing gaps by ethnicity between now and 2016. Increase noncredit ESL, ABE, and High School Subjects course completion by 5% per year.</p> <p>Integrate basic/technical skills with employability and workplace competencies, to address workforce needs.</p>	<ol style="list-style-type: none"> Innovative basic skill success strategies will be continued, expanding course acceleration and support services. Work with math and English (reading & writing) to develop contextualized instruction/curriculum for CTE students. 	<p>Student Success (also C&I, BSI, TLC, more) All VP's</p> <p>VPAA, CTE Deans, Student Success (also C&I, BSI)</p>	<p>SAC Basic Skills Completion: MATH*</p> <table border="1" data-bbox="1192 899 2045 1146"> <thead> <tr> <th>Group</th> <th>2012-13 ACTUAL</th> <th>2013-14 GOAL</th> <th>2014-15 GOAL</th> <th>2015-16 GOAL</th> </tr> </thead> <tbody> <tr> <td>Overall</td> <td>43.5%</td> <td>45.5%</td> <td>47.5%</td> <td>50%</td> </tr> <tr> <td>White</td> <td>51.2%</td> <td>51.5%</td> <td>52%</td> <td>52.5%</td> </tr> <tr> <td>Latino</td> <td>41%</td> <td>44%</td> <td>47%</td> <td>50%</td> </tr> <tr> <td>Asian</td> <td>55.1%</td> <td>55.5%</td> <td>56%</td> <td>56.5%</td> </tr> <tr> <td>AA</td> <td>40.6</td> <td>44%</td> <td>47%</td> <td>50%</td> </tr> </tbody> </table> <p>SAC Basic Skills Completion: ENGLISH*</p> <table border="1" data-bbox="1192 1218 2045 1464"> <thead> <tr> <th>Group</th> <th>2012-13 ACTUAL</th> <th>2013-14 GOAL</th> <th>2014-15 GOAL</th> <th>2015-16 GOAL</th> </tr> </thead> <tbody> <tr> <td>Overall</td> <td>38.7%</td> <td>41%</td> <td>43%</td> <td>46%</td> </tr> <tr> <td>White</td> <td>45.9%</td> <td>46%</td> <td>47%</td> <td>48%</td> </tr> <tr> <td>Latino</td> <td>36.5%</td> <td>39%</td> <td>42%</td> <td>46%</td> </tr> <tr> <td>Asian</td> <td>50.5%</td> <td>51%</td> <td>51.5%</td> <td>52%</td> </tr> <tr> <td>AA</td> <td>35.7%</td> <td>38.5%</td> <td>43%</td> <td>46%</td> </tr> </tbody> </table>	Group	2012-13 ACTUAL	2013-14 GOAL	2014-15 GOAL	2015-16 GOAL	Overall	43.5%	45.5%	47.5%	50%	White	51.2%	51.5%	52%	52.5%	Latino	41%	44%	47%	50%	Asian	55.1%	55.5%	56%	56.5%	AA	40.6	44%	47%	50%	Group	2012-13 ACTUAL	2013-14 GOAL	2014-15 GOAL	2015-16 GOAL	Overall	38.7%	41%	43%	46%	White	45.9%	46%	47%	48%	Latino	36.5%	39%	42%	46%	Asian	50.5%	51%	51.5%	52%	AA	35.7%	38.5%	43%	46%
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<p>Diploma, Degree, Certificate, & Transfer Completion</p> <p>(Vision Themes I & III, Student Achievement and Innovation)</p>	<p>Overall Goal: Have a college degree or certificate in every home in Santa Ana while eliminating attainment gaps by ethnicity by 2025, 1,777 more annually from all sources.</p> <p>Develop class schedules to increase program pathway completion rates.</p> <p>Develop Associate Degrees for Transfer (ADT's), and CTE certificates and degrees to meet student needs.</p> <p>Increase High School Diploma completion 33% by 2016 and Career Development & College Preparation (CDCP) state approved non-credit certificates 50% by 2016.</p>	<p><i>Note: All strategies above also support completion.</i> Develop a Degree Audit system to improve tracking and pathway interventions.</p> <p>Project the number of classes needed and length of time for students to progress through classes that lead to completion of transfer, CTE, and basic skill pathways.</p> <p>Identify, develop and/or revise courses to include in ADT, CTE pathway programs, basic skill and pre-requisite courses.</p> <p>Prioritize actions that address the most significant gaps in terms of their overall impact on completion & equity. Expand High School Diploma and CDCP educational planning and course offerings at locations throughout Santa Ana to increase completions.</p>	<p>Cabinet, Student Success (also C&I, BSI, TLC, and more)</p> <p>Academic & Student Services Deans</p> <p>Department Chairs</p>	<p>SAC Degree Completion Snapshots</p> <table border="1" data-bbox="1192 407 2053 657"> <thead> <tr> <th>Group</th> <th>2012-13 ACTUAL</th> <th>2013-14 GOAL</th> <th>2014-15 GOAL</th> <th>2015-16 GOAL</th> </tr> </thead> <tbody> <tr> <td>Overall</td> <td>43.5%</td> <td>45.5%</td> <td>47.5%</td> <td>50%</td> </tr> <tr> <td>White</td> <td>51.2%</td> <td>51.5%</td> <td>52%</td> <td>52.5%</td> </tr> <tr> <td>Latino</td> <td>41%</td> <td>44%</td> <td>47%</td> <td>50%</td> </tr> <tr> <td>Asian</td> <td>55.1%</td> <td>55.5%</td> <td>56%</td> <td>56.5%</td> </tr> <tr> <td>AA</td> <td>40.6</td> <td>44%</td> <td>47%</td> <td>50%</td> </tr> </tbody> </table> <p>SAC Certificate/Degree/Transfer Completion SS Scorecard Cohorts</p> <table border="1" data-bbox="1192 803 2053 1053"> <thead> <tr> <th>Group</th> <th>2012-13 ACTUAL</th> <th>2013-14 GOAL</th> <th>2014-15 GOAL</th> <th>2015-16 GOAL</th> </tr> </thead> <tbody> <tr> <td>Overall</td> <td>46%</td> <td>49%</td> <td>53%</td> <td>56%</td> </tr> <tr> <td>White</td> <td>53.8%</td> <td>54%</td> <td>55%</td> <td>56%</td> </tr> <tr> <td>Latino</td> <td>39.6%</td> <td>45%</td> <td>50%</td> <td>56%</td> </tr> <tr> <td>Asian</td> <td>62.1%</td> <td>62.6%</td> <td>63%</td> <td>63.5%</td> </tr> <tr> <td>AA</td> <td>54.5%</td> <td>55%</td> <td>55.5%</td> <td>56%</td> </tr> </tbody> </table> <p>Based on an analysis of incoming students' placement scores and overall demand, course seats have been expanded by 25% for new freshman, with daily analysis and adjustments to expand this further in progress as part of SAC's Enrollment Management Team.</p> <p>Current baseline for SCE High School Diplomas based upon a three year average from 2011-2014 is 166. This will rise to 221 by 2016.</p> <p>Current baseline for Career Development College Preparation Certificates of completion based upon a three year average from</p>	Group	2012-13 ACTUAL	2013-14 GOAL	2014-15 GOAL	2015-16 GOAL	Overall	43.5%	45.5%	47.5%	50%	White	51.2%	51.5%	52%	52.5%	Latino	41%	44%	47%	50%	Asian	55.1%	55.5%	56%	56.5%	AA	40.6	44%	47%	50%	Group	2012-13 ACTUAL	2013-14 GOAL	2014-15 GOAL	2015-16 GOAL	Overall	46%	49%	53%	56%	White	53.8%	54%	55%	56%	Latino	39.6%	45%	50%	56%	Asian	62.1%	62.6%	63%	63.5%	AA	54.5%	55%	55.5%	56%
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				2011-2014 is 1,661. This will rise to 2,492 by 2016.
	Increase the number of Continuing Education High School graduates that transition from non-credit to credit by 9% each year.	Expand the SCE matriculation process to include transition to college planning, with associated professional development for all SCE faculty & staff. Personalize outreach to potential SCE grads (HS subjects students with less than 20 credits remaining) to facilitate completion and college-going.	Student Success (also C&I, BSI, TLC an more) ALL VP's	Between 2011and 2013, 24% of SCE high school completers enrolled at SAC credit. The goal is to increase this number by 9% per year. By 2016, 50% of SCE graduates will matriculate into the college credit program.
	Increase the number of students who transition from noncredit programs to credit programs by 25% per year through 2016.	Hold CR/SCE faculty dialogues focused on math (special focus is HS math grad requirement), ESL, English & CTE to enhance academic pathways and strengthen the pathway into and through college, including outreach & counseling.	Student Success ALL VP's	Current baseline for transition from noncredit to credit based upon a three year average from 2011-2014 is 724. This will rise to 905 by 2016.
Workforce Development (Vision Theme V, Workforce Development)	Develop and enhance CTE programs to support regional workforce needs as the primary local source of skilled labor.	<ol style="list-style-type: none"> 1. Launch and update CTE programs to meet regional employer needs. 2. Maintain and enhance CTE programs to meet industry and accreditation/licensing body standards. 	VPAA, CTE Deans, CTE Faculty, CIC, WFDC & Advisory Committees	<p>New and updated CTE courses and programs submitted to CIC.</p> <p>SAC CTE programs that are accredited by industry associations has grown (details for these bullets are still under development).</p> <p>A CTE Student Success Center has been established at SAC.</p>

Excellence in	Ensure that faculty	• Assess and improve	President's	In FY 13-14, a budget line item was included in the adopted
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Teaching & Learning (Vision Themes I & III, Student Achievement and Innovation)	and staff at SAC have access to student success-centered professional development.	SAC's professional development program <ul style="list-style-type: none"> • Dedicate resources to stabilize offerings. • Survey staff & research best practices for local application. 	Cabinet -College Council -The Academic Senate	budget at SAC earmarked for professional development, which was continued for 2014-2015. -A reorganization established a college office for professional development with dedicated staffing, centered on classified staff interests and needs. -Expanded faculty assignments dedicated to professional development have been established and an on-going faculty workgroup to assess, design, and implement an expanded program has been established.
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Strategic Plan Area II: Student Achievement Budget & Infrastructure (technology, fiscal, facilities)

Broad Goals	Measurable Objectives	Strategies for Action	Lead(s)	Progress on Goals
Provide technology infrastructure that promotes effective instruction, and student success. (Vision Themes I, II, & III, Student Achievement, Use of Technology, and Innovation)	1. Update Technology Plan. Plan will include hardware and software standards and replacement criteria. The plan will identify technology initiatives for the next three years. 2. A funding plan will be included to support plan initiatives 3. Mediate 80% of all classrooms by 2015-16.	-Convene workgroup rooted in SACTAC to update the tech plan. -Fund tech plan top priorities, including TCO. -Confirm classroom mediation standards & develop a plan for bringing all classrooms up to that standard by 2015-2016.	-VP SCE -VP Admin Services -DIST ITS -DIST ITS	-An update to the SAC Technology Plan was begun by SAC TAC in 2013-14. -SAC TAC has been reorganized under the Planning & Budget Committee to better align technology and fiscal resources. -A dedicated technology fund was included and expended in the FY 13-14 budget, and is continued in the FY 14-15 tentative budget. -Developed a process in 13/14 to track SAC expenditures related to technology in Funds 11/12/13/79, and instructional equipment. -FY 13-14 tech expenditures exceeded \$1,468,505.

<p>Increase transfer, progress/course completion & attainment of certificates (Vision Themes I & II, Student Achievement & Use of Technology)</p>	<p>1. Maintain the college's fiscal stability in order to invest in student success by ending the fiscal year with a 3% ending balance</p>	<p>-Further integrate the planning and budgeting process in accordance with core college mission and goals -Acquire and manage funding to support student success initiatives</p>	<p>-President's Cabinet</p>	<p>-FY 13-14, created a contingency reserve of 20% of ending balance funds to be used in times of campus emergency, including the need to increase FTES to meet targets. -In FY 13-14, analyzed and revised the Resource Allocation Request process (RAR) to align institutional planning to fiscal resources. Made improvements for FY 14-15 RAR planning. -Training of management team members was provided on the RAR process in FY 13-14. -Purchased TracDat in FY 13-14 to support better integration and reporting related to planning and budgetary resources. -A Career Planning CTE Student Success Center was established to support targeted persistence & completion efforts in CTE programs.</p>
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Strategic Plan Area III: Community Awareness and Engagement

Broad Goals	Measurable Objectives	Strategies for Action	Lead(s)	Progress on Goals
<p>Promote awareness of college programs and services regionally (Vision Themes II, IV, & VI, Use of Technology, Community, & New American Community)</p>	<p>-SAC will establish marketing and outreach campaigns to attract new students. - College information is available in multiple electronic formats that is accessible to the community -College presence in the community will expand.</p>	<p>-Community-based Higher Education Centers will be established. -Our marketing/outreach strategy will include academic and student services personnel and be customized to completion course needs, with highly targeted messaging. -Parent community outreach efforts will be expanded. - Updated college information will be available through the web, mobile platforms, & social networking sites.</p>	<p>-ALL VP's -SAC Management -DIST ITS</p>	<ul style="list-style-type: none"> • All SAC managers and department chairs are actively engaged in outreach/in-reach to maximize access to needed courses & services. • A One-Stop Higher Education Center at the Downtown Main Library was officially opened in May 2014. • Parent outreach activities reached nearly 40,000 Santa Ana parents through partnership activities in the 2013-2014 academic year. • A Partnership newsletter was established and is published quarterly on-line. It is also pushed out to an extensive list of community partners and stakeholders. • SAC's Veteran's Resource Center expanded its community presence through outreach and collaboration with more than 10 veteran-centered community partners.

<p>Implement the SAC Facilities Master Plan to deliver a physical facility that meets the current and future needs of our campus community. (Vision Themes I, II, & III, Student Achievement, Use of Technology, & Innovation)</p>	<p>-Implement the construction projects as identified in the 2014 Facilities Master Plan -Develop and implement a sustainability plan in accordance with the RSCCD Sustainability Committee</p>	<p>-Monitor progress, report regularly to the campus community -Identify opportunities at SAC to implement sustainable practices, with conservation of resources and a reduction in carbon footprint being focal points</p>	<p>-VP Admin Services, DIST Facilities</p>	<p>-SAC has updated the Facilities Master Plan in FY 2013-14. -Building G project was completed. -Perimeter project contract completed in 2013-14. -The Planetarium is expected to be complete by Feb. 2015. -The Village/Lot 11 expansion is complete. -The Dunlap Hall upgrade is underway. -The Central Plant design is in progress. -Chavez forensic evaluation completed in 2013-14. -Johnson Center programming completed, architectural services was awarded on September 8, 2014. -Purchased lot at 17th & Bristol, temporary use plan to support campus construction has been activated. -In 2013/14 completed the development of a District-wide sustainability plan with specific activities and goals for SAC. -Activated Master-Plan sensitive emergency preparedness training, which will continue in the 2014-15 year.</p>
<p>Internships: Provide on-the- job work experience (Vision Theme V, Workforce Development)</p>	<p>Enhance internship and work-based learning opportunities for CTE students.</p>	<p>Develop an internship program connecting CTE and Work Experience curriculum to student placement in local companies.</p>	<p>VPAA, CTE Deans, WFDC, Internship Coordinator, Work Experience Faculty</p>	<p>A part-time internship coordinator was hired in Fall 2013. Successes include creating student Career Readiness Orientations, student interview preparation training, and achieving student placements in industry.</p>

Strategic Plan Area IV: Innovation

Broad Goals	Measurable Objectives	Strategies for Action	Lead(s)	Progress on Goals
<p>Enhance opportunities for access to nontraditional instructional & student service delivery methods. (Vision Themes I, II, & III, Student Achievement, Use of Technology, & Innovation)</p>	<p>1. Expand online programs and services for students, faculty and staff. 2. Implement on-line student orientations.</p>	<p>-Provide online academic planning resources for students - Provide online orientation for incoming students - Provide student registration services through a mobile application. -Provide noncredit</p>	<p>-All VP's in partnership with faculty and management leaders -DIST ITS</p>	<ul style="list-style-type: none"> SAC has launched a complete on-line degree program that will debut in the 2014-2015 academic year. SAC has developed a new on-line orientation for students that will be available in association with the fall 2014 semester.

		students access to webadvisor for registration & other services.		This is on the ITS priority list and will be followed up on by the Associate Registrar for further implementation.
	2. Expand and improve the effectiveness of the Distance Education offerings as measured from baseline.	- Provide staff development for all distance education instructors. - Expand DE instructional design resources.	-VP of Academic Affairs	Specific progress metrics include expanding the academic success & course completion rates for distance education and expanding related faculty professional development offerings. This area received special attention in SAC's Fall Flex professional development offerings for faculty.
Foster a culture of inquiry and innovation to enhance student success. (Vision Themes I, II, & III, Student Achievement, Use of Technology, & Innovation)	1. Enhance student success as determined by student learning outcomes and service unit outcomes.	-Continue to integrate student learning outcomes, program learning outcomes, and institutional learning outcomes into program planning/review processes college wide (TracDat). -Develop and launch an Office of Institutional Effectiveness.	-President's Cabinet, academic and service departments college-wide	-FY 13-14, SLOs and SUOs were tied more directly to resource allocation by the RAR process, and analyzed and revised for the FY 14-15 budget development cycle. -In late FY 13-14, TracDat was purchased and began implementation. This tool will aid in streamlining, organizing, and tying together the resource allocation request process and program SLO/SUOs for the institution. -In late FY 13-14, a funding plan was established that allows for the funding of an Office of Institutional Effectiveness.
	2. Improve efficiency of administrative processes.	-Develop automated systems for processing ongoing and regular administrative functions.	-VP Admin Services -DIST ITS	-Admin Services worked with Dist Fiscal in FY 13-14 to develop cash flow reporting for each individual department to track expenditures and budget performance. -Training on the new cash flow reports was provided in FY 13-14 to division level support staff and the entire management team.

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

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