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 2008
A. Literacy across disciplines Increase student academic literacy and learning across disciplines	A.1 Define "academic literacy" and how it integrates with SLOs	A.1 Academic Literacy and Learning Committee minutes	A.1 VP of Academic Affairs (VPAA); Basic Skills/ Literacy Coordinator; Academic Literacy & Learning Workgroup; Title V Coordinator	A.1. Definitions have been created and vetted through the BSI Task Force and the Academic Literacy and Learning Committee for both Basic Skills and Academic Literacy. A.1. Seven broad areas for institutional Core Competencies have been established and linked to SLOs for literacy and learning work at the college through college-wide committees as well as individual departments.
	A.2 Develop, expand, and increase effectiveness of coordinated programs between instruction, student services, and community outreach.	A.2 General survey of faculty, students and staff about their program involvement and their assessment of programs A.2 Follow-up surveys with focus on academic literacy and learning outcomes of programs.	A.2 VPAA; VP of Student Services (VPSS); Basic Skills/ Literacy Coordinator *(A.1-2: Fall 2007)*	A.2. The following surveys have been undertaken in an effort to assess the extent to which academic & co-curricular programming is linked and the effectiveness of such efforts where they exist. • The CCCSSE • Service Learning Program Evaluation • FEP program assessment • EOPS program assessment • SSTI, i2T2, Research Scholars,

				U-LINK assessments • Research Department surveys (of current & former students) • There are a total of 11 faculty development workshops planned that will be held 2008-09. • The Basic Skills/Literacy Coordinator has attended the College Reading and Learning Association (CRLA) National Conference, the National Association of Developmental Education (NADE) National Conference, and the Structured Learning Assistance (SLA) symposium. All of these are related to A and D. The information/content from all three conferences will be disseminated over the summer to faculty and a website will be created to continue the lines of communication from these sources.
	A.3 Pilot *Degrees of Reading Proficiency* testing in Anthropology, Women's Studies and Reading Departments.	A.3 Published results of pilot study	A.3 Chairs Anthropology/Women's Studies; Reading; Basic Skills Coordinator (A.3: Fall 2007)	A.3. Part of the pilot has been completed in selected anthropology courses.
	A.4 Provide comprehensive learning assistance center for all basic/ developmental skills across curriculum.	A.4 Explore the options of either co-locating or otherwise linking existing programs & services at SAC.	A.4 VPAA; VPSS (A.4: 2007-2008 academic year*)*	A.4. Discussions have occurred about co-locating academic support programs on the second floor of the library on an incremental basis, building on the Math Study Center, the Success Center, and the Testing Center, which are already in place. This effort is coordinated with campus construction activities and dialogue is continuing.

	A.5 Strengthen partnerships with K-12 to offer literacy-enhancement programs accessible at local schools and community centers.	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	A.5 VPAA; VPSS; Various departments (A.5: Fall 2007 – Spring 2010)	A.5. The primary work in this area has centered on collaborative efforts between SAC and SAUSD to support secondary student success in the CAHSEE. A three-part program coordinated across credit and non-credit at SAC has been piloted and is slated for expansion in 2008-09.
	A.6 Through Title V grant, hire a literacy coordinator to coordinate the learning centers for students.	A.6 Applied for grant summer 2007	A.6 VPAA; VPSS; Basic Skills/ Literacy Coordinator; Title V Coordinator (A.6: Hire literacy coordinator – to be determined)	A.6. A Title V grant was not initially funded by the USDE; it is now funded with a starting date of October 2008. Planning work has been restarted, with an early focus on staffing including this position and an instructional designer.
	A.7 In monthly workshops, enhance faculty skills in a variety of strategies, which will improve students' skills (reading and learning).	A.7 Document meetings and surveys	A.7 Faculty Development Coordinator (FDC); Basic Skills/ Literacy Coordinator; Associate Dean Information & Learning Resources (ILR) (A.7:2007-2008, on-going)	A.7. A robust set of professional development activities have been undertaken (or are planned) for the current year centered on literacy & learning. Workshops and extended professional development seminars have been offered.
B. Eliminate economic barriers to student achievement	B.1 Create a brochure and employ other strategies to more widely communicate programs that would reduce students' economic hardships.	B.1 Increased use and participation in programs by students	B.1 Financial Aid Director; EOPS; VPSS; Student Service Coordinators *(B.1: Spring 2008)*	B.1. A college-wide strategic planning effort has begun at SAC with the purpose of increasing the visibility of FA available to students and cross-training staff throughout SAC to assist and refer students to hubs for financial support that include financial aid, scholarships, A&R, counseling, EOPS, student life, and more. Implementation is planned for fall 2008.
	B.2 Work with publishers to decrease cost of books and materials/ Explore alternative options to costly textbooks	B.2 Numbers of faculty and departments who participate	B.2 District Textbook Task Force *(B.2-7: Spring 2008 and ongoing)*	B.2. A RSCCD-wide Textbook Cost Reduction Task Force has been formed to explore options for reducing related costs to students. A

				report has been issued to the college community and the group's leaders are active statewide.
	B.3 Offer or increase grants for textbooks or one time emergencies cost, book and fee waivers	B.3 Number of students receiving textbooks, fee waivers, and financial aid/ number of requests	B.3 VPSS; EOPS; Director of Financial Aid	B.3. The SAC *Work for Your Book Program* & *Buy a Book Society* have been expanded to benefit more students. BSI Innovation grants have been created to further underwrite textbook costs for students through loan and rental programs.
	B.4 Increase programs and resources to assist our students with their economic hardships *(including proposals to assist AB 540 students)*	B.4-7 Number of students who participate	B.4 VPSS	B.4. • The financial assistance awareness effort described above was developed with great sensitivity to AB540 and other high need groups. • Scholarship funds dedicated to AB540 students have been increased. • A new Opportunity Scholarship Program is being launched by the Academic Senate and SACF to sponsor the tuition of needy students for the coming year. • 1 minute FA Outreach presentations were offered to all SAC classes this spring. • KnowHow2Go workshops were offered for parents and students at all SAUSD feeder high schools.
	B.5 IDENTIFY (Access) available aid dollars for students and advertise the information		B.5 Director Financial Aid; SAC Foundation Director	B.5. This strategy is being addressed through the FA Awareness Initiative & activities described above.
	B.6 Build stronger loan libraries on campus for student resources		B.6-7 Outreach Program	B.6. Textbook loan activities are now underway in academic

				departments and in the outreach office as part of Innovation Grant activities at SAC.
	B.7 Increase books on reserve loan programs and library services			B.7. If we compare stats from 2005 to 2008, it appears that there has been a n increase in reserve loan programs. In previous years, monthly reserve statistics for March, April, May and June have averaged 3,500 total circulations per month. If the 3,500 per month ballpark figure (this adds an additional 14,000 circs) is added to 27,608, we could estimate that for '07-'08 "approximately" 41,608 reserve items circulated. Even if the total monthly average figure is lowered to 3,000, there would still be an increase and could state that for '07-'08 "approximately" 39,608 reserve items were lent, 3,000 more than the previous year.
C. Transfer/ Employment: Increase transfer, progress/course completion, and employment rates for all students	C.1 Continue developing fast track to the universities: University Day; Partnership with 4-year schools.	C.1 Number of students who transfer to 4-year institutions	C.1 VPAA; VPSS; Academic Senate (AS)	C.1. University transfer has increased substantially for all groups of students at SAC, but most of all for Latino students. Strong partnerships have been maintained with UC, CSU, and private/independent institutions. Innovative programming has continued to expand from i2T2 and the UC Breakfast Club to the University Mentor Project and a new Guaranteed UCI admission program for future business professionals.
	C.2 Increase efforts in recruitment and retention of male Latino students.	C.2 Track number of students contacted, number enrolled and number who drop out	C.2 VPSS; Outreach Department; AS (C.1-2: Fall 2007 and	C.2. In addition t the above programs, the institutionalization of One Stop Higher Education Centers

			ongoing)	has created a permanent full service college-going support center for our SAUSD high school students, 98% of whom are Latino, male & female.
	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	C.3 FDC; Basic Skills/ Literacy Coordinator (C.3: Spring 2008 and ongoing)	C.3. Please see A.7. progress report above.
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.1-4. Numbers of sessions, variety/ participants and surveys; Track use of shared practices; Satisfaction surveys	D.1 VPAA; VPSS; Basic Skills/Literacy Coordinator; FDC	D.1. The TLC has been meeting regularly and developing strategies for creation of Rubrics, development of robust SLOs to meet the college core competencies, techniques for assessing SLOs. Through Portfolio Assessment/ Program Review, direct assessment of SLOs is conducted. This creates necessity to assess and review SLOs for quadrennial course revision.
	D.2 Enhance engagement in faculty development, including SLOs		D.2 VPAA; FDC *(D.1-2: Fall 2007 and ongoing)*	D.2 SLO "Clinics" have been offered in the CLI. The chair of TLC has met with departments, e.g., SCE, chemistry, nursing, exercise science, math to discuss course outline of record SLOS and program-level assessment A greater college-wide effort is still needed through staff development.
	3 Provide best practices/brown bag lunches with a focus on SLOs & assessment		D.3 Basic Skills/ Literacy Coordinator; Department Chairs; AS	D.3 Pending
	D.4 Create meaningful and focused staff development for		D.4 FDC; Teaching Learning Committee	D.4 The On Course three- day workshop and the Brain-Based

existing faculty (e.g., on-line, repeated, day/night)		(TLC); AS	Learning two-session workshops were held spring 2008. There are a total of 11 faculty development. workshops planned that will be held 2008-09.	
D.5 Create a Teaching/Learning Blog	D.5 Number, scope & breadth of Blogs	D.5 FDC (D.3-5: Fall 2007-2008 and ongoing)		
D.6 Develop and enhance Innovation grants and mentor/internships	D.6-7 Grants/partnerships developed	D.6 VPAA; VPSS (D.6: Fall 2007 and ongoing)	D.6 A significant number of grants have been submitted and secured this year (see Appendix A).	
D.7 Formalize career ladder for students to teachers		D.7 Coordinator Teacher Education Program (D.7: Fall 2008)	D.7 Several partnerships with K-12 & OC Dept of Education have been formed to provide educational assistance to instructional assistants who want to become teachers: Paraprofessional Teacher Training Program (PTTP) with SAUSD, OCDE,SAC & CSUF; Special Education paraprofessional Certificate program, leading to a major in Human Services at CSUF; Special Ed credential program	
D.8 Assess faculty-defined needs	D.8 Survey	D.8 FDC (D.8: Fall 2007 and every fall annually)	D.8 Pending	
D.9 Pilot *Teachers Training Teachers*	D.9 West Ed. Reading Apprenticeship Training Participation	D.9 Basic Skills/ Literacy Coordinator (D.9: June 2008)	D.9 --The West Ed Reading Apprenticeship training is scheduled for this June 2008 and next June 2009. Two faculty will attend each year for a total of four. --A Title V grant focused on academic literacy across the disciplines will commence October 2008. A major focus of the Title V	

				grant is "teachers training teachers" as we have outlined a series of mentor trainings that will continue from year one to year four of the grant across the disciplines.
E. Credit/Non-Credit Articulation Enhance cooperative efforts between credit and non-credit to encourage success in workforce preparation, transfer, and basic skills	E.1 Schedule joint department meetings to assess curricular bridges	E.1 Frequency and numbers of meetings E.1 Numbers of participants and evaluative comments	E.1 AS; CEC faculty; English/ Math/ Speech department chairs (E.1: Fall 2007 and beyond)	E.1. Joint meetings have been established between credit and non credit in relation to the Basic Skills initiative and related academic development activities. These activities are on-going and include coordinated professional development work as well as continuing leadership by faculty from credit and non-credit on the SAC BSI Task Force.
	E.2 Implement student interest/assessment needs surveys at major Continuing Education sites.	E.2 Numbers of successfully enrolled students/retained students	E.2 CEC Faculty; Outreach Department (E.2: Spring 2008)	E.2. Continuing education transition work is coordinated across outreach departments in both divisions with on-going activities calendared throughout the academic year. Annual surveys of advancing students with related assessment data informs strategic planning.
	E.3 Add General Education SLOs into non-credit courses.	E.3 Track SLOs and assessment of SLOs on courses	E.3 Continuing Education Division Curriculum Committee; SAC C&I Council; TLC *(E.3: Fall 2007 – Spring 2011)*	E.3. SCE has been working on adding SLOs to all course outlines of record. The chair of C&I has worked directly with the SCE curriculum committee and the "Leadership" team in two staff development activities for SLOs as well as assessment.

Theme II: Use of Technology
A. Students B. College Environment C. Classrooms

GOAL	STRATEGIES	MEASURES	LEAD(S)	PROGRESS ON GOALS
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.1 Create Skills continuum list	A.1 SACTAC co-chair; C & I (A.1: December 2007, revise annually)	Completed.
	A.2 Determine technology skills sets of incoming students	A.2 Track implementation	A.2 SACTAC co-chair; C&I chair; VPAA (A.2: Pilot April/May 2008 via Early Decision)	SACTAC Co-chair met with Dean of Student Affairs to determine how we could administer a survey to Early Decision students. Have contacted Research for assistance in developing a survey from the competency continuum.
	A.3 Determine technology skills sets of students by department/discipline	A.3 Track implementation	A.3 Department Chairs; Faculty (A.3: November 2010)	
	A.4 Imbed technology skills into appropriate department curriculum	A.4 Number of departments that require technology skills in their student assignments using pre and post tests	A.4 Curriculum Council; Dept. Chairs; VPAA (A.4: December 2010)	
	A.5 Determine learning areas where students can learn appropriate technology skills required for class assignments.	A.5 Inventory labs and centers such as Mesa, ACC, Nursing	A.5 SACTAC; Co-chairs (A.5: December 2009)	

	A.6 Enhance existing facilities to promote technology proficiency	A.6 Compare inventory to 2007 capacity; survey faculty and students regarding adequacy of technology facilities	A.6 VPAA; Deans (A.6: December 2011)	
	A.7 Assess student technology skills upon identified program completion	A.7 Assessment of pre and post tests.	A.7 Department chairs and Faculty with other resources as needed, e.g., Testing Center, Research Department, ILR (A.7: May 2011)	
B: College Environment SAC will provide a technology rich environment that will promote efficiency and productivity for faculty, staff and students.	B.1 Provide student e-mail on registration	B.1 Check availability	B.1 ITS; A & R *(B.1: Spring semester 2009)*	
	B.2 Provide registration 365/24/7	B.2 Check availability	B.2 A & R; ITS *(B.2: Summer 2008)*	*Datatel* and 24/7 registration will not be implemented until mid 2009.
	B.3 Install 100% wireless access to Internet on campus	B.3 Check availability	B.3 VPAA; VPSS; ITS (B.3: January 2010)	
	B.4 Plan portal access to college and Datatel information for students and staff	B.4 Creation of student portal and addition of content to the portal B.4 Creation of faculty/staff portal	B.4 SACTAC; SCC Tech Committee; ITS (B.4: Summer 09 Pending Datatel implementation)	
	B.5 Implement portal access	B.5 Check availability	B.5 ITS; VPAA; VPSS *(B.5: Fall 09 and ongoing)*	
	B.6 Provide current hardware, software, and databases to offices, student labs, the library, and all classrooms	B.6 Assessment by faculty and staff on an annual basis	B.6 AD, ILR (B.6: January 2009 and annually)	

	B.7 Strengthen the technology training staff development program	B.7 Faculty and staff survey of needs	B.7 SACTAC; AD ILR; Faculty Development Coordinator; Literacy Coordinator (B.7: May 2008;May 2009 and annually)	Toolbox series of workshops was designed and implemented to refresh foundation skills in classified staff. 192 staff members attended these workshops. The Academic Senate ran a survey re software needs/interests. Currently running a survey on use of technology in curriculum. Results will be reported in 2008 Accreditation IIIC Tech Resources self study.
	B.8 Continue to replace and upgrade office technology (hardware and software)	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	B.8 AD ILR; Management; VPs (B.8a: April 2008) (B.8b: Summer 2008) (B.8c: Fall 2007) (B.8d: Fall 2008 and ongoing)	8a &8b IIIC Self study comments on the difficulty of obtaining information. IT is working on a solution. State budget has resulted in a significantly reduced budget allocation. We need about $500K and have $50K for the year from state instructional equipment funds.
	B.9 Enhance and ensure timely, efficient and complete technology support in all offices	B.9 Annual satisfaction survey	B.9 ITS is responsible for maintenance; ILR (B.9: April 2008 and annually)	Currently running a survey. Results will be included in IIIC accreditation self-study
	B.10 Continue to develop strategies to provide timely information useful functionality and effective design for the SAC webpage, including division/department web pages	B.10 Assess via focus groups and surveys	B.10 Web Development Committee; AS; ILR (B.10: May 2008)	Currently planning to work with the Research Dept. to do a usability study on the public web site. Will work with focus groups with students of various levels; will also query faculty and staff.
	B.11 Provide communication software that allows for	B.11.a List of possible software programs	B.11 SACTAC Task	

	collaboration such as blogs and wikis	B.11.b Assessment of needs B.11.c Purchase of software	Force, VPAA	
	B.12 Include technology in facilities planning by coordinating college and district efforts	B.12 Review of new building plans and remodeling plans, including security	B.12 VP AS; VPAA; Facility Comm.; Assistant VC of Facility Planning (B.12: Fall 07 and ongoing)	New classroom building should be the test of whether we've been successful. At this point, the installations on the F and S buildings have been less than optimal.
	B.13 Support expanded usability development of Datatel/Colleague	B.13 Faculty and staff survey	B.13 ITS; President (B.13: May 2009 and annually)	
	B.14 Provide access to information to students, staff and faculty with disabilities through the use of state of art specialty technology	B.14 Report from DSPS department	B.14 AD; DSPS (B.14: May 2008 and annually)	Need to begin work on this.
	B.15 Develop alternative strategies for funding technology including endowments	B.15 List of alternatives	B.15 VPAA; SACTAC; Director of SAC Foundation (B.15: December 07)	Foundation Director spoke at SACTAC in February 08. We need to focus on what projects we would like to pursue.
C. Classrooms SAC will provide innovative instructional technologies that will enable faculty to enhance and facilitate student learning	C.1 Mediate remaining classrooms, as needed	C.1 100% of appropriate classrooms mediated by 2007-2008	C.1 VPAA (C.1: June 2008)	Have not made any progress this year. SAC has 90+ mediated classrooms to date out of a total of 126+/-
	C.2 Update, replace and standardize technology in existing classrooms every 5 years	C.2 Assessment of inventory against current ITS standards	C.2 AD ILR; VPAA (C.2: March 2008 and every year thereafter)	IIIC Self study comments on the difficulty of obtaining information. IT is working on a solution.
	C.3 Enhance and ensure timely, efficient and complete technology support in all classrooms	C.3 Annual satisfaction survey	C.3 SAC ITS responsible for maintenance; ILR (C.3: April 2008 and annually)	Currently running a survey. Results will be reported in IIIC self study for accreditation.

	C.4 Fully develop an instructional design team and training program to support faculty which includes
	  a. facilities
	  b. personnel
	  c. a responsive organization
		C.4 Assessment of program through faculty survey of needs	C.4 VPAA; ILR (C.4: Spring 2008; Survey in Spring 2009 and annually)	An instructional designer will be hired from Title V grant funds next October. Current staff member is possibly having his position reclassified to ID also.

	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	C.5 List of online courses; Assessment of students by a student satisfaction survey and faculty survey	C.5 Distance Education Coordinator; Division Deans; department Chairs; Institutional Design Team (pending Title V Grant) (C.5: Spring 2009 end of each semester)	

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
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.1 Monitor staff development opportunities in instructional design and technology	A.1 Faculty Development Coordinator	A.1. A robust set of professional development activities have been undertaken (or are planned) for the current year centered on literacy & learning. Workshops and extended professional development seminars have been offered.(*same as Theme I, A.7.)*
	A.2 Gather input from students on innovative strategies	A.2 Create student surveys	A.2 FDC; VPAA; AD ILR	A.2. Pending
	A.3 Enhance scope and services of the Center for Learning and Instruction (CLI) A.4 Foster a broad range of classroom support	A.3-4 New positions created for the CLI • Instructional Designer • Graphic Artist • Media Producer Student Helper	A.3-4 VPAA; AD ILR (A.1-4: Fall 2007 and ongoing)	A.3./A.4 New Title V grant will provide Instructional Designer
B. Embrace scholarship, inquiry and a love of learning Help students embrace scholarship, inquiry and a love of learning	B.1 Develop training for faculty and Outreach staff in motivating students' positive attitudes toward scholarship and metacognitive skills needed.	B.1 Monitor training sessions and attendance	B.1 FDC; Outreach Department; department chairs	B.1. A robust set of professional development activities have been undertaken (or are planned) for the current year centered on literacy & learning. # workshops and extended professional development seminars have been

	B.2 Create list/rubrics for students to develop "lifelong learner characteristics."	B.2 Student surveys with baseline data	B.2 FDC; TLC; Department Chairs	offered with # of faculty participants (complete list attached, repeated from above).
	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 *(B.1-4: Spring 2008 and ongoing)*	B.3. Pending
C. Access/ Outreach Enhance opportunities for student access to non-traditional delivery modes	C.1 Offer traditional and non-traditional classes 24/7	C.1 Increase course offering	C.1 Faculty; Deans; VPAA *(C.1: Incremental increase by 2010)*	C.1. Presently there are courses being offered in a distance education mode that allows students to access courses and materials in non-traditional times. Additional distance educations courses will be added to the curriculum.
	C.2 Reach traditional and non traditional students	C.2 Course Enrollment	C.2 Faculty; Deans; VPAA *(C.2: Incremental increase by 2010)*	C.2. Faculty members are using various instructional methodologies and technology to reach all students. Staff development is offered for faculty.
	C.3 Offer access to innovative student support services	C.3 Review support services offered in non traditional ways	C.3 Admission; EOPS; Outreach Department; Counseling; Financial Aid; VPSS; Academic Programs (C.3: Incremental increase by 2010)	C.3. Support services are now offered on-line to students with access from all campuses and educational sites. Highlights include counseling, orientation, tutoring, and financial aid assistance. Other models such as the HEC's & Financial Aid Initiative also support this strategy. These services will approach a 24/7 model in coordination with our *Datatel* conversion in 2009.

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

GOALS	STRATEGIES	MEASURES	LEAD(S)	PROGRESS ON GOALS
A. Attitude, access and motivation Promote an "achievement attitude" among our prospective student population and supporting networks	A.1 Continue Homeroom for College program for 7th and 8th graders in SAUSD middle schools	A.1 Pre-post tests for students and teachers	A.1 Dean Student Affairs (A.1: September 2007 – June 2008)	A.1. The program has been continued and presently serves approximately 1000 students annually in our community.
	A.2 Coordinate all existing mentoring programs for pre-college students, including academic programs, to expand the reach and impact of 1:1 and small group support activities	A.2 Create annotated roster of programs and a leadership team to plan activities, coordinate target populations and track students and mentors	A.2 Assoc. Dean of Student Development (A.2: October 2007-June 2008)	A.2. Mentoring programs have been expanded in the areas of transfer, tutoring for pre-college students, service learning, and student life.
	A.3 Expand the direct involvement of faculty through a visiting scholars program model in pre-college activities through one-time activities in discipline-alike classes, HS based courses, and on-campus course previews.	A.3 Roster of participating SAC faculty, HS faculty hosts, and students including feedback from SAC & HS faculty	A.3 VPSS; VPAA; AS; Outreach Office; Division Offices; Department Chairs (A.3: September 2007 – June 2008)	A.3. This strategy has yet to be implemented.
	A.4 Continue professional development conferences for intersegmental counseling and Outreach	A.4 Document number of participants, the agenda, and evaluation data	A.4-5 Dean Student Affairs; Dean Counseling (A.4-5: October 2007 & Spring 2008)	A.4. Intersegmental Counseling Professional Development conferences have been institutionalized in our region and occur in the fall and spring of each academic year. Expanded activities in association with this

	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.	A.5.a Document activities and number of beneficiaries A.5.b Obtain recommendations from HS & SAC faculty for program refinement and improvement		plan include counselor to counselor networking events and dialogues. To date, such dialogues have occurred between SAC credit and noncredit counselors as well as between SAC credit counselors and counselors from feeder high schools.

	A.6 Expand college-incentive activities from SAUSD Higher Education Centers including:
	   o KnowHow2Go (25% seniors)
	   o CC/CSU/UC college applications (100%)
	   o Concurrent enrollment (10%)
	   o Financial Aid/Scholarship application support (100%)
	   o Case-based support for juniors and seniors (100%)
	Expand the number of participants
		A.6 Develop a master calendar for school and college use	A.6 Outreach; EOPS/DSPS; Financial Aid Office; Divisions as appropriate
			(A.6: September 2007 – June 2008)
				A.6. SAC Outreach Staff have been co-located at HEC's throughout SAUSD to supplement activities currently underway with the support of the field staff from the Santa Ana Partnership. These activities include:
				• Detailed review of all transcripts for juniors and seniors to support college-going
				• A year-round calendar of college advancement activities including both school-based and college/university based activities for all students.
				• Expansion of concurrent enrollment activities for pre-college students in the Santa Ana service area.
				• Expanded financial aid awareness activities for all pre-college students and their families.
				• Continuation of universal college application process for all SAUSD students.

B. Community /Family involvement Extend awareness of the college as part of the community	B.1 Increase partnership and interaction between the community and college on a department/ faculty level (including local high schools)	B.1 Track number of activities, interactions, & events each year	B.1 Cabinet with management and faculty colleagues	B.1./B.2./B.3. • The college president meets regularly with neighborhood groups and launched a set of good neighbor activities inviting community members to on-going college activities in athletics, arts and culture.
	B.2 Make the college more visible in the community at community events B.3 Expand invitations (VIP passes) to the community to attend campus events (cultural events, social events, & sporting events)	B.2 Track number of events and interactions the college participates in over the course of a program year B.3 Track number of VIP passes used verses number of passes given out annually	B.2 Cabinet with the management team, faculty colleagues, and the Public Affairs Office B.3-4 Cabinet and the Public Affairs Office	• SAC compiled a comprehensive list of all significant community involvement work undertaken by managers on a volunteer basis. • The SAC Foundation has expanded community outreach activities through fundraising, *friendraising*, and alumni activities throughout the year.
	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	B.4 Distribute invitations to residents in the neighborhoods bordering SAC		B.4. The Youth Expo had record attendance at SAC in October 2007 with more than 3,000 SA families on campus for the Education and Community Fair.
	B.5 Expand Padres Promotores community-based activities	B.5.a Expand the visibility of the Platicas, home visits, & Camino de Amistad community educational outreach activities & other family-centered work led by the Padres here at SAC B.5.b Increase the involvement of the Padres Promotores in other college activities throughout the academic year	B.5 The Office of School and Community Partnerships (B.1-5: September 2007 – and ongoing)	B.5. • The SAC-based headquarters of the Padres *Promotores de Educación* has been renovated to accommodate program growth. • The number of training hours and padres has increased, as has the number of involved community parents and on-campus programs. • Replication training has taken

				place state-wide and nationally to support other communities efforts to engage and empower parents in support of education.
C. Lifelong Learning	C.1 Identify community areas of interest	C.1 Surveys/ Attendance at sessions scheduled	C.1-2 SAC/ District Marketing; VP Continuing Education; Community Services; VPAA (C.1: Fall 2008/Spring 2009)	
Increase interest in lifelong learning across the college and community	C.2 Continue to develop marketing plans for offerings both on and off campus	C.2 Document offerings.	(C.2: Fall 2008 and ongoing)	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
	C.3 Work with local library to develop community services courses	C.3 Number of courses developed	C.3 Library department faculty; curriculum committee; SAC C&I Council (C.3: Fall 2008)	

			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.
D. Healthful Living Increase awareness and practice of healthful living across the college and community	D.1 Offer a series of seminars to address traditional as well as non-traditional approaches to Healthful Living for students, staff and community members.	D.1 Needs assessment surveys/ Surveys after sessions / Attendance at sessions scheduled	D.1 Health and Wellness Center; Exercise Science Faculty; Nursing faculty; Psychological Services (D.1: Fall 2008)	D.1. • Healthful living seminars have been available cost-free to employees as part of our professional development program. • The renovated SAC Fitness Center opened this fall to a record number of student and staff participants. • The Health Center has explored the possibility of offering nontraditional wellness seminars. • Health & Wellness activities are promoted campus-wide through student activities
	D.2 Create a poster campaign	D.2 Evidence of "advertising" on all SAC sites	D.2-3 Dean Exercise Science (D.2-3: Fit into "Fitness Month" 2009)	
	D.3 Create a 30-day log for change on a volunteer basis, among faculty and staff	D.3 Self reporting of improvement according to a check list; publish results (anonymous)		
	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)	D.4. Interdisciplinary discussions need to be held at the TLC and then at the C&I.

Theme V: Workforce Development
(A. Partnerships; B. Skills across the curriculum; C. Skilled employees for high demand occupations)

GOALS	STRATEGIES	MEASURES	LEAD(S)	PROGRESS
A. Partnerships Expand and identify partners and collaborate with industry and communities to identify workforce needs	A.1 Advisory Committee coordination meetings with business partners and secondary schools (e.g., Vital Link, ROP)	A.1 Reports from coordination meetings	A.1 Dean Human Services and Technology; Coordinator Tech Prep	A.1. Regional advisory/articulation meetings for public safety & protective services, digital media arts and transportation were developed and implemented in collaboration with Vital Link. SAC faculty also attended the ROP Regional Employer Board Advisory Committee held in March, 2008.
	A.2 Enhance internships and work-based learning through utilization of Career Center and Service Learning Center	A.2 Track contracts and increases	A.2 Dean Special Services; Dean Human Services and Technology; Coordinator Tech Prep (A.1-2: Fall 2007 and ongoing)	A.2. Work-based learning and internships opportunities were provided by the Career and Service Learning Centers.
B. Skills across the curriculum Integrate basic skills and workplace competencies to address workforce education needs	B.1. Invite partners to campus to speak about skills needed currently in the workforce and provide "real world" experience for students	B.1 Feedback/questionnaires and surveys from students and service area employers; Student self-assessment for workforce development needs	B.1 Dean of Human Services and Technology	B.1. High School Inc transportation advisory committee held a meeting at SAC and toured the program. Regional advisory committees were held with the digital media, transportation, fire tech, and criminal justice departments. The animation department is involved in the

	B.2. Encourage Occupational Education faculty to enhance General Education SLOs in course curriculum to appropriately meet workplace competency needs B.3 Identify additional competencies that need to be included in the curriculum. Include these in the department portfolios.	B.2-3 Course outlines; progress report to the Curriculum and Instruction Council (C&I) ; progress in department portfolios	B.2-3 Department chairs; division curriculum committees; C&I Council (B.1-3: Fall 2007 and ongoing)	ACME Animation Project providing opportunities for students to be mentored by professional animators.

C. Skilled employees for high demand occupations
Support regional economic development by becoming the primary local source of skilled employees for high demand occupations.
	C.1 Expand capacity of faculty and space for current high demand occupational programs
	    a. Health Sciences
	    b. Culinary Arts
	    c. Welding
	    d. More (in conjunction with High Tech High and other ventures)
		C.1 Develop a strategic plan for capacity expansion in conjunction with faculty leaders, business/industry partners, and SAC facilities committee	C.1 Administrative and faculty leaders with subject matter experts in targeted areas
			(C.1: 2007-2008 academic year phase one, with phase two in 2008-2009 [early implementation])
				C.1 Planning and negotiations are presently ongoing with Garden Grove Hospital on use of space in one of their medical buildings to expand SAC's allied health program.
				C.1 Plans are being presently being reviewed to determine if plans need to be submitted to the Department of the State Architect for expanding the work space for the welding program.
				C.1 The new Sheriff's Academy has been completed to provide a state of the art training center.
				C.1 The automotive department has collaborated with high school inc in planning the development of a hybrid diesel program.

	C.2 Increase visibility of programs by developing specialized tours and offering related actual and virtual mini-presentations at feeder schools & workplaces
	    a. HS students
	    b. Workers in industry
		C.2.a Number of customized tours and appropriate support materials developed
		C.2.b Number of occupational areas offering customized tours
		C.2.c Number of potential
			C.2 Dean of Workforce Development; Occupational Deans; Department Chairs, and Outreach Department in conjunction with	C.2.a Tours are offered in all the vocational areas. Tours are normally customized to meet the needs of those requesting the tours.
				C.2.a Presentations are offered and available in all the vocational areas to students, industry groups,

| | | c. Employers | student participants | educational and industry partners; Administrative and faculty leaders in targeted areas

(C.2: Pilot implementation & expansion in 2007-2008 of high demand in-reach and outreach tours and program previews in 10 areas) | employers or anyone else requesting presentations.
C.2.b The High School Inc Transportation Advisory Committee toured the automotive facilities in fall 2007. On Junior Day, high school students toured the manufacturing and automotive/welding/diesel programs. The Digital Media Center hosted a regional advisory workshop for businesses, college, high school and ROP representatives. |
| | | C.3 Launch new occupational programs in emerging high demand occupations
   a. Biotech
   b. NanoTech
   c. Gaming-3D
   d. Robotics | C.3.a Develop a strategic plan for new program development in conjunction with faculty leaders, subject matter experts, business/industry partners, and SAC Facilities Committee
C.3.b Review Regional occupational forecasts; plan curriculum appropriately | C.3 Facilities Committee; AS; Curriculum and Instruction council

(C.3: 2007-2008 academic year phase one, with phase two in 2008-2009 [early implementation]) | C.3 The biology department is just concluding a grant that is based on BioTech. They have developed curriculum and are beginning to work on a certificate program and transfer curriculum.
C.3 A sabbatical has been approved for the 2008-2009 school year for a faculty member to work on Gaming
C.3 The engineering department has begun initial investigations into expanding into robotics in conjunctions with Digital Media Arts and Computer Science planning to implement a program in 2008-2009. |

Theme VI: New American Community
(A. Civic responsibility; B "Green" efforts; C. Integrated education; D. Cross-Disciplinary Collaboration)

GOALS	STRATEGIES	MEASURES	LEAD(S)	PROGRESS
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.1 Monitor participation and demonstrate increase	A.1-2 VPAA; VPSS, Department Chairs, Division Curriculum committees, TLC, FDC (A.1-2: Fall 2007 and ongoing)	A.1. • A new model for the Multi-Ethnic Leadership Institute (MELI) was instituted in collaboration with United Way and the Student Development Office at SAC. 30 students and community members from throughout Orange County are participating in this SAC-sponsored leadership program. • The Santa Ana Civic Leadership Initiative allows students and community members to develop a Santa-Ana-wide leadership network as they implement a project that will improve the lives of residents and youth. • On-campus voter registration drives and awareness activities, including in-class speakers, have been institutionalized in conjunction with District Office partners.

				• Service learning participation has continued to grow across courses and student organizations and now includes one of the few Peace Corps Volunteer Centers at community colleges in California. • U-Link student are now required to participate in service learning. • Approximately 10-15 students complete Service learning as an option to "Hours to be Arranged" for Psych 100 per semester. Each student does a minimum of 10-15 hours. • Essay Contest for Constitution Day was held. • Exrta credit was offered for participation in CHOC walk, March of Dimes/babies, and /or relay for Life: 30 students participated.
	A.2 Encourage interdisciplinary best practices sessions to identify examples of SLO- civic responsibility as embedded in courses	A.2 Number of interdisciplinary/best practices sessions		A.2. Discussions need to occur at the TLC and referred to the departments to consider in two strands: 1. As a result of direct SLO assessment within the Department Planning Portfolio, take inventory of what is already being done; 2. make recommendations for department discussion regarding curricular inclusion or SLO revision at the course level.

| **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; AS; ICC; FDC

(B.1-6 Fall 2007 and ongoing) | B.1. A sub-committee of IE&A, The *Environmental Workgroup*, has been formed with administrative and faculty leadership to lessen the carbon footprint of the campus. Activities include:
• An awareness campaign college wide to reduce energy usage
• The acquisition of environmentally friendly & reusable bags at campus retail centers
• Planning for the expansion of consumer recycling around campus
• The use of more environmentally friendly food service products in 2008-09

At the first meeting goals will be established. |
| | B.2 Challenge SAC community to develop and adopt new ways of energy conservation and energy-efficient buildings | B.2 All new construction must meet LEED (Leadership and Environmental Energy Design) standards

B.2-6 Report from College Council | | B.2.
• A natural landscape children's garden is being planned for the college's Child Development Center that is sprinkler free
• Office, building and classroom recycling is being improved as part of the janitorial infrastructure.
• More energy efficient heating and cooling systems are being installed as part of the college's facilities renovation efforts (S & D buildings with H under development). |

	B.3 Advocate for Mass Transit in conjunction with community leaders			B.3. SAC has partnered with the City of Santa Ana and the County of Orange to bring light rail to our region and college. Students and staff gave public testimony in support of the effort and accommodations were made to the college's Master Plan. Federal funding was not secured, but we hope to cultivate future opportunities.
	B.4 Enhance staff, student & community awareness			B.4. Our rideshare project surveys all staff and encourages energy efficient ways of commuting to and from school. Bus passes for eligible students also promote energy efficiency through the EOPS program.
	B.5. Investigate feasibility of participating in Foundation for Community College Initiative to Improve the Greening of Community Colleges statewide. B.6 Faculty, administration, staff and students work through committees and recommend policies for Board of Trustees and resolutions for statewide Academic Senate			B.5. & B.6. These items will be considered by the college's Environmental Workgroup in consultation with the facilities planning department and the Facilities Committee. Reports and recommendations will be shared with the College Council, the Academic & Student Senates as well as the Board of Trustees.
	B.7 *Raise awareness with forums and other visible campus- wide activities*	B.7 Number of forums; staff and student survey	B.7 Facilities Committee; Research Department; ASG (B.7: Spring 2008*)*	B.7. A college-wide information and action campaign will be rolled out next fall as part of the "go-live" strategy of the Environmental committee. On-going communication and a Greening of SAC logo will create awareness and action.

	B.8 Recommend Green Initiative to Academic Senate and Student Senate Goals for 2008-2009	B.8 Reports from Academic & Student Senates	B.8 AS (B.8: Fall 2008)	B.8. This item is in progress presently. It is one of the stated goals of the Academic Senate for 2007-08. A faculty co-chair ahs been appointed to the Environmental Workgroup, and there will be a regular report made to the Senate.
C. Integrated Education 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.1 Outside classroom— • 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.This needs to be done through staff development first, and is yet to be accomplished. A common understanding of what this means must be established. The chair of TLC and the Basic Skills/Literacy Coordinator will form a Club through ICC, *New American Community*, in 2008-09.
	C.2 Inside curriculum— • 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 As the TLC is working on rubrics and assessment of SLOs within the PA/PR schedule, it will become more explicit how to infuse the assessment of SLOs into the department portfolios. As this is done, cross disciplinary dialogue will lead to infusion of cross-disciplinary goals into the SLOs. The Freshman Experience cohort addresses some cross-disciplinary issues implicitly by linking classes. More explicit work needs to be done through other venues.

D. Cross-Disciplinary Collaboration				
D. Cross-Disciplinary Collaboration Create an environment among faculty, staff and students that encourages cross disciplinary collaboration, activities and dialogues.	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. The college's innovation grant program has created dialogue across discipline boundaries as faculty and staff have collaborated on ways to increase student success at SAC.
	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. 2 FDC (D.2: Spring 2008) D.4 FDC, TLC (D.3-4: Fall 2007 and ongoing)	D.2./D.3./D.4. A series of Portfolio workshops have been developed and implemented for faculty and staff to support the development of effective planning portfolios. This element has been included as a feature of the training, which targets department chairs.
	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.5 College Council, IE&A Committee, C&I, TLC, Student Success Committee, Facilities Committee (D.5: Fall 2007 and ongoing)	D.5. A joint SAC Academic Senate/SAC Cabinet retreat was held for the purpose of intensively reviewing the structure of our participatory governance structure and our internal communications (formal and informal). Numerous improvements were made as a result and this activity will be continued annually.
	D.6 Make Student Handbook widely available D.7 Review naming of programs and services for clarity D.8 Add information center to SAC campus to house brochures and direct students to appropriate departments	D 6-8 Every student can demonstrate knowledge of where to acquire services	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.)	D.6./D.7./D.8 The handbook is widely available on-line and in printed form. The Assessment Committee has been renamed for clarity and new informational outreach efforts are being piloted under the Financial Awareness Initiative previewed above.

Appendix A: Theme I.D.6 --SAC Grants

Datatel Project #	Proj. #	Site	Fund Type	Competitive/ Entitlement/ Financial Aid	Board Appvd	Beg. Date	Ending Date	Admin/Director	Project Name	Funded
1023	5222	SAC	Federal	Competitive	12/10/07	08/01/07	12/31/08	L. Tanakeyowma/Loy Nashua	AmeriCorps - TRMDP (SAC) - Year 3	36,207
1110	5198	SAC	Federal	Competitive	10/15/07	08/15/07	06/30/08	K. Mennealy/R. Jenkins	California Adult Literacy Professional Development Project (CALPRO) - American Institutes for Research	65,000
2031		SAC	State	Competitive	08/27/07	07/26/07	07/31/08	K. Mennealy/S. Sotelo	California High School Exit Exam (CASHEE) Preparation Project - Class of 207	350,000
2040	5350	SAC	State	Competitive	09/24/07	07/01/07	06/30/08	C. Comeau/C. Comeau	California Mathematics Diagnostic Testing Project (MDTP)	25,557
3255		SAC	Local	Competitive	10/15/07	08/27/07	06/11/08	C. Comeau/C. McClure	Carnegie Mellon - "The Open Learning Initiative"	13,566
1510		SAC	Federal	Competitive	12/10/07	09/15/07	09/14/08	S. Lundquist/L. Tanakeyowma	GEAR UP II - **Year 6 (UCI)**	131,250
1507	5883	SAC	Federal	Competitive	10/29/07	09/01/07	08/31/08	S. Lundquist/L. Tanakeyowma	GEAR UP III - **Year 3**	800,000
1553		SAC	Federal	Competitive	10/15/07	10/01/07	09/30/08	E.Ripley/G. Morgan-Beazell	Head Start Hispanic - Latino Service Partnership (Year 4 of 5)	150,000
1201	5508	SAC	Federal	Competitive	08/27/07	07/01/07	06/30/08	H. Roberts/M. Grant	Int'l Business - Expanding the Franchise (Year 2 of 2)	87,000
1580	5061	SAC	Federal	Competitive	06/25/07	07/01/07	06/30/08	D. Guzman/S. Morris	Job Dev., Training & Placement Program for the Disabled - Workability III	336,915
2470	5182	SAC	State	Competitive	09/10/07	07/01/07	06/30/08	M. Bryant/Yolanda Mugica	MESA (Math Engineering Science Achievement) Program	81,500
2450	5570	SAC	State	Competitive	08/28/06	07/01/06	06/30/07	S. Lundquist/J.B. Williams	Santa Ana Middle College High School (SA-MCHS)	136,769
3701	5697	SAC	Local	Competitive	03/12/07	01/01/07	12/31/07	M. Bryant/T. Huck	Student Support Partnership Integrating Resources & Education (SSPIRE) - **Year 2**	75,039
1651	5365	SAC	Federal	Competitive	09/24/07	09/01/07	08/31/08	D. Guzman/R. Madrigal	Title IV - Student Support Services (III) - **Year Two**	278,295
1693	5797	SAC	Federal	Competitive	09/24/07	09/01/07	08/31/08	D. Guzman/M. Ramirez	Title IV - Talent Search III - **Year Four**	320,832
1705	5505	SAC	Federal	Competitive	09/14/07	09/01/07	08/31/08	D. Guzman/R. Madrigal	Title IV - Upward Bound III - **Year One**	334,624
1674	5816	SAC	Federal	Competitive	09/24/07	10/01/07	09/30/08	M. Bryant/S. Bautista	Title V - HSI Cooperative Arrangement Program - **Year Five**	634,893
1720	5876	SAC	Federal	Competitive	06/25/07	07/01/07	06/30/10	M. Bryant/M. Vargas	USDA Partnership for Transfer Success	75,000
1828		SAC	Federal	Competitive	01/22/08	07/01/07	06/30/08	E. Ripley/J. Kalko	VTEA - Tech Prep Regional Consortium (sub-award from Coast CCD)	30,000
1900	5240	SAC	State	Competitive	10/10/05	07/01/07	06/30/08	B. Miller/G. Giroux	WIA Center for Nursing Grant - **Year 3**	430,628
									Subtotal (SAC - Competitive Grants)	4,393,075

2570	5150	SAC	State	Entitlement	10/15/07	07/01/07	06/30/08	M. Byant/P. Canzona	California Articulation Number (CAN) System Allocation - SAC	5,000
2090	5139	SAC	State	Entitlement	12/10/07	07/01/07	06/30/08	S. Lundquist/A. Kamimura	CARE Program **(SAC)**	100,918
2230	5068	SAC	State	Entitlement	01/22/08	07/01/07	06/30/08	D. Guzman/J. Mathis	Disabled Students Programs and Services (DSP&S) **(SAC)**	1,990,476
2284	5203	SAC	State	Entitlement	05/14/07	07/01/07	06/30/08	B. Miller/G. Giroux	Enrollment Growth - Year 2 - Nursing	57,142
2250	5130	SAC	State	Entitlement	12/10/07	07/01/07	06/30/08	S. Lundquist/A. Kamimura	Extended Opportunities Programs & Services (EOP&S) **(SAC)**	1,766,895
2417	5175	SAC	State	Entitlement	12/10/07	07/01/07	06/30/08	S. Lundquist/M. Bryant	Matriculaiton - Credit - Student Follow-Up (SAC)	395,184
2411	5171	SAC	State	Entitlement	12/10/07	07/01/07	06/30/08	S. Lundquist/A. Elseroad	Matriculation - Credit - Admissions (SAC)	267,780
2412	5174	SAC	State	Entitlement	12/10/07	07/01/07	06/30/08	S. Lundquist/M. Bryant	Matriculation - Credit - Advisement/Counseling (SAC)	453,172
2413	5177	SAC	State	Entitlement	12/10/07	07/01/07	06/30/08	S. Lundquist/S. Lundquist	Matriculation - Credit - Coordination & Training (SAC)	360,825
2414	5176	SAC-DO	State	Entitlement	12/10/07	07/01/07	06/30/08	S. Lundquist/N. Pham	Matriculation - Credit - Institutional Research (District - SAC)	73,197
2415	5172	SAC	State	Entitlement	12/10/07	07/01/07	06/30/08	S. Lundquist/L. Tanakeyowma	Matriculation - Credit - Orientation (SAC)	450,278
2416	5173	SAC	State	Entitlement	12/10/07	07/01/07	06/30/08	S. Lundquist/D. Guzman	Matriculation - Credit - Skills Assessment (SAC)	58,030
2418		SAC	State	Entitlement	12/10/07	07/01/07	06/30/08	S. Lundquist/S. Lundquist	Matriculation - Credit - Student Success (SAC)	-
2490	5169	SAC	State	Entitlement				S. Sotelo/S. Sotelo	Matriculation - Non-Credit - CED	1,714,545
2592	5103	SAC	State	Entitlement	09/24/07	07/01/07	06/30/08	R. Bridges/M. Sugranes	TTIP - Librabry Automotive (SAC)	36,363
2002		SAC	State	Entitlement				J. Grindel/N. Kanouse	Unused Basic Skills funds 06/07 - OT funding **- SAC**	1,149,234
2003		SAC	State	Entitlement				J. Grindel/N. Kanouse	Basic Skills Initiative - OT funding **- SAC**	1,045,439
1829	5937	SAC	Federal	Entitlement	06/25/07	07/01/07	06/30/08	E. Ripley/H. Roberts(J.Trone)	VTEA - SAC - Accounting	4,449
1824	5904	SAC	Federal	Entitlement	06/25/07	07/01/07	06/30/08	E. Ripley/E. Ripley	VTEA - SAC - Advertising & Curriculum Development	91,891
1802	5919	SAC	Federal	Entitlement	06/25/07	07/01/07	06/30/08	E. Ripley/Glen Hammonds	VTEA - SAC - Automotive Technology	69,265
1803	5906	SAC	Federal	Entitlement	06/25/07	07/01/07	06/30/08	E. Ripley/H. Roberts	VTEA - SAC - Business Application & Technology (BAT)	111,360
1826	5913	SAC	Federal	Entitlement	06/25/07	07/01/07	06/30/08	E. Ripley/D. Guzman	VTEA - SAC - Career Center	96,151
1805	5928	SAC	Federal	Entitlement	06/25/07	07/01/07	06/30/08	E. Ripley/T. Hill	VTEA - SAC - Digital Media Arts	14,946
1930		SAC	Federal	Entitlement	06/25/07	07/01/07	06/30/08	E. Ripley/H. Roberts(S.Sherod)	VTEA - SAC - Drafting Technology - AutoCAD	21,500
1807	5922	SAC	Federal	Entitlement	06/25/07	07/01/07	06/30/08	E. Ripley/E. Ripley	VTEA - SAC - Fire Technology	105,000
1810	5908	SAC	Federal	Entitlement	06/25/07	07/01/07	06/30/08	E. Ripley/B. Miller	VTEA - SAC - Nursing (RN)	33,110
1812	5916	SAC	Federal	Entitlement	06/25/07	07/01/07	06/30/08	E. Ripley/E. Ripley	VTEA - SAC - Pharmacy Technology	36,752
1825	5934	SAC	Federal	Entitlement	06/25/07	07/01/07	06/30/08	E. Ripley/D. Guzman	VTEA - SAC - Vocational Project for Deaf & Hard of Hearing	40,419

1827	5277	SAC/SCC	Federal	Entitlement	06/25/07	07/01/07	06/30/08	E. Ripley/J. Kalko	Vocational & Technical Education Act (VTEA) Program - Tech Prep Consortium	153,296
		SAC	Federal	Entitlement	02/04/08	07/01/07	06/30/08	K. Meneally/S. Sotelo	WIA II - Adult Education & Literacy **(SAC)**	2,493,589
									Subtotal (SAC - Entitlement Grants)	13,196,206
2550	5036	SAC	State	Financial Aid	12/10/07	07/01/07	06/30/08	D. Guzman/M. Liang	Board Financial Assistance Program - Administrative Allowable - **SAC**	689,275
1404	5052	SAC	Federal	Financial Aid		07/01/07	06/30/08	D. Guzman/M. Liang	Federal Assistance - Federal Pell Grant **(SAC)**	4,590,275
1402	5015	SAC	Federal	Financial Aid		07/01/07	06/30/08	D. Guzman/M. Liang	Federal Assistance - Federal Supplemental Education Opportunity Grant (SEOG)	243,600
1401	5016	SAC	Federal	Financial Aid		07/01/07	06/30/08	D. Guzman/M. Liang	Federal Assistance - Federal Work Study (FWS) **(SAC)**	428,275
									Subtotal (SAC - Financial Aids)	5,951,425
									TOTAL (SAC)	23,540,706