

## Santa Ana College 2014-2016 Strategic Plan Update (Winter/Spring 2014)

### Principles for effective practices

*A strong start; Clear, coherent pathways; Integrated support; High expectations & high support; Intensive & early student engagement; Design for scale; Professional development*

The purpose of our strategic plan is to provide a guiding framework for the overarching 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.

### Strategic Plan Area I: STUDENT ACHIEVEMENT

Broad Goals	Measurable Objectives	Strategies for Action	Lead(s)	Progress on Goals																			
<b>College Access</b> (Vision Themes I, IV & VI, Student Achievement, Community, & New American Community)	1. 50% of all feeder school graduates (including SCE) will attend SAC & the college will exceed its enrollment goals.  2. <u>Related Equity Goal:</u> The percent of enrolled students equals the percent of that group’s representation in SAC’s service area	1. Activate a comprehensive community outreach initiative encompassing high schools, community venues, and adult learners.  2. Expand financial aid and scholarship support to new/continuing students at SAC.	Student Success (VPSS)	1. <b>Feeder School Attendance:</b> In 2012 30% attended SAC. In 2013,35%. In 2013-2014 40% of SAUSD students matriculated to SAC, and 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. 2. <b>Financial Aid Awards:</b> In 2007-2008 12,714 students were awarded \$16,552,471 in grant aid. In 2012-2013 that grew to 18,444 students and \$37,225,284, a 69% participant increase and a 44% funding increase. 3. <b>SAC Scholarships:</b> In 2012, 530 scholarships totaling \$309,677 were awarded. In 2013, 824 scholarships totaling \$343,140 were awarded, a 64% increase in scholarships & a \$33,463 increase in awarded funds.  <u>Equity Update:</u> SAC’s service area in comparison to enrollment:																			
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<p><b>Successful Course Completion</b> (Vision Theme I, Student Achievement)</p>	<p>1. 71% of SAC students will successfully complete their courses by 2015-16.</p> <p>Increase noncredit course completion in ABE, ESL, High School Subjects, and CTE by 20% by 2016.</p> <p>2. <u>Related Equity Goal:</u> Definition=The ratio of the number of credit courses that students (by population group) complete compared to the number of courses in which students in that group are enrolled in at census.</p>	<p>1. Provide all students with orientation services and an educational plan (O'Banion #2). 2. Expand course sections in English and math to give more students these critical courses early in their college experience. 3. Improve college-wide Early Alert system for students linked to strategies for getting back on track (O'Banion #5) 4. Offer adequate co-curricular learning resources to support student learning and success (in &amp; beyond the classroom).</p> <ul style="list-style-type: none"> <li>• Offer PD on NC grading standards</li> <li>• Provide student support services that lead to completion</li> </ul>	<p>Student Success (also BSI, TLC, SACTAC) All VP's</p>	<table border="1" data-bbox="1121 152 1843 410"> <thead> <tr> <th>2012</th> <th>2013</th> <th>2014</th> <th>2015</th> </tr> </thead> <tbody> <tr> <td>65%</td> <td>67%</td> <td>69%</td> <td>71%</td> </tr> <tr> <td>White</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Latino</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Asian</td> <td></td> <td></td> <td></td> </tr> <tr> <td>African American</td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <ul style="list-style-type: none"> <li>• In 2012 70% of incoming freshman received orientation. This number grew to 75% in 2013.</li> <li>• The SSSP Plan is expanding the scope of early intervention on campus.</li> </ul> <p>3. Initial measures are:</p> <table border="1" data-bbox="1121 672 1940 1015"> <thead> <tr> <th>Baseline/Goals</th> <th>Hours avail/students using Math Center</th> <th>Hours avail/students using Learning Center</th> <th>Hours avail/students using Library</th> <th>Totals</th> <th>Hours available/students using Computer Labs</th> </tr> </thead> <tbody> <tr> <td>2012</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>2013</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>2014</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>2015</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p><u>NC Measures: 2013 baseline of 13,072 will increase to 15,686 by 2016.</u> <u>Equity Progress Update: Fall 2013</u></p> <table border="1" data-bbox="1121 1105 1988 1398"> <thead> <tr> <th>Group</th> <th>#/% credit courses @ census</th> <th>#/% successful completions</th> </tr> </thead> <tbody> <tr> <td>White</td> <td>Pending</td> <td>57.4%</td> </tr> <tr> <td>Latino</td> <td>With</td> <td>41.3%</td> </tr> <tr> <td>Asian</td> <td>A&amp;R +</td> <td>66.1%</td> </tr> <tr> <td>AA</td> <td>Nga</td> <td>45.9%</td> </tr> <tr> <td>SSSC is</td> <td>the</td> <td>data source</td> </tr> <tr> <td>2015 Goal</td> <td></td> <td>Equity gaps will shrink.</td> </tr> </tbody> </table>	2012	2013	2014	2015	65%	67%	69%	71%	White				Latino				Asian				African American				Baseline/Goals	Hours avail/students using Math Center	Hours avail/students using Learning Center	Hours avail/students using Library	Totals	Hours available/students using Computer Labs	2012						2013						2014						2015						Group	#/% credit courses @ census	#/% successful completions	White	Pending	57.4%	Latino	With	41.3%	Asian	A&R +	66.1%	AA	Nga	45.9%	SSSC is	the	data source	2015 Goal		Equity gaps will shrink.
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<p><b>Persistence</b> (Vision Theme</p>	<p>90% of SAC degree-seeking students will</p>	<p><i>Note: Strategies above also apply to persistence.</i></p>	<p>Student Success</p>	<p>1. For the 2011-12 cohort, the rate was 72.8%, the 2012-13 data will be available in 2014.</p>																																																																											

<p>I, Student Achievement)</p>	<p>persist to a 2<sup>nd</sup> semester of study &amp; 80% will persist to a 3<sup>rd</sup> semester.</p> <p><u>Related Equity Goal:</u> Students will persist from semester to semester in the same ratio that degree-seeking students from that group are enrolled.</p>	<p>1. Every student will make a significant connection with another person at the college as soon as possible (O'Banion 1).</p> <p>2. ID persistence gaps by ethnicity and develop college-wide &amp; program-specific equity-minded strategies to eliminate them.</p>	<p>(also BSI, TLC, SACTAC) All VP's</p>	<p>2. SSSC overall persistence for 2012-2013 cohort was 74.1%. Expand model Adelante program to elevate rate to 80% overall.</p> <p>3. Connection data will be developed via the Student Satisfaction Survey.</p> <table border="1" data-bbox="1121 305 1992 526"> <thead> <tr> <th>Group</th> <th>#/% persisting</th> <th>#/% not persisting</th> </tr> </thead> <tbody> <tr> <td>White</td> <td>78.6%</td> <td>21.4%</td> </tr> <tr> <td>Latino</td> <td>69.5%</td> <td>30.5%</td> </tr> <tr> <td>Asian</td> <td>73.7%</td> <td>26.3%</td> </tr> <tr> <td>AA</td> <td>70.3%</td> <td>29.7%</td> </tr> <tr> <td>SSSC is</td> <td>The</td> <td>Data source</td> </tr> </tbody> </table> <p>2015 Goal:80% Overall for SAC</p>	Group	#/% persisting	#/% not persisting	White	78.6%	21.4%	Latino	69.5%	30.5%	Asian	73.7%	26.3%	AA	70.3%	29.7%	SSSC is	The	Data source
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<p><b>ESL &amp; Basic Skills Completion</b> (Vision Theme I, Student Achievement)</p>	<p>Successful course completion of ESL and Basic Skills courses will increase by 2% annually while losing the gaps by ethnicity between now and 2015.</p> <p>Integrate basic &amp; technical skills with employability and workplace competencies, to address workforce needs for CTE students.</p>	<p>1. Innovative basic skill success strategies will be continued, expanding course acceleration and support services.</p> <p>2. Work with math and English (reading &amp; writing) to develop contextualized instruction/curriculum for CTE students.</p>	<p>Student Success (also C&amp;I, BSI, TLC, more) All VP's</p> <p>VPAA, CTE Deans, Student Success (also C&amp;I, BSI )</p>	<p>SAC's 2012-2013 SSSC rate of 43.5% for Math, 38.7% for English, and 25.2% for ESL will increase by 2% annually college-wide through 2016.</p> <p>Developed OTA directed Basic Skills learning activities to enhance student completion.</p>																		

	<p><u>Related Equity Goal:</u> Definition=The ratio of the number of students by population group who complete a degree-applicable course after completing the final ESL or basic skills course compared to the number that group who complete such a final course.</p>			<p>Data from SSSC 2014 Update for 2012-2013 cohort.</p> <table border="1"> <thead> <tr> <th>Group</th> <th>#/% completing a degree applicable course after taking an ESL/basic skills course</th> <th>#/% who complete such a final course w/out starting in basic skills</th> </tr> </thead> <tbody> <tr> <td>White</td> <td>ESL=0% ENG=19.4% MATH=N/A</td> <td>ESL= ENG= MATH=</td> </tr> <tr> <td>Latino</td> <td>ESL=1.1% ENG=25.1% MATH=N/A</td> <td>ESL= ENG= MATH=</td> </tr> <tr> <td>Asian</td> <td>ESL=14.1% ENG=43.9% MATH=N/A</td> <td>ESL= ENG= MATH=</td> </tr> <tr> <td>AA</td> <td>ESL=N/A ENG=11.1% Math=N/A</td> <td>Data under development</td> </tr> <tr> <td>SSSC is</td> <td>The</td> <td>Data source</td> </tr> </tbody> </table> <p>2015 Goal: 2% annual increases will be reflected in the annual SSSC updates.</p>	Group	#/% completing a degree applicable course after taking an ESL/basic skills course	#/% who complete such a final course w/out starting in basic skills	White	ESL=0% ENG=19.4% MATH=N/A	ESL= ENG= MATH=	Latino	ESL=1.1% ENG=25.1% MATH=N/A	ESL= ENG= MATH=	Asian	ESL=14.1% ENG=43.9% MATH=N/A	ESL= ENG= MATH=	AA	ESL=N/A ENG=11.1% Math=N/A	Data under development	SSSC is	The	Data source
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<p><b>Degree &amp; Certificate Completion</b> (Vision Theme I, Student Achievement)</p>	<p>Have a college degree or certificate in every home in Santa Ana while eliminating attainment gaps by ethnicity by 2025.</p> <p>Increase High School Diploma completion 25% by 2016.</p> <p>Increase Career Development &amp; College Preparation (CDCP) state approved non-credit certificates 25% by 2016.</p>	<p><i>Note: All strategies above also support completion.</i></p> <p>Develop a Degree Audit system to improve tracking and pathway interventions.</p> <p>Expand High School Diploma and CDCP educational planning and course offerings at locations throughout Santa Ana to increase completions.</p> <p>Project the number of</p>	<p>Student Success (also C&amp;I, BSI, TLC, and more) ALL VP's</p>	<ol style="list-style-type: none"> <li>Cohort data indicates that 49% of students seeking a credential earned one, with a 16% gap for Latinos and an 11% gap for African Americans (compared to Caucasians). 1,777, or 63% more credentials (of the 2011-12 baseline of 2801) need to be attained annually at SAC to achieve a college degree in every home by 2025.</li> <li>Data analysis for the past three years indicates that progress has been made in this areas as follows: <ol style="list-style-type: none"> <li>Detail here</li> </ol> </li> </ol> <ul style="list-style-type: none"> <li>Progress details needed here.</li> <li>Based on an analysis of incoming students' placement scores and overall demand, course seats have been expanded by 25% for new freshman.</li> </ul>																		
<p><b>Transfer and</b></p>																						

<p><b>Program Completion</b> Increase enrollment in academic credit and pre-requisite basic skill courses to foster retention and completion.</p> <p>(Vision Themes I &amp; III, Student Achievement and Innovation)</p>	<p>1. Develop class schedules to increase credit and non-credit program pathway course to course completion rates.</p> <p>2. Develop Associate Degrees for Transfer (ADT's), and CTE certificates and degrees to meet student needs.</p> <p><u>Related Equity Goal (completion):</u> Definition: The ratio of the number of students by group who receive a degree/certificate to the number of students in that group with the same informed goal documented in their counselor-supported education plan.</p> <p><u>Related Equity Goal (Transfer):</u> Definition: The ratio of the number of students by group who complete a minimum of 12 units &amp; attempted a transfer level English or math course to the number who transfer within 6 yrs.</p>	<p>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, such as expanding the programs and strategies that have proven their capacity for equalizing outcomes across groups.</p>	<p>All VP's Instructional Deans Department Chairs</p> <p>All VP's Academic Senate College Council Student Success Committee</p> <p>Student Success (also C&amp;I, TLC)</p> <p>ALL VP's</p>	<p>Equity Progress Update:</p> <table border="1" data-bbox="1121 201 1919 448"> <thead> <tr> <th>Group</th> <th>#/% with informed goal</th> <th>#/% degree &amp; certificate completions</th> </tr> </thead> <tbody> <tr> <td>White</td> <td>MIS</td> <td>57.4%</td> </tr> <tr> <td>Latino</td> <td>data</td> <td>41.3%</td> </tr> <tr> <td>Asian</td> <td>under</td> <td>66.1%</td> </tr> <tr> <td>AA</td> <td>development</td> <td>45.9%</td> </tr> <tr> <td>SSS is</td> <td>the</td> <td>data source</td> </tr> </tbody> </table> <p>2015 Goal: Reduce equity gaps in completion by 5%.</p> <p>Progress data needed here.</p> <p>Equity Progress Update:</p> <table border="1" data-bbox="1121 651 1911 967"> <thead> <tr> <th>Group</th> <th># /% completing a min. of 12 units &amp; attempted transfer Eng/math</th> <th>#/% transferring within 6 years</th> </tr> </thead> <tbody> <tr> <td>White</td> <td>MIS</td> <td>Pending</td> </tr> <tr> <td>Latino</td> <td>data</td> <td>From</td> </tr> <tr> <td>Asian</td> <td>under</td> <td>Nga</td> </tr> <tr> <td>AA</td> <td>development</td> <td></td> </tr> <tr> <td>Total</td> <td></td> <td></td> </tr> </tbody> </table> <p>2015 Goal: Reduce transfer equity gaps by 5%.</p>	Group	#/% with informed goal	#/% degree & certificate completions	White	MIS	57.4%	Latino	data	41.3%	Asian	under	66.1%	AA	development	45.9%	SSS is	the	data source	Group	# /% completing a min. of 12 units & attempted transfer Eng/math	#/% transferring within 6 years	White	MIS	Pending	Latino	data	From	Asian	under	Nga	AA	development		Total		
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	<p>Increase the number of Continuing Education</p>	<p>Expand the SCE matriculation process to</p>	<p>Student</p>	<p><u>Progress measures needed.</u></p>																																				

	High School graduates that transition from non-credit to credit by 20% each year.	<p>include transition to college planning.</p> <p>Provide professional development about the process for transitioning from SCE to credit to all SCE faculty &amp; staff.</p> <p>Implement case-based outreach to potential SCE grads (HS subjects students with less than 20 credits remaining) to facilitate completion/college-going.</p>	Success (also C&I, BSI, TLC an more ) ALL VP's	
	Increase the number of students who transition from non-credit to credit for CTE certificates by 50% by 2016.	<p>Hold CR/NC dialogues between math, ESL, English and CTE faculty. Refresh formal academic transition through curriculum committees for both School of Continuing Education and credit.</p> <p>Create joint (SCE+SAC) faculty teams to explore what is needed to elevate the exit level in math for adult high school diploma programs to Algebra.</p>	Student Success ALL VP's	<u>Progress measures needed</u>
<b>Workforce Development (Vision Theme</b>	Develop and enhance CTE programs to support regional	1. Launch and update CTE programs to meet regional employer needs.	VPAA, CTE Deans, CTE Faculty,	<ul style="list-style-type: none"> <li>• New and updated CTE courses and programs submitted to CIC</li> <li>• SAC CTE programs that are accredited by industry associations has grown (details for these bullets are still under development)</li> </ul>

<b>V, Workforce Development)</b>	workforce needs as the primary local source of skilled labor.	2. Maintain and enhance CTE programs to meet industry and accreditation/licensing body standards.	CIC, WFDC & Advisory Committees	
<b>Excellence in Teaching &amp; Learning</b> (Vision Themes I & III, Student Achievement and Innovation)	Ensure that faculty and staff at SAC have access to student success-centered professional development.	3. Update current PD inventory. 4. Identify critical gaps & address as possible. 5. Establish a leadership structure for SAC PD.	SAC Cabinet	<ul style="list-style-type: none"> <li>President convened staff development study team and will continue to shape a structure for coordinating and expanding offerings college-wide.</li> <li>A draft SAC PD framework has been established and distributed for comment and suggestions.</li> </ul>

### Strategic Plan Area II: Student Achievement Budget & Infrastructure (technology, fiscal, facilities)

Broad Goals	Measurable Objectives	Strategies for Action	Lead(s)	Progress on Goals
<b>Provide technology infrastructure that promotes effective instruction, and student success.</b> (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 FY 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><b>Increase transfer, progress/course completion an attainment of certificates</b> (Vision Themes I &amp; II, Student Achievement &amp; 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.</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><b>Promote awareness of college programs and services</b> (Vision Themes II, IV, &amp; VI, Use of Technology, Community, &amp; New American Community)</p>	<p>-College will establish marketing and outreach campaign to attract new students to the college - 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. -A written marketing strategy that will include advertising, outreach and tracking will be developed. -Parent community outreach efforts will be expanded. - Current college information is available through the web, mobile platforms and social networking sites.</p>	<p>-ALL VP's -SAC Management -DIST ITS</p>	<ul style="list-style-type: none"> <li>• One-Stop Higher Education Center was officially opened in May 2014.</li> <li>• Parent outreach activities reached nearly 40,000 Santa Ana parents through partnership activities in the 2013-2014 academic year.</li> <li>• 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.</li> <li>• SAC's Veteran's Resource Center expanded its community presence through outreach and collaboration with more than 10 veteran-centered community partners.</li> </ul>



<p><b>Implement the SAC Facilities Master Plan</b> to deliver a physical facility that meets the current and future needs of our campus community. (Vision Themes I, II, &amp; III, Student Achievement, Use of Technology, &amp; 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 13/14 -Building G project completed -Perimeter project contract completed -Current projects underway Planetarium/Temp. Village/Lot 11 expansion -Dunlap Hall upgrade to start June 9, 2014 -Central Plant design underway -Chavez forensic eval completed in 13/14 -Johnson Center programming completed, RFP out for architect services -Purchased lot on 17<sup>th</sup>/Bristol, schematic design taking place -FY 13/14 developed a District-wide sustainability plan that has specific activities and goals for SAC</p>
<p><b>Internships:</b> 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>Part-time internship coordinator hired Fall 2013.. Successes include: Student Career Readiness Orientations: Student Interviews Student Placements:</p>

### Strategic Plan Area IV: Innovation

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

<b>methods</b> (Vision Themes I, II, & III, Student Achievement, Use of Technology, & Innovation)		-Provide noncredit students access to webadvisor for registration & other services.		
	2. Expand and improve the effectiveness of the Distance Education(DE) offerings as measured from baseline	- Provide staff development for all distance education instructors. - Expand DE instructional design resources.	-VP of Academic Affairs	<ul style="list-style-type: none"> <li>Specific progress needs to be identified (Via VPAA &amp; SAC Distance Ed Office)</li> </ul>
<b>Foster a culture of inquiry and innovation</b> to enhance student success (Vision Themes I, II, & III, Student Achievement, Use of Technology, & Innovation)	1. Maintain and further enhance student success as determined by student learning outcomes and service unit outcomes.	-Continue to integrate SLOs and SUOs into program planning/review processes college wide (TracDat). -Develop and launch an office of institutional effectiveness.	-President's Cabinet	-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 strategic funding of an Office of Institutional Effectiveness.
	2. Implement, assess and evaluate a comprehensive professional development program for faculty, staff, and management.	-Budget line item for Professional development activities.	-President's Cabinet -College Council	-In FY 13/14, a budget line item was included in the adopted budget at SAC earmarked for professional development. -A budget line item for professional development is included in the FY 14/15 tentative budget assumptions.

	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.
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*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*

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