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1915-2015
SANTA ANA COLLEGE

2015-2016
Student Equity Plan
Submitted: December 2015

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Santa Ana College
Student Equity Plan Signature Page

District: <u>Rancho Santiago Community College District</u> **Board of Trustees Approval Date:** <u>December 7, 2015</u>

I certify that this plan was reviewed and approved by the district board of trustees on the date shown above. I also certify that student equity categorical funding allocated to my college or district will be expended in accordance the student equity expenditure guidelines published by the California Community College Chancellor's Office (CCCCO).

<u>Erlinda J. Martinez, Ed.D.</u> <u>Martinez_Erlinda@sac.edu</u>

I certify that student equity categorical funding allocated to my college will be expended in accordance the student equity expenditure guidelines published by the CCCCO.
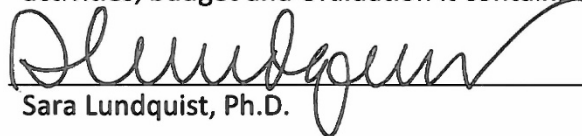
<u>Michael T. Collins, Ed.D.</u> <u>Collins_MichaelT@sac.edu</u>

I certify that was involved in the development of the plan and support the research goals, activities, budget and evaluation it contains.

<u>Sara Lundquist, Ph.D.</u> <u>Lundquist_Sara@sac.edu</u>

I certify that was involved in the development of the plan and support the research goals, activities, budget and evaluation it contains.

<u>James Kennedy</u> <u>Kennedy_James@sac.edu</u>

I certify that Academic Senate representatives were involved in the development of the plan and the Senate supports the research goals, activities, budget and evaluation it contains.

<u>Elliott Jones, D.M.A.</u> <u>Jones_Elliott@sac.edu</u>

I certify that CSEA representatives were involved in the development of the plan and the Senate supports the research goals, activities, budget and evaluation it contains.

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Tom Andrews   Andrews_Tom@sac.edu

I certify that Associated Student Body representatives were involved in the development of the plan and supports the research goals, activities, budget and evaluation it contains.

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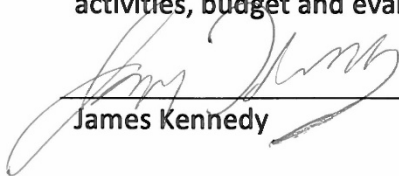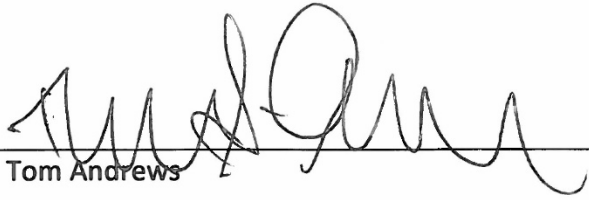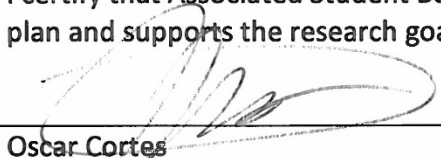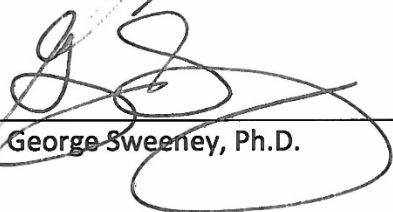Oscar Cortes   Asg.President@gmail.com

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George Sweeney, Ph.D.   Sweeney_George@sac.edu   714-564-6527

Executive Summary

Executive Summary

We are privileged to serve Santa Ana and its surrounding communities. The work of educators, community and business leaders, municipal partners, entrepreneurs, and philanthropists coordinate to create a college that has as its mission the attainment of the educational goals and dreams of an entire region. The work of Student Equity at Santa Ana is to make the attainment of these dreams and goals incumbent upon the hard work and content of the character of our students and not income, gender, ethnicity, disability status, previous military service, or any other qualifying characteristic. The goal is to have a campus where student success is the center of our every activity and is the measure by which we determine the college's success.

The Santa Ana College Student Equity Plan represents a year-long process of inquiry, coordination and planning conducted by the entirety of the Santa Ana College community. Hundreds of faculty, staff, students and administrators supplied input as to how to make our college a more equitable and student-success centered campus. The new Student Equity Plan brings together plans and activities from every academic, student service and administrative division. It is the promise of the members of our institution to work together across all boundaries to supply the best possible campus for our students to receive an education. Many of the activities presented within the plan cross between Research, Continuing Education, Student Services, Academic Affairs, and Administrative Affairs in order to eliminate boundaries and provide support to our students.

The 2015-16 plan is a continuation of a promise and the planning activities set forth in 2014. But it is a significant expansion as well. Whereas, the Santa Ana community was only becoming aware of what equity was and how it played a role in our students' success, we have a far greater understanding and many more tools to conduct the work of equity. The result is a plan that is more focused at the same time as it is more comprehensive. In the subsequent pages, we will outline the goals and strategies that inform our activities. Then we discuss the coordination and planning that went into the creation of this current plan, as well as proposed refinements to the plan. Then we will discuss the activities, budget and evaluation that will help us attain our goals and bring our strategies to fruition.

Goals and Strategies

Goal 1: Overall and Across Measures Initiatives
O1. Create an integrated plan between SSSP, BSI and Student Equity Plans, including a comprehensive budget and evaluation plan for all three.
O2. Implement a series of college-wide efforts that are expected to engage all constituency groups at SAC to improve equality of opportunity across all of the five specific areas for students from all target groups.
O3. Create a program and institutional review process that fosters an equity mindset on the campus.

Success Indicator A: Access
1. There will be an increase in the percentage of students under the age of 20 by increasing the number of Santa Ana and Garden Grove Unified High School students by 10%.

<u>Strategies for attainment</u>

A1. Improve access to SAC for historically underserved populations through interaction with outside agencies and schools (including SCE) serving these populations.

A2. Increase information, awareness about SAC and its specialized programs by building a more robust pre-orientation process to historically underserved populations complementing the Student Success and Support Program (3SP) efforts.

Success Indicator B: <u>Course Completion</u>

1. There will be a 20% decrease in the gap of successful course completion between Latino students and the highest performing student group.

<u>Strategies for Attainment</u>

B1. Provide academic support services for target population students to increase retention and successful course completion.

B2. Create accelerated developmental education pathways.

B3. To provide an equity-centered process for at-risk students allowing students to have all course materials at the start of classes by providing Open Educational Resources (OER). A no-cost solution for students to have access to all materials necessary for course success on day-one would improve their course engagement, retention, and success.

Success Indicator C: <u>ESL and Basic Skills Completion</u>

1. There will be an increase the English basic skills completion rate for Latinos by 10% by 2020.
2. There will be an increase in the Math basic skills completion rate for Latinos by 20% by 2020.

<u>Strategies for attainment</u>

C1. Develop an equitable and student-success centered assessment and placement system.

C2. Student Focused Goal: Improve student equity in degree-applicable course completion by students who completed Basic Skills Math, English, or ESL levels below transfer.

Success Indicator D: <u>Degree and Certificate Completion</u>

1. The gap between the Santa Ana College population and certificate attainment for Veterans and Foster Youth will be eliminated.

Success Indicator E: <u>Transfer</u>

1. There will be a 20% decrease in the transfer gap between Latino students and the highest performing subgroup.

<u>Strategies for Attainment</u>

E1. Bring staffing and staff/counselor training in the University Transfer Center to adequate levels to support equity initiatives.

E2. Provide enhanced financial aid application and follow-up assistance to students in the targeted subgroups as they work toward and achieve transfer.

E3. Expand support services to targeted subgroups needing alternatives to the traditional educational model.

E4. Develop effective, early, and sustained college-wide and community communication regarding opportunities in higher education, purposefully reaching out to targeted subgroups.

E5. Increase transfer to universities for all groups, specifically among the targeted subgroups.

Activities

A   Access
1. Outreach to disproportionately impacted subgroups within the community and at community high schools
2. Improve accessibility to electronic and instructional resources for disabled students by bringing in personnel to insure compliance and access to electronic and instructional resources
3. Increase access to resources for veterans in the Veterans Resource Center by bringing staffing to capacity
4. Improve the ability of the scholarship office to find and deliver awards to disproportionately impacted students by conducting systematic research and using that research to target and pursue disproportionately impacted subgroups
5. Make the conditions in welding labs more equitable for female welders by providing female instructional assistants
6. Expand the hours of operation for the Learning Center, Library, Math Center and Academic Computing Center to provide low-income and working students access to study areas, computers and instructional support
7. Increase matriculation to the campus of low-income, Latinos by providing a summer life-writing program

B   Course Completion
1. Increase resources in the Learning Center to provide instructional support to disproportionately impacted students in gatekeeper courses
2. Increase resources in the Math Center to provide instructional support to disproportionately impacted students in mathematics
3. Implement campus-wide tutor training to train instructional support in providing equitable tutoring
4. Develop plans and activities at the departmental level that use the best campus research and will provide students with the highest level of student success
5. Expand and refine the Online Educational Resources at the campus to provide students and faculty with low-cost or no-cost textbook options
6. Conduct a pre-semester Math Jam to prepare disproportionately impacted students to be successful in difficult transfer-level math course
7. A program to aid African American and Latino athletes to complete college-level courses will be developed and piloted

C   ESL and Basic Skills Completion
1. Bring the redesigned elementary and intermediate algebra pathway to full implementation providing impacted students with an accelerated and more targeted pathway to course completion
2. Bring together non-credit ESL, EMLS and English faculty to discuss and plan strategies for improving transition from non-credit to credit ESL and develop a comprehensive English reading, writing and language program

3. Plan and research the structure and feasibility of an accelerated basic skills English pathway

D   Degree and Certificate Completion
1. Provide informed and compassionate counselling to disproportionately impacted communities
2. Provide peer mentoring for the entire life-cycle of the student from enrollment to transfer
3. Provide peer mentoring to students who are struggling academically in order to improve persistence to degree and certificate completion
4. Plan and coordinate a degree pathway program to increase the number of male students receiving certificates and degrees
5. Refine and expand the dual enrollment program to increase the number of male students receiving degrees and certificates
6. Fund a 50% financial aid analyst to aid low-income students in developing financial aid plans and funding college

E   Transfer
1. Expand EOPS to 200 more students, thereby improving transfer success to disproportionately impacted communities
2. Coordinate with MESA to provide opportunities for leadership, research and mentoring to improve transfer for disproportionately impacted communities in STEM
3. Expand Transfer Center Activities to support impacted students in exploring transfer opportunities and developing skills necessary to succeed at 4-year institutions
4. Support Freshmen Experience in improving outcomes and persistence for first-year students
5. Develop an on-campus UMOJA program to improve student success and transfer for African American students
6. Assist the honors program in helping impacted students towards transfer

F   Other College or District-wide Initiatives Affecting Several Indicators
1. Fund the equity coordination team
   a. Forward the ongoing inquiry into our disproportionately impacted students
   b. Integrate an equity-lens into campus planning and review
   c. Lead equity-based discussions with faculty, staff, students and administrators
2. Develop and refine an equity-based research team
   a. Develop tools to understand and research student success
   b. Develop and answer questions about disproportionately impacted student groups
   c. Provide guidance and insight into equity-based activities
   d. Inform the long-term direction of equity planning
3. Provide equity and student success-based professional development
   a. Engage in open-inquiry about the needs and service of disproportionately impacted students
   b. Lay the intellectual groundwork for an equity and student success centered campus
4. Develop and deliver an online student portal to deliver electronic student services to students, increasing access to services, necessary communication and guidance
   a. Breakdown barriers between counselling, instructional support, registration and financial aid

      b. Provide a comprehensive communication system to students

      c. Provide students with easy access to all of their academic and financial records

5. Provide Equity Targeted Marketing to our students and the college community
6. Develop and coordinate equity efforts at continuing education
   a. Develop a definition for student success that represents the needs and desires of continuing education students
   b. Develop plans to help students succeed in those educational plans
   c. Develop a definition of equity for continuing education that allows continuing education a foothold into the equity conversation
7. Provide comprehensive support and guidance to the foster youth community
a. Increase the number of foster youth receiving resources from the college

Coordination and Planning

Planning and Coordination Activities

The Student Equity Committee

The Student Equity Committee is a sub-committee of the Student Success and Equity Committee, one of the shared governance committees of Santa Ana College. The Student Equity Coordinator regularly consults and reports to the Academic Senate, Basic Skills Committee, and the Teaching and Learning Committee. In addition, the coordinator meets with leaders of the classified staff, Academic divisions and Student Services departments. The administrative lead for the Student Equity Committee regularly reports to College Council and the President's Cabinet.

The following chart details the members of the Student Equity Taskforce and their roles:

Member	Role
George Sweeney	Student Equity Coordinator/ Math Professor
Sara Lundquist	Vice President, Student Services
Maria Aguilar Beltran	Assessment Coordinator
Steve Bautista	Counselor, Center for Teacher Education
Matt Beyersdorf	Department Chair, English
Micki Bryant	Dean, Counselling
Jeffrey Burke	Faculty Coordinator, Math Center
Cher Carrera	Dean, Science, Math and Health Sciences
Stephanie Clark	Faculty, Art
Jodi Coffman	Counselor, Athletics
Oscar Cortes	President, ASG
Janet Cruz-Teposte	Equity Coordinator, Non-Credit
Joshua Dorman	Research Analyst
Madeline Grant	Interim Dean, Business and Engineering
Bart Hoffman	Dean, Human Services and Technology
Mary Huebsch	Professional Development Coordinator, BSI Coordinator
Shelly Jaffray	Dean, Humanities and Social Sciences
Jarek Janio	Faculty SLO Coordinator
Bonnie Jaros	Faculty Coordinator, Institutional Effectiveness and Assessment & Accreditation Liaison Officer
Rob Jenkins	Faculty Coordinator, Continuing Education
Elliott Jones	Academic Senate President
Eve Kikawa	Dean, Fine and Performing Arts
Cherylee Kushida	Faculty Coordinator, Distance Education
Christine Leon	Associate Dean, EOPS
Mark Liang	Dean, Admissions and Records
Nilo Lipiz	Dean, Continuing Education
Lynn Marecek	Department Chair, Math
Kathy Patterson	Faculty Coordinator, Honors Program
Elaine Pham	Specialist, Math Center- CSEA Representative
Christina Romero	Director, SAC Foundation
Sarah Salas	Vice-President, CSEA
Marisol Sanchez	Administrative Support, Student Equity
Sylvia Sanchez	Counselor and Coordinator, Guardian Scholars Program
Catherine Shaffer	Faculty Coordinator, MESA
Lilia Tanakeyowma	Dean, Student Affairs
Jinhee Trone	Faculty, Accounting

Martha Vargas	Counselor, University Transfer Center
Kathy Walczak	Faculty Coordinator, Learning Center

Integration of Equity, SSSP, and Basic Skills

The Student Equity Committee met twice in spring of 2015 and three times in fall of 2015. Members of the committee split into sub-committees based upon success indicators. Activities were then proposed for each success indicator and brought to the Committee for prioritization and alignment with the goals of the Equity plan. The plan was then presented to the Academic Senate, College Council, CSEA representatives, Associated Students and Board of Trustees for approval.

After a year of consultation and discussions regarding ongoing planning and evaluation of the plan, Santa Ana College is attempting to align the goals, activities and planning of the Equity plan with those of SSSP and BSI. SSSP, Equity, and Basic Skills will thus attempt to align the planning, budget and evaluation process with BSI. The following represents a proposed planning timeline for Equity that will accomplish that goal.

Month	Activity	Involved Parties
February	Review Evaluation of 14-15 and Fall 15 (if available)	Participant groups, Student Equity Committee
March-May	Planning of Activities	Success Indicator groups, categorical programs, BSI, SSSP Committee
May	Prioritization and selection of Equity Activities	Student Equity Committee
Summer	Evaluation of 15-16 Activities, drafting of 16-17 Equity Plan	Student Equity Coordinator, VP Student Services, Research, SSSP Coordinator, Equity Coordinator
Fall 2016	Implementation of the plan and approval of 16-17 plan, ongoing discussion of Equity priorities and needs	Student Success Committee, CSEA representation, Academic Senate, College Council, Board of Trustees, Participant Groups

Integration with institutional planning and effectiveness

In spring 2016, Santa Ana College will be reviewing and revising the Educational Master Plan. As a part of the development of that plan, the college will integrate equity and student success goals into the ongoing fabric of the college's mission and work. In consultation with the coordinator for Institutional Effectiveness and Assessment, the Teaching and Learning Committee and the Faculty Coordinator for Student Learning Outcomes, we have begun to integrate Equity into the Program Planning and Review Process. These activities represent our ongoing commitment to have equity be a substantial part of the work that we do at the college.

Summary of Activities with Budget

Detailed Narrative of Activities by Success Indicator

Access

Demographic Area	SAC	Service Area	Proportionality	Disproportionate Impact
Male	57.3%	49.33%	1.13	No
Female	42.7%	50.64%	.86	No

Demographic Area	SAC	Service Area	Proportionality	Disproportionate Impact
African American	1.2%	1.45%	.828	No
American Indian	.2%	.85%	.235	Yes
Asian	8%	18.56%	.431	Yes
Filipino	.7%	1.4%	.5	Yes
Hispanic	59%	61.8%	.954	No
Pacific Islander	.2%	.39%	.512	Yes
White	17.3%	16.98%	1.01	No
Two or More Races	.9%	3.64%	.247	Yes

Demographic Area	SAC	Service Community	Proportionality	Disproportionate Impact
Less than 20	15.1%	33.26%	.453	Yes
20-24	20.1%	9.08%	2.21	No
25-39	36.3%	30.85%	1.18	No
40 or more	28.5%	26.81%	1.06	No

Demographic Area	SAC	Service Community	Proportionality	Disproportionate Impact
Veterans	1%	4%	.25	Yes
Disabled	1.45%	7.5%	.193	Yes

Access Disproportionately Impacted Groups	American Indian, Asian, Filipino, Pacific islander, Two or More Races, Less Than 20 years old, Veterans, Disabled Students, Foster Youth

GOALS, ACTIVITIES, FUNDING AND EVALUATION: ACCESS

GOAL A.

The measure that Santa Ana uses to determine the equity of access at the institution is not conducive to gap analysis. Instead, we have determined another measure by which to determine improvement in equity of access.

Goal

There will be an increase in the percentage of students under the age of 20 by increasing the number of Santa Ana and Garden Grove Unified High School students by 10%.

ACTIVITIES: A. ACCESS

A.1

Outreach to Disproportionately Impacted groups

Activity Type(s):

X	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
X	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation		Direct Student Support
	Research and Evaluation		Professional Development		

- *Target Student Group(s) & # of Each Affected*:*

ID	Target Group	# of Students Affected
A.1	18-20 years old	1600
	Foster Youth	120
	First Generation College Students	2000

- *Activity Implementation Plan*

The Office of School and Community Partnerships will actively engage in the recruitment and registration of students from our disproportionately impacted communities. Santa Ana College's strong partnerships with Continuing Education, Santa Ana Unified, Garden Grove Unified, and other community organizations allow us to identify and outreach to students who would otherwise not consider or fail to go to college. The office will contribute at least 10% of their time to outreach to these disproportionately impacted communities. The Office was currently re-organized to facilitate this new equity-centered approach to outreach and recruitment

Outreach Specialist

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
A.1	Ongoing	$11,049	General Fund-$99,441

Outreach Specialist

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
A.1	Ongoing	$10,563	General Fund-$95067

Outreach Specialist

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
A.1	Ongoing	$10,630	General Fund-$95,670

Outreach Specialist

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
A.1	Ongoing	$7,294	General Fund-$65,456

Student Services Coordinator

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
A.1	Ongoing	$10,724	General Fund-96,516

Materials and Supplies for Targeted Outreach

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
A.1	Ongoing	$8000	

- *Link to Goal*

This concentrated outreach will directly impact the number of students from the disproportionately impacted sub-groups who will attend Santa Ana College.

- *Evaluation*

Timeline	Data to be gathered	Analysis
Beginning of Spring 2016	Student counts by disproportionate impact group,	Increase in the number of students from disproportionately impacted groups, Ratio of disproportionately impacted groups to the community at large
Census of Fall 2016	Student enrollment in courses from disproportionately impacted groups	Increase in the number of students from disproportionately impacted groups, Ratio of disproportionately impacted groups to the community at large

A.2

Alternative Media Specialist (Maybe this should be under course success vs access.

- *Activity Type(s):*

	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
x	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation		Direct Student Support
	Research and Evaluation		Professional Development		

- *Target Student Group(s)* & # of Each Affected*:

ID	Target Group	# of Students Affected
A.2	Disabled Students	900

- *Activity Implementation Plan*

The alternative media specialist will work with the assistive technology faculty member to develop and implement assistive technologies for the Santa Ana website, computer labs and classrooms. They will be tasked with aiding in the evaluation of materials for their ability to be used by disabled students and their compliance with Section 508 of the Education Code.

ID	Timeline(s)	Student Equity Funds	Other Funds**
A.2	Ongoing	$14,139	

- *Link to Goal*

Improving our electronic and classroom resources for disabled students will improve their access and persistence at the college.

- *Evaluation*

Timeline	Data to be gathered	Assessment
Semester-basis	Student Satisfaction Surveys, Number of students listed as disabled, number of students listed as disabled participating in DSPS	Level of ease of use and access to instructional and support resources, increases in the number of students using DSPS resources

A.3

DSPS Specialist

- *Activity Type(s):*

	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
x	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation		Direct Student Support
	Research and Evaluation		Professional Development		

- *Target Student Group(s)* & # of Each Affected*:

ID	Target Group	# of Students Affected
A.2	Disabled Students	900

- *Activity Implementation Plan*

The DSPS specialist will assist in the certification and registration of students into the DSPS program. This will allow SAC to expand the program.

ID	Timeline(s)	Student Equity Funds	Other Funds**
A.3	Ongoing	$10,943	

- *Link to Goal*

Making it easier for students to register for DSPS will increase the numbers of disabled students at SAC.

- *Evaluation*

Timeline	Data Collected	Assessment

Semester-basis	Number of students listed as disabled, number of students listed as disabled participating in DSPS	Increases in the number of students using DSPS resources

A.4

Veterans Resource Center-Senior Clerk

- *Activity Type(s):*

	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
x	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation		Direct Student Support
	Research and Evaluation		Professional Development		

- *Target Student Group(s) & # of Each Affected*:*

ID	Target Group	# of Students Affected
A.4	Veterans	334

- *Activity Implementation Plan*

The Senior Clerk will allow the Veteran's Resource Center to remain open for 25% more hours and allow the center to run at full staff. This will allow Veteran's to obtain services throughout their college day. This will also make it easier for Veteran's to certify their status and obtain their benefits.

ID	Timeline(s)	Student Equity Funds	Other Funds**
A.4	Ongoing	$46,105	

- *Link to Goal*

Improving access to the Veteran's Resource Center will increase the number of Veterans registered and obtaining services at SAC.

- *Evaluation*

Timeline	Data Collected	Assessment
Semester-basis	Number of Veterans registered, Number of Veterans receiving resources	Increase in the number of veteran's receiving benefits and resources in the center

A.5

Scholarship Equity-Based Coordination

- *Activity Type(s):*

	Outreach	X	Student Equity Coordination/Planning		Instructional Support Activities
x	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation		Direct Student Support
	Research and Evaluation		Professional Development		

- *Target Student Group(s)* & # of Each Affected*:

ID	Target Group	# of Students Affected
A.5	Low-Income	1000
	18-20 years old	1000
	Veterans	300

- *Activity Implementation Plan*

Students less than 20, American Indian, Asian, Pacific Islander and veteran students have lower access rates to post-secondary education. Resources and information about accessing post-secondary attainment are needed to create stronger pathways to college for these students. By increasing consistent and strong messages to the community, external funding partners, community organizations and potential prospects about the needs of these student groups, an increase in overall scholarships and resources is possible.

Within the equity lens, coordinated marketing, messaging, resource development strategies and tactics will increase philanthropic support from key constituencies using data and marketing tools. The addition of a part-time Development Coordinator will look at the current scholarship resources at the college as well as the current programmatic support by external constituencies will fill those gaps and leverage strengths to increase college access by 2020 using resource development as the primary strategy. The proposed part-time Development Coordinator will:

1. Re-ignite and redesign the Santa Ana Futures Scholarship Fund Payroll Deduction Campaign. This would include re-connecting with city and SAC employees who currently donate to the fund and begin more consistent stewardship with potential employee donors.
2. Create funding strategies and proposals for prospect donors and current donors to increase scholarships and programming support, including book grants.

3. Share, promote and market stories, philanthropic efforts and opportunities, including success stories of currently alumni, students and partnerships that highlight and focus on the Disproportionately Impacted Groups directly linked to our goals.
4. Develop and maintain mutually respectful and collaborative relationships with community leaders and prospect donors that share in the interest of decreasing the equity gaps and access gaps.
5. Use internet tools to develop and maintain an online presence; research and recommend appropriate social networking and marketing opportunities that contribute to increasing access to these student and prospect student populations. Design, develop and implement programs to cultivate and build constituent relations and enhance online giving to raise funds for these Disproportionately Impacted Groups.
6. Develop digital and printed materials to support donor relationships with the college--materials such as e-newsletters and direct mail communication.

Development Coordinator

ID	Timeline(s)	Student Equity Funds	Other Funds**
A.5	Spring 2015-Summer 2016	$12,755	SAC Foundation-$12,754

Development Software and Supplies

ID	Timeline(s)	Student Equity Funds	Other Funds**
A.5	Spring 2015-Summer 2016	$5,000	

- *Activity Implementation Plan*

Provide targeted outreach and workshops regarding scholarships to historically underserved populations. Early on, realizing that workshops alone were not enough, our office began to augment and increase the breadth and scope of equity services provided to effectively meet the needs of our target student populations. The plan is to collaborate with faculty in select student services offices, conduct institutional research on needy students, and conduct targeted outreach to these select groups. This will be combined with strategic outreach to donors to provide for these key targeted populations.

Student Program Specialist

ID	Timeline(s)	Student Equity Funds	Other Funds**
A.5	Ongoing	$12,223	

- *Link to Goal*

Increasing the number and size of scholarships received by targeted populations will aid in their persistence and increase the number of these students currently on the campus.

- *Evaluation*

Timeline	Data to be gathered	Analysis

Yearly	Number of low-income students, foster youth, veterans, and DSPS receiving scholarships	Number of low-income students, foster youth, veterans, and DSPS receiving scholarships will increase within the first 3 years.
		        Foster Youth Scholarship Workshops - Baseline: 0 to 5 by 2017
		        DSPS (20%) Scholarship Workshops– Baseline: 13 to 15
		        Veterans (50%) Scholarship Workshops– Baseline: 10 to 15

A.6

Welding Instructional Aides and Interns

- *Activity Type(s)*

	Outreach		Student Equity Coordination/Planning	x	Instructional Support Activities
x	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation		Direct Student Support
	Research and Evaluation		Professional Development		

- *Target Student Group(s)*:

ID	Target Group	# of Students Affected
A.6	Women in Welding	26

- *Activity Implementation Plan*

The welding program at Santa Ana College is one of the most robust and well-respected in the country. It currently serves 284 students in the program. However, only 26 of those students are female. One of the challenges to females entering into the field is that the instructors are all male and so are unable to intervene when issues arise for the female students. This is particularly true when medical issues (which are a natural part of learning to weld) arise. The welding department would like to employ 1 19 hour female instructional assistant/intern to be able to deal with these issues as they arise.   In addition, the instructional assistant would be able to work on more basic tasks freeing up the instructor to work on teaching responsibilities.

A second purpose of this assistant will be to refine the instructional assistant's skills and promote transfer to welding bachelor's programs, increasing the number of women in the field and increasing the number of women in the field who are qualified to teach at community colleges.

ID	Timeline(s)	Student Equity Funds	Other Funds**
	Spring 2015	$5,000	

- *Link to Goal*

Having a more visible and authoritative female presence will increase the number of women who persist in the field.

- *Evaluation*

A survey of female students in welding will seek to better understand their challenges and remediate those challenges. In addition, we will track longitudinally the number of women who are in the program and persist to degrees and transfer in the program.

A.7

Instructional Service Centers Hours Expansion

- *Activity Type(s)*

	Outreach		Student Equity Coordination/Planning	x	Instructional Support Activities
	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation		Direct Student Support
	Research and Evaluation		Professional Development		

- *Target Student Group(s)*:

ID	Target Group	# of Students Affected
A.7	18-20	500
	Low Income	500
	Asian	150

- *Activity Implementation Plan*

The hours in the Academic Computing Center, Learning Center, Math Center and Library will expand by 4 hours per week for each area. Santa Ana is very population dense, making quality study areas scarce. Increasing the hours in these centers will provide instructional support and a place to do their homework and study.

ID	Timeline(s)	Student Equity Funds	Other Funds**
	Ongoing	$96,000	General Fund-$22,000

- *Link to Goal*

Increasing the number of hours in these resource centers will increase student persistence and the overall number of our disproportionately impacted students.

- *Evaluation*

Timeline		
Winter Intersession 2016	Student Visits, Student Hours, Student Activities	Disaggregated Breakdown of Student Visits, Hours and Activities Comparison of Success in Courses with activities vs. without activities Correlation of hours and visits vs. course grade
Spring 2016	Student Visits, Student Hours, Student Activities	Disaggregated Breakdown of Student Visits, Hours and Activities Comparison of Success in Courses with activities vs. without activities Correlation of hours and visits vs. course grade
Summer 2016	Student Visits, Student Hours, Student Activities	Disaggregated Breakdown of Student Visits, Hours and Activities Comparison of Success in Courses with activities vs. without activities Correlation of hours and visits vs. course grade

A.8

Barrio Writers Program

- *Activity Type(s)*

	Outreach		Student Equity Coordination/Planning	X	Instructional Support Activities
	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation		Direct Student Support
	Research and Evaluation		Professional Development		

- *Target Student Group(s)* & # of Each Affected*:

ID	Target Group(s)	# of Students Affected
A.8	Latinos	50
	Low Income	50

- *Activity Implementation Plan*

Host by providing a classroom with computers to the Barrio Writers Program for a week during summer for 5 hours a day in the afternoon and access to a large venue for student readings at the culmination of the program week; the program will hold up to 8 spaces for Middle College students and recruit from area youth under 20, not graduated from high school already. This is an established non-profit program that uses creative writing and integration in an academic environment to establish a pipeline to higher education and develop reading and writing skills. Barrio Writers participants will have their work published by the University Press.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
A.8	Summer 2016	$1800	

- *Link to Goal*

For Access, providing a pipeline to higher education for the "under 19" community members is exactly the stated purpose of this established program. Having SAC be a host school will provide SAC with the opportunity to reach about 30 students (depending upon recruitment) who may otherwise not have seen themselves as higher education candidates. **For the student mentors in the classroom, these should be drawn from

English, Journalism, or Teacher Education students as their participation will enhance their transferability and competitiveness within those majors as they will have had a hand in professional writing training/publication of the University Press.

- *Evaluation*

Timeline	Data Collected	Analysis
Upon Completion of the program	Student Satisfaction survey, writing assessments, matriculation to the college	Improvement in writing, analysis of student satisfaction survey, proportion that successfully matriculated to the college

Success Indicator: Course Completion

	Enrollment Count	Success Count	Success Rate	80 Percent Index	Disproportionate Impact
Santa Ana College Total	37617	27712	73.67%		
Gender					
Female	15290	10960	71.68%	.952	No
Male	22282	16678	75.3%	1	No
Race					
African-American	696	457	65.59%	.715	Yes
American Indian/Alaskan Native	132	92	69.42%	.758	Yes
Asian	313	249	79.67%	.869	No
Filipino	424	316	74.53%	.813	No
Hispanic	17428	11516	66.08%	.721	Yes
Pacific Islander	148	93	62.93%	.687	Yes
Some Other Race	3768	3453	91.64%	1	No
White Non-Hispanic	6648	5654	85.05%	.928	No
Foster Youth					
Yes	255	144	56.35%	.763	Yes
No	37362	27588	73.84%	1	No
Veteran					
Yes	447	298	66.57%	.891	No
No	34169	25541	74.75%	1	Yes
Low Income					
Yes	14946	9707	64.95%	.757	Yes
No	22833	19592	85.81%	1	No
Disabled					
Yes	703		66.12%	.895	No
No	36914		73.85%	1	No

GOALS, ACTIVITIES, FUNDING AND EVALUATION: COURSE COMPLETION

GOAL B.

The goal is to improve course completion for the following target populations identified in the college research as experiencing a disproportionate impact:

Target Population(s)	Current gap, year	Goal*	Goal Year
Latino	18.97%, 2015	13.28%	2020

ACTIVITIES: B. COURSE COMPLETION

B.1

Equity Based Activities in the Learning Center

- *Activity Type(s)*

	Outreach		Student Equity Coordination/Planning	X	Instructional Support Activities
	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation		Direct Student Support
	Research and Evaluation		Professional Development		

- *Target Student Group(s)* & # of Each Affected*:

ID	Target Group(s)	# of Students Affected
B.1	Latinos	1600
	African Americans	100
	Low Income	2000

- *Activity Implementation Plan*

The Learning Center serves all of the students at Santa Ana College. However, as a part of their equity driven efforts, the Learning Center will focus on providing tutoring and distributed learning activities for gatekeeper courses, basic skills courses, and courses that are frequently offered

to incoming freshmen. In conjunction with the campus's extended early alert activities, the Learning Center will outreach to students who have been given Early Alert and offer them their services and priority in attaining tutoring. The courses that have been identified as high impact for student success and need include, but are not limited to:

Accounting 101
Art 100
Biology 109
Business 100
Chemistry 209, 219
English 050, 060, 061, 101, 103
Human Development
All Math Courses
Music 101

The Learning Center will conduct research into the highest need communities in these courses and work with faculty to provide the highest level of instructional support to their students.

Learning Center Coordinator (25%)

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
B.1	Ongoing	$32,476	$97,428-General Fund

Learning Center Coordinator, Contract Extension

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
B.1	Ongoing	$12,385	

Learning Center Tutors and Instructional Assistants

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
B.1	Fall 2015-Spring 2016	$114,000	General Fund- BSI-$30,000

- *Link to Goal*

Tutoring and Directed Learning Activities in high impact and gatekeeper courses will impact course completion by giving students in the targeted demographic much needed instructional support.

- *Evaluation*

Timeline	Data Collected	Analysis
Semester	Student hours, activities completed, student satisfaction surveys with equity lens	Successful course completion, course persistence, Correlation of hours to course grade, correlation of attendance to course grade
Yearly		Student Persistence vs. General Population, Basic Skills Completion,

B.2

Targeted Tutoring for Basic Skills and Transfer Level Math

- *Activity Type(s)*

	Outreach		Student Equity Coordination/Planning	x	Instructional Support Activities
	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation		Direct Student Support
	Research and Evaluation		Professional Development		

- *Target Student Group(s)* & # of Each Affected*:

ID	Target Group	# of Students Affected
B.2	Latinos	1500
	Low Income	1500

- *Activity Implementation Plan*

Mathematics, both basic skills completion and course completion, is a major gatekeeper for successful degree and course completion. This is true across all math courses and all academic disciplines. The Math Center provides a safe space and competent instructional support in the form of tutoring and workshops for students with the highest need and in traditionally very difficult courses. Successful course completion in 14-15 for mathematics was less than 54%, which is 20 percentage points lower than the average successful course completion for the campus as a whole. Equity-funded tutoring will focus on the following areas:

Statistics- 70% of students in the course are Latino
College Algebra and Business Calculus-Average gap between Latinos and the highest performing group is 22 percentage points
STEM sequence- Average gap between Latinos and the highest performing groups is 30 percentage points

The Math Center coordinator will improve tutor training and outreach to provide increasing support to our Latino student population at an increasingly high level.

ID	Timeline(s)	Student Equity Funds	Other Funds**
B.2	Fall 2015-Spring 2016	$70,000	Basic Skills Initiative-$15,000

- *Link to Goal*

Over 4500 students take math courses each semester. According to our latest study, students who participated in Math Center tutoring or workshops were significantly more likely to succeed in their courses versus those that did not attend. It is clearly a best practice for successful students. In addition, at least math proficiency is required for every degree at the college. Increased activities and targeted resources to our disproportionately impacted populations could improve their course completion dramatically.

- *Evaluation*

Timeline	Data Collected	Analysis
Semester	Hours, Visits, Activities, Course Grade	Hours analysis disaggregated, visits disaggregated, correlation of course grade to hours
Yearly	Student Satisfaction Survey	Areas of needed improvement, basic skills completion by attendance

B.3

Campus-wide Tutor Training

- *Activity Type(s)*

	Outreach		Student Equity Coordination/Planning	x	Instructional Support Activities
	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation		Direct Student Support
	Research and Evaluation	x	Professional Development		

- *Target Student Group(s)* & # of Each Affected*:

ID	Target Group	# of Students Affected
B.3	Latinos	1500
	African Americans	200
	Low Income	2500
	Foster Youth	120
	Veterans	100

- *Activity Implementation Plan*

Santa Ana's Basic Skills Initiative has committed to providing comprehensive training for all instructional assistants on the campus. As a part of this effort, online training will be required of all tutors who work at the campus. The trainings will include working with special populations, creating an equitable tutoring environment, developing basic skills and study skills in students, and working with disabled students, veterans, foster youth and other special populations.

ID	Timeline(s)	Student Equity Funds	Other Funds**
B.3	Spring 2016	$10,000	

- *Link to Goal*

Improved tutor training will teach our tutors sensitivity to disproportionately impacted populations and give them a greater set of resources from which to better serve our students. This will lead to more equitable course completion.

- *Evaluation*

Tutor Training will be evaluated via post-surveys for tutors and via student satisfaction surveys in the affected areas.

B.4

Planning and Entrepreneurial Fund

- *Activity Type(s)*

	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
	Student Services or other Categorical Program	x	Curriculum/Course Development or Adaptation		Direct Student Support
	Research and Evaluation	x	Professional Development		

- *Target Student Group(s)* & # of Each Affected*:

ID	Target Group	# of Students Affected
B.4	All Disproportionately Impacted Groups	See Disproportionate Impact Analysis

- *Activity Implementation Plan*

As a part of Santa Ana's ongoing efforts to produce a more equitable and student-success centered campus, the campus has committed to a fund ongoing innovative efforts and planning activities by faculty and staff directly related to student success and equity. The fund will contribute towards hospitality, planning stipends and adjunct compensation to engage in planning and implementation efforts. The Fund as a joint activity with Santa Ana College's Foundation is seeking to transform the focus of the institution towards student success.

Already, departments have expressed interest in planning funds for:

Supplemental Instruction
Bridge Course from Statistics and Liberal Arts Algebra to Business and STEM Algebra
Digital Media Arts Acceleration
Trigonometry and Pre-Calculus Acceleration
Hands on Tech for Redesigned Math Courses
Development of Career and Technical Education Pathways

ID	Timeline(s)	Student Equity Funds	Other Funds**
B.4	Fall 2015-Spring 2016	$30,500	$50,000-Santa Ana College Foundation

- *Link to Goal*

Innovation and concentration on student success is integral to an equity-based institution (Bailey, Jaggars, & Jenkins, 2015). With the faculty and staff incentivized to concentrate on how they can make their own department more equitable, we can increase course completion and degree and certificate completion on the campus.

- *Evaluation*

A process of review for planning and innovation activities is being developed which will have the departments identify the student success goal that they are pursuing and the deliverables from their activities. Plans may include time to do extended research, both institutionally and within the literature. Plans that are developed will have to include goals for success and will be included in the departments' program review.

B.5

Online Education Resources (OER) Expansion

- *Activity Type(s)*

	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
	Student Services or other Categorical Program	x	Curriculum/Course Development or Adaptation		Direct Student Support
	Research and Evaluation		Professional Development		

- *Target Student Group(s)* & # of Each Affected*:

ID	Target Group	# of Students Affected
B.5	Low Income	1100

- *Activity Implementation Plan*

This activity is a continuation of the expansion of Santa Ana's online educational resources program. An internal study by our book store showed that a sizable proportion of our students choose not to get the course textbook because they cannot afford it. The plan is to develop at least 10 new courses and have 40 new instructors utilize and test those resources. This expansion will increase the number of OER courses to 39, providing SAC's students with low-cost or no-cost course materials and instructors a greater selection of resources.

ID	Timeline(s)	Student Equity Funds	Other Funds**
B.5	Spring 2016-Summer 2016	$15,000	

- *Link to Goal*

Increasing the number of OER courses will allow faculty the greater selection of vetted and robust low-cost or no-cost options. This will lead to our students getting course materials.

- *Evaluation*

Course success in OER courses will be evaluated to insure that student success is on par with non-OER courses.   In addition, we will examine disaggregated data, on a semester-by-semester basis to determine if low-income students are seeing increases in course completion and persistence.

B.6

Online Education Certification Program

- *Activity Type(s)*

	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
	Student Services or other Categorical Program	x	Curriculum/Course Development or Adaptation		Direct Student Support
	Research and Evaluation		Professional Development		

- *Target Student Group(s)* & # of Each Affected*:

ID	Target Group	# of Students Affected
B.5	Latinos	250
	Low Income	1000

- *Activity Implementation Plan*

As a part of improving the level of success and quality of teaching in

ID	Timeline(s)	Student Equity Funds	Other Funds**
B.5	Spring 2016-Summer 2016	$4,000	

- *Link to Goal*

Currently, students who are disproportionately impacted in traditional courses are also disproportionately impacted in online courses. Improving online courses through training and certification will help online instructors respond to student needs and consider the needs of individual students.

- *Evaluation*

Course success on online courses will be assessed against historical levels of success. Evaluations of the training will also be examined.

B.7

Academic Support Program for Student-Athletes

- *Activity Type(s)*

	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
	Student Services or other Categorical Program	x	Curriculum/Course Development or Adaptation		Direct Student Support
	Research and Evaluation		Professional Development		

- *Target Student Group(s)* & # of Each Affected*:

ID	Target Group	# of Students Affected
B.7	Latinos	250
	African Americans	200

- *Activity Implementation Plan*

The Academic Support Program for Student-Athletes is in the development process. Currently, the athletics department is looking to improve course-completion for disproportionately impacted students in athletic programs at Santa Ana College. The program will focus this year on providing instructional support for math and English and also providing guidance and counselling to athletes looking to transfer to four year schools.

ID	Timeline(s)	Student Equity Funds	Other Funds**
B.7	Spring 2016-Summer 2016	$12,500	

- *Link to Goal*

Due to the sizable number of African American and Latino students in the school's athletics programs, this intervention will help to decrease the gaps in course completion for African American and Latino students.

- *Evaluation*

Timeline	Data Collected	Analysis
Semester basis	Course Success, Course retention, Persistence to next course in the sequence	Course Success vs. comparable student populations disaggregated by race

B.8

Math Jam

- *Activity Type(s)*

	Outreach		Student Equity Coordination/Planning	x	Instructional Support Activities
	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation		Direct Student Support
	Research and Evaluation		Professional Development		

- *Target Student Group(s)* & # of Each Affected*:

ID	Target Group	# of Students Affected
B.8	Low Income	100
	Latino	150
	African American	15
	Women in STEM	100

- *Activity Implementation Plan*

Math Jam is a week-long set of activities and workshops designed to prepare students for upcoming math classes. The activities are developed by Santa Ana Math Faculty and are presented as preparation for the subsequent course. Not only does the week provide an opportunity Math Jam participants have been shown to succeed at rates that far outstrip the general college population. The request is for the pre-Fall 2016 semester

ID	Timeline(s)	Student Equity Funds	Other Funds**
B.8	Fall 2016	$5,000	

- *Link to Goal*

Course Success for students who participate in Math Jam is much higher than it is for those who do not attend.

- *Evaluation*

Timeline	Data Collected	Analysis
Semester Basis	Course Success and Retention, Student Satisfaction Surveys	Course Success and Retention vs. Comparison group, analysis of satisfaction surveys
Yearly Basis	Persistence to the subsequent class	Persistence to subsequent course vs. comparison group

Success Indicator: ESL and Basic Skills Completion

English Basic Skills Completion

	N for cohort	% of Cohort	N Successful	% of Group Successful	80% Index
SAC Overall	793		279	35%	
Ethnicity					
African American	6	0.80%	3	50%	94.16%
American Indian/Alaskan Native	2	0.30%	1	50%	94.16%
Asian	11	1.40%	4	36.40%	68.55%
Filipino	3	0.40%	1	33.30%	62.71%
Latino	705	88.90%	235	33.30%	62.71%
Pacific Islander	2	0.30%	2	100%	188.32%
White	15	1.90%	7	46.70%	87.95%
Multi-Race					
Some Other Race	49	6.20%	26	53.10%	100.00%
Gender					
Female	411	51.80%	159	38.70%	100%
Male	381	48.00%	120	31.50%	81.39%
DSPS	26	3.30%	10	38.50%	110.00%
Foster Youth	3	40.00%	1	33.30%	95.14%
Low Income	620	78.20%	246	39.70%	113.43%
Veterans	0	0.00%	0	0.00%	

Math Basic Skills Completion

	N for cohort	% of Cohort	N Successful	% of Group Successful	80% Index
SAC Overall	1260	100.00%	257	20.40%	
Ethnicity					
African American	9	0.71%	3	33.33%	88.89%
American Indian/Alaskan Native	4	0.32%	0	0.00%	0.00%
Asian	36	2.86%	8	22.22%	59.26%
Filipino	7	0.56%	4	57.14%	152.38%
Latino	1091	86.59%	213	19.52%	52.06%
Pacific Islander	1	0.08%	0	0.00%	0.00%
White	48	3.81%	5	10.42%	27.78%
Multi-Race					
Some Other Race	64	5.08%	24	37.50%	100.00%
Gender					
Female	636	50.48%	148	23.27%	100%
Male	623	49.44%	109	17.50%	75.20%
DSPS	30	2.38%	6	20.00%	98.05%
Foster Youth	9	0.71%	2	22.22%	108.95%
Low Income	974	77.30%	233	23.92%	117.28%
Veterans	0	0.00%			

	N for cohort	% of Cohort	N Successful	% of Group Successful	80% Index
SAC Overall	1000		284	28%	
Ethnicity					
African American	1	0%	0	0%	0.0%
American Indian/Alaskan Native	0	0.00%	0	0.00%	0.00%
Asian	78	37%	15	30%	68.2%
Filipino	0	0.00%	0	0.00%	0.00%
Latino	107	51%	22	44%	100.0%
Pacific Islander	0	0.00%	0	0.00%	0.00%
White	3	1%	2	4%	9.1%
Multi-Race					
Some Other Race	22	11.00%	11	22.00%	50.0%
Gender					
Female	119	56%	33	66%	100.0%
Male	92	44%	17	34%	51.5%
DSPS	30	2.38%	6	20.00%	83%
Foster Youth	9	0.71%	2	22.22%	93%
Low Income	974	77.30%	233	23.92%	100%
Veterans	0	0.00%			0

GOALS, ACTIVITIES, FUNDING AND EVALUATION: ESL AND BASIC SKILLS COURSE COMPLETION

GOAL C.

The goal is to improve ESL and basic skills completion for the following target populations identified in the college research as experiencing a disproportionate impact:

English Basic Skills Completion

Target Population(s)	Current gap, year	Goal*	Goal Year
Latino	19.8%, 2012-2105 Cohort	17.8%	2017-2020 Cohort

Math Basic Skills Completion

Target Population(s)	Current gap, year	Goal*	Goal Year
Latino	17.98%, 2012-2015 Cohort	14.2%	2017-2020 Cohort
White	27.08%, 2012-2015 Cohort	21.6%	2017-2020 Cohort
Asian	15.28%, 2012-2015 Cohort	12.22%	2017-2020 Cohort

ESL Completion

Target Population(s)	Current gap, year	Goal*	Goal Year
Asian	14%, 2012-2015 Cohort	11.2%	2017-2020 Cohort
Male	32%, 2012-2015 Cohort	25.6%	2017-2020 Cohort

ACTIVITIES: C. ESL AND BASIC SKILLS COURSE COMPLETION

<u>C.1</u>

<u>Elementary and Intermediate Algebra Acceleration and Course Redesign</u>

- *Activity Type(s)*

	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
	Student Services or other Categorical Program	x	Curriculum/Course Development or Adaptation		Direct Student Support
	Research and Evaluation		Professional Development		

- *Target Student Group(s)* & # of Each Affected*:

ID	Target Group(s)	# of Students Affected
C.1	Latinos	1000
	African Americans	40
	Pacific Islanders	7

- *Activity Implementation Plan*

The Math Department has been engaging in the acceleration and redesign of Elementary and Intermediate Algebra for the past 4 years. In years 1-3, the department engaged in a systematic discussion of the issue confronting students who entered basic skills mathematics, the choice of courses to be redesigned, curriculum development and planning meetings to engage members of the campus community who would be impacted by the proposed curriculum change. In year 3 of the activity, the department began discussions with outreach and counselling to develop a comprehensive plan to train counselors and outreach personnel in the newly redesigned courses and their impact upon student planning and registration. In year 4 (2014-2015), the department with funds underwritten by Student Equity ran two pilots (Fall 2014 and Spring 2015) to refine the curriculum and identify areas of needed improvement as well as refine the pathway and administrative concerns inherent in this change.

The results of the pilots has been overwhelmingly favorable. Student who took the redesigned courses completed the accelerated course on the same level as those who took Intermediate Algebra as a stand-alone. In addition, persistence to the following transfer level course were more

than double those of the traditional course and course success in the following transfer course was higher. Given the success of the pilots, the institution has committed to the full-implementation of the Redesigned courses. In Fall 2015, 32 sections of the Statistics and Liberal Arts pathway and 18 sections of the Business and STEM pathway were offered (1489 total students). Beginning in Spring 2016, the traditional elementary algebra and the traditional intermediate algebra will no longer be offered. Student Equity will continue to underwrite the coordination and implementation of the full deployment for the next two years until the course becomes the standard operating procedure for the math department and the campus.

C1.1

Course Coordination

Redesign Coordinator

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
C.1	Fall 2011-Spring 2018	$59,974	

Math 083 Coordinator

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
C.1	Fall 2011-Spring 2018	$41,188	

Math 084 Coordinator

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
C.1	Fall 2011-Spring 2018	$33,752	

Software Coordinator

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
C.1	Fall 2011-Spring 2018	$6,092	

Assessment Coordinator

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
C.1	Fall 2011-Spring 2018	$6,092	

Redesign Training Stipends

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
C.1	Fall 2015-Spring 2016	$7500	

C.1

Math Redesign In-Class Assistants

				x	
	Outreach		Student Equity Coordination/Planning	x	Instructional Support Activities
	Student Services or other Categorical Program	x	Curriculum/Course Development or Adaptation		Direct Student Support
	Research and Evaluation		Professional Development		

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
C.1.2	Fall 2015-Spring 2016	$72000	

- *Link to Goal*
  Past analysis has shown that the probability of a students' successful one-year completion of Intermediate Algebra after beginning in Elementary Algebra is 17%. Pilot data from the redesigned classrooms indicates a successful completion rate of 56% after one semester. The condensing of the pathway coupled with the dramatic increase in course success will lead to a far greater increase in the basic skills completion rate for mathematics.

- *Evaluation*

Table of data collection, analysis and frequency

Frequency of Evaluation	Data Collected	Analysis
Semester Basis	Student Satisfaction Survey, Course Completion, Final Exam Scores, (All disaggregated by Ethnicity and Gender)	Correlation of course grade to final exam score, rates of completion and successful completion
Yearly Basis	Transfer course grade	Persistence to transfer grade, completion of transfer level course, one-year basic skills completion rate

C.2

English, Non-Credit ESL and EMLS Cross-Campus Pathway Planning

- *Activity Type(s)*

	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
	Student Services or other Categorical Program	x	Curriculum/Course Development or Adaptation		Direct Student Support
	Research and Evaluation		Professional Development		

- *Target Student Group(s)* & # of Each Affected*:

ID	Target Group	# of Students Affected
C.2	Latinos	4000

- *Activity Implementation Plan*

The EMLS and non-credit ESL departments at the Santa Ana and the School of Continuing Education respectively have acknowledged that there needs to be greater coordination in order to provide a pathway for English language and academic writing development that is streamlined and recognizes the need for intensive and ongoing practice and instruction. The activity will begin a set of cross-campus and cross-discipline discussions and planning meetings to better understand the challenges at each of the campuses and examine ways to improve ESL and basic skills completion. The departments, in conjunction with institutional research at Santa Ana, will examine completion rates, attrition rates, placement trends, the results of student surveys and focus groups, and overall degree and certificate completion for ESL students. In addition, there will be discussion regarding the challenges that ESL students face as they transition from non-credit to credit.

ID	Timeline(s)	Student Equity Funds	Other Funds**
C.2	Spring 2016	$7500	

- *Link to Goal*

The goal of the planning meetings and discussions is to improve ESL and English Basic Skills completion.

- *Evaluation*

By the beginning of Fall 2016, the ESL departments will have made significant progress towards a pathway for non-credit ESL students and a way to measure student success for students who are seeking English language skills that will prepare them for college-level work.

C.3

English Acceleration

- *Activity Type(s)*

	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
	Student Services or other Categorical Program	x	Curriculum/Course Development or Adaptation		Direct Student Support
	Research and Evaluation		Professional Development		

- *Target Student Group(s)* & # of Each Affected*:

ID	Target Group	# of Students Affected
C.3	Latinos	800

- *Activity Implementation Plan*

Given the success of Santa Ana's Math Redesign and the mounting evidence that acceleration of basic skills pathways may in fact lead to higher levels of basic skills completion and degree and certificate completion, the English department will begin to examine ways in which they might accelerate their English 060/061 basic skills pathway. The department will examine placement trends, course completion, final exam scores, and persistence rates (overall and disaggregated) in order to determine the impact of acceleration on disproportionately impacted communities. The English department will then examine best practices and discuss the feasibility of implementation to determine if an accelerated pathway would be appropriate and a plan of attack for designing and implementing that pathway.

ID	Timeline(s)	Student Equity Funds	Other Funds**
C.3	Spring 2016	$1000 (Hospitality)	

- *Link to Goal*
  The goal of the planning meeting is to accelerate and thereby increase English Basic Skills Completion Success

- *Evaluation*
  By Fall 2016, the English department will have decided on if they want to pursue an acceleration plan and have developed a plan for developing the curriculum and establishing implementation.

Success Indicator: Degree and Certificate Completion

CAMPUS-BASED RESEARCH: DEGREE AND CERTIFICATE COMPLETION

C. **DEGREE AND CERTIFICATE COMPLETION.** The ratio of the number of students by population group who receive a degree or certificate to the number of students in that group with the same informed matriculation goal as documented in the student educational plan developed with a counselor/advisor. Calculate degree and certificate completion rates by dividing:

	SAC Population Percentage	Percentage of Degree Completion	Degree Proportion	Percentage of Certificate Completion	Certificate Proportion	DI
Overall SAC Community	100%	100% (2028)	1	100% (4022)	1	
Gender						
Male	57.3%	44.1%	.77	57.3%	1	Yes (Degree)
Female	42.7%	55.9%	1.31	42.7%	1	No
Race						
African American	1.2%	1.1%	.917	2.8%	2.33	No
American Indian	.2%	.7%	3.5	.3%	1.5	No
Asian	8%	12.1%	1.51	19.9%	2.49	No
Filipino	.7%	1.6%	2.28	1.1%	1.57	No
Hispanic	59%	67%	1.13	50.4%	.854	No
Pacific Islander	.2%	.4%	2	.3%	1.5	No
White	17.3%	13.4%	.774	20.1%	1.16	Yes (Degree)
Two or more races	.9%					
Some Other Race		5%				
Disability						
Disabled	1.45%	2.4%	1.66	1.49%	1.03	No
Not Disabled	98.55%	97.6%	.99	98.51%	.995	No
Veteran						
Veteran	1%	1.3%	1.3	.7%	.7	Yes (Certificates)
Non-Veteran	99%	98.7%	.997	99.3%	1	
Foster Youth						
Foster Youth	.3%	0	0	0	0	Yes (Degrees and Certificates)
Non-Foster Youth	99.7%	100	1	100	1	

GOALS, ACTIVITIES, FUNDING AND EVALUATION: DEGREE AND CERTIFICATE COMPLETION

GOAL D.

The goal is to improve degree and certificate completion for the following target populations identified in the college research as experiencing a disproportionate impact:

Target Population(s)	Current gap, year	Goal*	Goal Year
Veterans	.3%	No Gap	2020
Foster Youth	.3%	No Gap	2020

Although the largest gap for degree completion was amongst whites and males, these particular subgroups were not selected because the data is significantly skewed by our service academies.

ACTIVITIES: D. DEGREE AND CERTIFICATE COMPLETION
<u>**D.1**</u>

<u>**Equity Based Counseling**</u>

- *Activity Type(s)*

	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
X	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation		Direct Student Support
	Research and Evaluation		Professional Development		

- *Target Student Group(s)* & # of Each Affected*:

ID	Target Group(s)	# of Students Affected
D.1	Latinos	600
	First Year Students	400

- *Activity Implementation Plan*

The two counselors will focus on at-risk students for Latinos and First Year Students. First-Year Students have been identified by our institutional research to be disproportionately impacted in terms of their course achievement and their access to key student services, thereby limiting their ability to complete degrees and certificates. The counselors' activities would include discussions with students who are on probation, at risk of losing their BOG Fee Waiver or Priority Registration. In addition, these counselors will also help to provide education plans and orientations as part of their SSSP activities. These two counselors have been hired as an augmentation to the existing counselling staff with the express intent of working on Equity-based initiatives.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
D.1	Ongoing	50% Counselor ($44,992) 50% Counselor ($49,971)	$94,464- SSSP

- *Link to Goal*

By providing guidance and education plans to at-risk students early in their educational careers, the activities of these counselors will increase the persistence of these students and their inevitable degree and certificate completion.

- *Evaluation*

In conjunction with SSSP, we will examine the contacts of these Equity counselors to determine how effectively they are reaching target populations.   The data we will collect will be the number of contacts, the nature or substance of the contacts, and student persistence to subsequent semesters.

D.2
Santa Ana College Peer Mentoring- Student 4 Student Ambassadors

- *Activity Type(s)*

x	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
x	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation		Direct Student Support
	Research and Evaluation		Professional Development		

- *Target Student Group(s)* & # of Each Affected*:

ID	Target Group	# of Students Affected
D.2	Latinos	1500
	First Year Students	2000
	Males	500
	Veterans	100
	Foster Youth	120

- *Activity Implementation Plan*

In Fall 2015, Santa Ana College began piloting active peer mentoring for first-year students, our research identified that first-year students were especially susceptible to withdrawal from their classes and from the college. As we implemented this program, it became apparent that this peer intervention would be helpful for students who had received Early Alert messages that informed them that they were in danger of failing. In addition, we could also work with our Basic Skills Initiative to encourage at-risk students to complete basic skills sequences and suggest student services.

As a part of our 2015-2016 activities, Santa Ana College would like to bring this effective practice to scale and integrate it with already existing programs. Student Equity would fund those mentors whose concentration is on transfer and basic skills students, while SSSP funds would fund peer mentors whose activities are in the fields of orientation and guidance. As a part of this activity, Equity will co-fund with SSSP the following budgetary items:

Student Services Coordinator

ID	Timeline(s)	Student Equity Funds	Other Funds**
F.7.1	Fall 2015-Spring 2016	$29,511	$28,972-SSSP

Peer Mentors

ID	Timeline(s)	Student Equity Funds	Other Funds**
D.2	Fall 2015-Spring 2016	$25,000	$250,000- SSSP

Peer Mentor Training

ID	Timeline(s)	Student Equity Funds	Other Funds**
D.2	Fall 2015-Spring 2016	-$0	$10,000-SSSP

Supplies and Uniforms

ID	Timeline(s)	Student Equity Funds	Other Funds**
D.2	Fall 2015-Spring 2016	$2,000	$2,000 SSSP

- *Link to Goal*
Peer mentoring provides readily available guidance and support for at-risk students. The activity will increase persistence and decrease the time to degree and certificate completion, basic skills completion or transfer, by helping students navigate the college once an appropriate path has been decided on with the counselling staff. In addition, by informing students of the various student services that are available and helping them find ways to become part of those programs.

- *Evaluation*
Data that will be collected will include the number of contacts, topic of the contacts, and number of semesters of constant contact. We will then run analysis using this information including correlation of number of contacts to persistence, percentage of students in target populations contacted, comparison of course success and persistence versus comparable population without intervention. Longitudinally, we would like to examine the impact of the peer mentoring on degree and certificate completion and transfer vs. no intervention.

D.3

Santa Ana Pathways

- *Activity Type(s)*

x	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
	Student Services or other Categorical Program	x	Curriculum/Course Development or Adaptation		Direct Student Support
	Research and Evaluation		Professional Development		

- *Target Student Group(s)* & # of Each Affected*:

ID	Target Group	# of Students Affected
D.3	Males (Certificates)	1000
	Veterans	300
	Foster Youth	120

- *Activity Implementation Plan*

Santa Ana College has been developing career and technical education pathways in order to smooth students' successful degree and certificate achievement. These pathways provide students with comprehensive educational plans and resources. The faculty have worked extensively on providing the necessary information to implement these pathways. Now it is incumbent upon the college to provide ways to give students this information either in a web-based or printed version. The college will examine and plan pathways coordination.

Pathways Coordinator

ID	Timeline(s)	Student Equity Funds	Other Funds**
D.3	Spring 2016	$0	$0

- *Link to Goal*
  Development of accessible pathways with targeted marketing will make it easier for men, foster youth and veterans to select a path and attain the degrees and certificates.

- *Evaluation*

Timeline	Data Collected	Analysis
Semester basis	Students who enter into pathways programs	Number of students in pathways programs vs. previous years totals
Yearly basis	Students who persist in pathways programs to degrees or certificates	Number of students who receive degrees disaggregated by target group

D.4

Dual Enrollment Coordination

- *Activity Type(s)*

x	Outreach	x	Student Equity Coordination/Planning		Instructional Support Activities
	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation		Direct Student Support
	Research and Evaluation		Professional Development		

- *Target Student Group(s)* & # of Each Affected*:

ID	Target Group	# of Students Affected
D.4	Men	1000

- *Activity Implementation Plan*

Santa Ana College has developed agreements with Santa Ana Unified School District and our own middle college to provide college courses at high school campuses. These have allowed high school students to earn college credit and graduate well on their way to a degree or certificate. These programs have been especially beneficial in introducing students to college level work and new career and degree opportunities. As a continuation of this work, we will be examining the ways that we can make this program more equitable and provide it to more students. Because male students take a large proportion of the career and technical education degree and certificate pathways, increasing the number of CTE courses offered for dual enrollment is a possible strategy towards making degree attainment more equitable.

ID	Timeline(s)	Student Equity Funds	Other Funds**
D.4	Spring 2016	$0	$0

- *Link to Goal*

  Dual enrollment increases degree and certificate attainment by introducing students to college level work at an earlier time and also allowing us to increase degree and certificate achievement to targeted groups.

- *Evaluation*

Timeline	Data Collected	Analysis
Yearly	Total number of units attained by dually enrolled students, number of students who are dually enrolled (disaggregated by gender and ethnicity), Degrees conferred upon dually enrolled students	Rate of degree and certificate completion compared to general population or comparable population

Financial Aid Analyst (50%) (Co-located on budget with E.3)

- *Activity Type(s)*

	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
x	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation		Direct Student Support
	Research and Evaluation		Professional Development		

- *Target Student Group(s)* & # of Each Affected*:

ID	Target Group	# of Students Affected
D.4	Low Income	1500

- *Activity Implementation*

In order to better serve low-income students in their completion of degrees, a financial aid analyst will be hired to work 50% within financial aid and 50% within transfer. This analyst will help low-income students to fund their college education and plan for ongoing education at 4-year schools

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
E.3	Ongoing	$24,655	

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- *Link to Goal*

Improved access to financial aid support will help students persist in their degree and certificate programs.

- *Evaluation*

Timeline	Data Collected	Analysis
Yearly	Course completion, persistence, and retention of students served by financial aid	Disaggregated study of students receiving financial aid and their persistence and completion, as compared to historical data

Transfer

		Transfer				
		N for cohort	**% of Cohort**	**N Successful**	**% of Total Group Successful**	**Proportionality Index**
	Total Students	1000		284	28%	
	American Indian/Native	1	0%	0	0%	0.0%
	Asian	94	9%	39	14%	146.1%
	Black/African-American	7	1%	4	1%	201.2%
	Filipino	7	1%	0	0%	0.0%
Ethnicity/Race	Hispanic/Latino	532	53%	141	50%	93.3%
	Pacific Islander	3	0%	0	0%	0.0%
	White/Caucasian	82	8%	24	8%	103.1%
	Other	4	0%	1	0%	88.0%
	No response/Decline To State	100	10%	34	12%	119.7%
	Female	547	55%	165	58%	106.2%
Gender	Male	448	45%	117	41%	92.0%
	Unreported/Decline to State	5	1%	2	1%	140.8%
	DSPS	0	0.0%	0	0.0%	0
	Foster Youth	0	0.0%	0	0.0%	0
	Low Income	615	62.0%	192	68.0%	109.90%
	Veterans	0	0.0%	0	0.0%	0
	Under 18	9	1%	4	1%	156.5%
	18-19	834	83%	248	87%	104.7%
	20-21	64	6%	14	5%	77.0%
Age upon Entry	22-29	66	7%	14	5%	74.7%
	30-39	10	1%	1	0%	35.2%
	40-49	12	1%	2	1%	58.7%
	Over 49	5	1%	1	0%	70.4%

GOALS, ACTIVITIES, FUNDING AND EVALUATION: TRANSFER

GOAL E.

The goal is to improve transfer for the following target populations identified in the college research as experiencing a disproportionate impact:

Target Population(s)	Current gap, year	Goal*	Goal Year
Latino	15.6%, 2009-2015	12.48%	2014-2020

ACTIVITIES: E. TRANSFER

E.1

EOPS Expansion

- *Activity Type(s)*

	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
x	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation	x	Direct Student Support
	Research and Evaluation		Professional Development		

- *Target Student Group(s)* & # of Each Affected*:

ID	Target Group(s)	# of Students Affected
E.1	Low-Income	200
	Foster Youth	120
	First-Generation Students	200
	Latinos	150

- *Activity Implementation Plan*

The goal of the EOPS Expansion is to increase the number of students enrolled and receiving EOPS benefits by 200 students. Institutional research will determine students who could receive EOPS benefits in order to push the expansion. EOPS and CalWorks have a set of benefits that are extended to these students and funds will be needed beyond EOPS' allocation to extend these benefits. With a target goal of expanding EOPS

capacity by 200 students, funds will be used to support additional counselor resources, a Counseling Assistant, an additional Learning Facilitator, and the program-mandated "over and above" services (book vouchers, food vouchers, bus passes and other services) to help students succeed and make timely progress towards completion.

Equity funds will also be used to hire a Learning Facilitator for CalWORKs students, specifically to assist with their successful completion of math courses.

Additional Counseling (adjunct and overload)

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
E.1	Fall 2015-Spring 2016	$30,750	

Increase in CalWorks and EOPS benefits for additional students-book vouchers, food vouchers, bus passes and other services

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
E.1	Fall 2015-Spring 2016	$105,400	

CalWorks Learning Facilitator

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
E.1	Fall 2015-Spring 2016	$10,634	

Counselling Assistant

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
E.1	Fall 2015-Spring 2016	$11,437	

EOPS Learning Facilitator

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
E.1	Fall 2015-Spring 2016	$10,634	

CalWorks Learning Facilitator

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
E.1	Fall 2015-Spring 2016	$10,634	

- *Link to Goal*

EOPS has been shown to significantly increase course success, degree and certificate completion and transfer for students who are disproportionately impacted (Latinos, low-income students, foster youth, and first-generation students). Expanding the number of students in EOPS will increase the transfer rate for these disproportionately impacted groups as a whole.

- *Evaluation*

Timeline	Data Collected	Analysis
Yearly	Number of Students in EOPS and CalWorks, Number of Benefits being accessed by EOPS and CalWorks students, Course grades for EOPS and CalWorks students	Increases in the number of students receiving CalWorks and EOPS benefits, Persistence from Semester to Semester, Successful Course Completion vs. Comparable Comparison group, Correlation of use of learning resources vs. course grade

E.2

Mesa Coordination

- *Activity Type(s)*

	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
x	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation	x	Direct Student Support
	Research and Evaluation		Professional Development		

- *Target Student Group(s)* & # of Each Affected*:

ID	Target Group	# of Students Affected
E.2	Women	40
	Latinos	125
	First Generation College Students	125

- *Activity Implementation Plan*

Student Equity will fund student events and trips designed to increase transfer of disproportionately impacted students to four-year colleges and universities in STEM fields. We will fund student leadership conferences, research presentations and monitoring, and trips to research conferences and colleges for disproportionately impacted students seeking STEM degrees and certificates. In addition, we will look to increase the STEM book loan program as funds become available.

MESA Leadership Conference

ID	Timeline(s)	Student Equity Funds	Other Funds**
E.2	Spring and Summer 2016	$7000	

STEM Student Conferences

ID	Timeline(s)	Student Equity Funds	Other Funds**
E.2	Spring and Summer 2016	$18,778	

Student Research Presentations

ID	Timeline(s)	Student Equity Funds	Other Funds**
E.2	Spring and Summer 2016	$8000	

Student Book Loan Program

ID	Timeline(s)	Student Equity Funds	Other Funds**
E.2	Spring 2016	$0	

- *Link to Goal*

Our STEM courses at SAC are severely disproportionately impacted with regard to Latinos and first generation (Access, Course Completion, Transfer, and Degree and Certificate Completion) and women (access). These activities orient students to opportunities in STEM and four-year colleges. They also increase motivation and persistence by connecting students to the campus and to their chosen fields.

- *Evaluation*

Timeline	Data Collected	Analysis
Yearly	Demographics of students in MESA, course completion and persistence, transfer to four-year colleges from MESA	Course grade vs. general population in comparable courses, Persistence vs. general population in comparable programs, transfer to four-year colleges vs. general population

E.3

Santa Ana College Transfer Center Expansion of Activities

- *Activity Type(s)*

	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
x	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation	x	Direct Student Support
	Research and Evaluation		Professional Development		

- *Target Student Group(s)* & # of Each Affected*:

ID	Target Group(s)	# of Students Affected
E.3	Latinos	400
	Low Income	500

- *Activity Implementation Plan*

Transfer trips and activities play a large role in orienting disproportionately impacted students to opportunities within their fields of interest. This is especially important to low-income students who may not have had opportunities to visit places outside of their immediate geographic area. A coordinator is necessary in order to plan the trips, orient students, and insure that accommodations are made. Each year, Santa Ana College sends a cohort of students to UC Irvine for SSTI (Student Success Transfer Institute), the additional funds for this activity will allow the expansion of this program. In addition, SAC's Transfer Center facilitates presentations by disproportionately impacted students which teach them valuable higher education skills and give them exposure to competitive four-year institutions. In addition, we will be funding trips to Northern California to visit Northern California UC's and CSU's and trips for pathways students to visit universities that have majors that align with our Career and Technical Education Program.

Transfer Center Specialist

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
E.3	Ongoing	$49,897	

Transfer Summer Orientation-Counselors

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
E.3	Summer 2016	$2,913	

Student Services Coordinator

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
E.3	Ongoing	$58,299	

Transfer Center Specialists

- *Activity Implementation*

While the above full-time positions are being filled, two part-time specialists will be employed to conduct the expanded transfer related activities. They will coordinate transfer-related activities and facilitate student-staff interactions to facilitate higher levels of transfer to four-year colleges.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
E.3	Spring 2016	$27,687	

Financial Aid Analyst (50%)

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
E.3	Spring 2016	$24,655	

- *Activity Implementation*

The financial aid analyst in the transfer center will facilitate the development of financial aid plans for students who will be transferring to 4-year colleges. The analyst will also be counseling students on their financial aid options if they are looking to transfer. Student surveys and focus groups have determined that the dramatic changes in financial aid from two-year to four-year colleges impacts their decision to transfer.

Presentation Mentors

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
E.3	Spring 2016	$2500	

Transfer Student-Presenter Stipends

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
E.3	Spring 2016	$1,275	

Northern Trips

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
E.3	Summer 2016	$20,000	

SSTI

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
E.3	Summer 2016	$30,000	Foundation-$70,000

Fire Tech Transfer Trip

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
E.3	Fall 2016	$10,000	

Other Trips and Activities

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
E.3	Spring –Fall 2016	$18,325	

- *Link to Goal*

Extended transfer activities will expose disproportionately impacted students to new horizons that will provide motivation, guidance and valuable skills to aid in transfer to a four-year college or university.

- *Evaluation*

Timeline	Data Collected	Analysis
Yearly	Student Attendance and Participation, Transfer success, student evaluations of programs and activities	Transfer success vs. attendance in activities, breakdown of disproportionately impacted students to transfer

E.4

Freshmen Experience

- *Activity Type(s)*

	Outreach		Student Equity Coordination/Planning	x	Instructional Support Activities
x	Student Services or other Categorical Program	x	Curriculum/Course Development or Adaptation		Direct Student Support
	Research and Evaluation	x	Professional Development		

- *Target Student Group(s)* & # of Each Affected*:

ID	Target Group(s)	# of Students Affected
E.4	First Year Students	800
	Low Income	640
	Latinos	640

- *Activity Implementation Plan*

Santa Ana's Freshmen Experience Program is a high impact student success activity that cohort's students in first-year courses with a counselling course. Counsellors and instructors meet on a weekly basis to discuss students and student success. In addition, all Freshmen Experience faculty meet for 1.5 hours a month to conduct professional development activities. The program seeks to increase persistence in first-year students by giving them guidance that is appropriately tied to instruction. 3 coordinators, 2 instructional faculty and one counselling faculty, act as coordinators for the program. Faculty are given 1 LHE per semester for participation in the program. In addition, the Freshmen Experience conducts transfer activities and cultural activities to bond students to college life.

Faculty Coordinators

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
E.4	Ongoing	$0	SSSP-$100,000

Student Services Coordinator (25%)

The student services coordinator helps to manage the day-to-day operations of Freshmen Experience and coordinate with the Center for Teacher Education.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
E.4	Ongoing	$23,798	General Fund-$71,394

Faculty Stipends

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
E.4	Ongoing	$0	BSI-$77,350

Student Career and Transfer Conference

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
E.4	Spring 2016	$1275	

Fall Cultural Event

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
E.4	Fall 2016	$1850	

New Student Orientation

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
E.4	Fall 2016	$250	

Hospitality for Freshmen Experience

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
E.4	Fall 2015-Spring 2016	$1500	

- *Link to Goal*

The Freshman Experience Program directly relates to the Transfer goal by providing SAC's first year, primarily first generation college students, with the opportunity to connect with two SAC faculty members (academic and student services), join a cohort of peers with similar goals, and complete their basic skills math or English classes in a coordinated sequence within the first year. 19 years of data have shown a higher retention rate for FEP students over non-FEP students and previous studies have shown a higher graduation and transfer rate. Additionally, FEP students score higher in all of the "6 Success Factors" identified in the Student Success (Re) Defined study by the RP Group.

- *Evaluation*

Timeline	Data Collected	Analysis
Semester	Course Grade, Course Persistence	Comparisons of FEP cohorts vs. General Population
Yearly	Annual Student Survey, Annual Faculty Survey, Course Grade, Course Persistence, Retention, transfer success, degree and certificate completion	Analysis of Faculty and Student Survey, FEP Annual Report which includes data on student success, course success, retention, etc.

E.5

UMOJA

	Outreach		Student Equity Coordination/Planning	x	Instructional Support Activities
x	Student Services or other Categorical Program	x	Curriculum/Course Development or Adaptation		Direct Student Support
	Research and Evaluation		Professional Development		

- *Target Student Group(s)* & # of Each Affected*:

ID	Target Group(s)	# of Students Affected
E.5	African Americans	400

- *Activity Implementation Plan*

Research and preparation for an Umoja program to be implemented at SAC; includes researching success and completion rates of African-Americans, by gender; identifying key personnel to create and support the Umoja community; creating a marketing plan; sending faculty to the Summer Learning Institute in Palm Springs in June; joining the consortium

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
E.5	Spring 2015- Fall 2016	$5750	

- *Link to Goal*

  Umoja specifically targets African-Americans by creating a community of scholars through proven program techniques; African-Americans are one of the disproportionately impacted groups in course completion. Having an Umoja program in place will make SAC more desirable to African-American students.

- *Evaluation*

Timeline	Data Collected	Analysis
Semester basis	Student Participation, Course grades, retention	Course Success and Retention against comparison groups
Yearly basis	Student satisfaction survey, Persistence, Transfer Success, Degree and Certificate Completion	Persistence, transfer success and degree and certificate completion against historical data and comparison groups

E.6

Honors Student Assistant

- *Activity Type(s)*

	Outreach		Student Equity Coordination/Planning	x	Instructional Support Activities
	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation		Direct Student Support
	Research and Evaluation		Professional Development		

- *Target Student Group(s)* & # of Each Affected*:

ID	Target Group(s)	# of Students Affected
E.6	Latinos	150
	Low-Income	100

- *Activity Implementation Plan*

The Honors Program is looking to expand its activities to more students and thus increase transfer to four-year colleges and universities. Given this desire, some support is necessary to aid the Honors coordinator in her activities. The honors student assistant would aid in developing and refining marketing materials, coordinating with students and faculty and providing basic support to the Honors Coordinator.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
E.6	Spring 2016	$2000	

- *Link to Goal*
  Support will allow the Honors Coordinator to better work with faculty, staff and students on activities directly related to transfer.

• *Evaluation*

Timeline	Data Collected	Analysis
Yearly	Number of Students in the honors program transferring, persistence of honors program students	Transfer Success for Honors students

Other College- or District-wide Initiatives Affecting Several Indicators

GOALS, ACTIVITIES, FUNDING AND EVALUATION: AFFECTING SEVERAL INDICATORS

ACTIVITIES: F. ACTIVITIES AFFECTING SEVERAL GOALS

F.1

Student Equity Program Coordination

- *Indicators/Goals to be affected by the activity:*

X	Access	X	Degrees and Certificate Completion
X	Course Completion	X	Transfer
X	ESL and Basic Skills Course Completion		

- *Activity Type(s):*

	Outreach	x	Student Equity Coordination/Planning		Instructional Support Activities
	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation		Direct Student Support
x	Research and Evaluation		Professional Development		

- *Target Student Group(s)* & # of Each Affected*:

ID	Target Group	# of Students Affected
F.1	All Disproportionately impacted groups	See Disproportionately Impacted Groups Analysis

F.1

Student Equity Coordinator

- *Activity Implementation Plan*

The Student Equity Coordinator manages and facilitates all Equity based activities. These activities include but are not limited to integrating equity outcomes into institutional effectiveness and program planning, coordinating budgets and activities with categorical programs, and managing outreach and marketing activities. The Student Equity Coordinator also conducts outreach and facilitates conversations with faculty and student services administrators and staff to identify areas of concern in the creation of an equitable campus. The Coordinator is also responsible for setting the equity based research agenda.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
F.1	Ongoing	$131,314	

- *Activity Implementation Plan*

The administrative support for the Student Equity Office assists the Student Equity Coordinator in all of the programs activities.

Administrative Support- Office of Student Equity

Senior Clerk

ID	Timeline(s)	Student Equity Funds	Other Funds**
F.1	Ongoing	$37,833	$20,371 (SSSP)

Support Services Assistant

ID	Timeline(s)	Student Equity Funds	Other Funds**
F.1	Ongoing	$43,073	

Special Project Specialist- Office of Student Equity

ID	Timeline(s)	Student Equity Funds	Other Funds**
F.1	Ongoing	$26,346	SSSP-33,744

Hospitality

ID	Timeline(s)	Student Equity Funds	Other Funds**
F.1	Ongoing	$1,500	

Materials and Supplies

ID	Timeline(s)	Student Equity Funds	Other Funds**
F.1	Ongoing	$2,000	

Conferences and Coordination Activities

ID	Timeline(s)	Student Equity Funds	Other Funds**
F.1	Ongoing	$3,000	

Academic Division SLO Coordinators

- *Activity Implementation Plan*

The development and implementation of an SLO process that incorporates equity and allows for faculty and staff to engage in a meaningful process of inquiry is underway. However, training faculty to assess and evaluate SLO's is a time-consuming and difficult task, especially as we seek to have faculty disaggregate their student success data. As a part of our student equity work, we will be examining ways that we can provide this training and guidance.

ID	Timeline(s)	Student Equity Funds	Other Funds**
F.1	Ongoing	$0	$0

F.2

Equity-Centered Research-

X	Access	X	Degrees and Certificate Completion
X	Course Completion	X	Transfer
X	ESL and Basic Skills Course Completion		

- *Activity Type(s):*

	Outreach	x	Student Equity Coordination/Planning		Instructional Support Activities
	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation		Direct Student Support
x	Research and Evaluation		Professional Development		

- *Target Student Group(s)* & # of Each Affected*:

ID	Target Group	# of Students Affected
F.2	All Disproportionately impacted groups	See Disproportionately Impacted Groups Analysis

Research Director

- *Activity Implementation Plan*

The Research Director's equity-based responsibilities will be the following:

- Identifying and enumerating disproportionately impacted groups in the five major categories
- Development of the research agenda in conjunction with the equity coordinator
- Management of the evaluation of all equity-based activities
- Development of plans for the use of predictive analytics for placement and risk intervention
- Development of research based tools for use by administration, staff and faculty

ID	Timeline(s)	Student Equity Funds	Other Funds**
F.2	Ongoing	$26,316	$26,316

- *Link to Goal*
  The research director is integral in the evaluation and fulfillment of all of the goals of the Equity Plan.

- *Evaluation*
  The Student Equity Coordinator is one of the evaluators for all of the activities included in the Equity plan.

F.2.2

Research Analysis and Assistance

- *Activity Implementation Plan*
  The research analyst is accountable for:
- Identifying and enumerating disproportionately impacted groups in the five major categories
- Evaluation of all equity-based activities
- Development of predictive analytics for risk assessment and placement
- Development of research based tools for use by administration, staff and faculty

ID	Timeline(s)	Student Equity Funds	Other Funds**
F.2	Ongoing	$86,221	

Short-Term Research Assistants and Specialists

ID	Timeline(s)	Student Equity Funds	Other Funds**
F.2	Ongoing	$21,000	

Software for research

ID	Timeline(s)	Student Equity Funds	Other Funds**
F.2	Ongoing	$5,000	

MIS Specialist Team

The MIS division of Admissions and Records was reorganized in order to better serve the research needs of Student Equity.   Student Equity is funding a part of each of the positions to insure that we collect data correctly and in a timely manner. They will also help with developing queries and data collection methods to better assess and evaluate the equity needs of the campus. Given the fact that almost 70% of the campus community falls into a disproportionately impacted community in some way and the amount of time that the team will be spending on Equity activities, 30% was an appropriate portion of their salaries.

Admissions and Records Tech Specialist (30%)

ID	Timeline(s)	Student Equity Funds	Other Funds**
F.2	Ongoing	$30,259	General Fund-$70,604

Business Systems Analysts (30%)

ID	Timeline(s)	Student Equity Funds	Other Funds**
F.2	Ongoing	$56,506	General Fund-$131,847

- *Link to Goal*
  The Research Team is integral to the determination of areas of interest and pursuit for equity activities and the evaluation of those activities.

- *Evaluation*
  The research team is a key component of the evaluation of the plan.

F.3

Equity-Based Professional Development

- *Indicators/Goals to be affected by the activity:*

	Access	X	Degrees and Certificate Completion
X	Course Completion	X	Transfer
X	ESL and Basic Skills Course Completion		

- *Activity Type(s):*

	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation		Direct Student Support
	Research and Evaluation	X	Professional Development		

- *Target Student Group(s)* & # of Each Affected*:

ID	Target Group	# of Students Affected
F.3	All Disproportionately impacted groups	See Disproportionately Impacted Groups Analysis

- *Activity Implementation Plan*

Professional Development Coordinator

- *Activity Implementation Plan*

The Faculty Professional Development Coordinator's Equity responsibilities include the following:
- Participate with the Student Equity Coordinator and Staff Development Coordinator in facilitating conversations with faculty and staff to identify and address areas of concern in the creation of an equitable campus

- Incorporate Equity-related goals and outcomes in the SAC Professional Learning Model and related documents
- Facilitate and/or conduct with the Staff Equity Coordinator Equity-related professional learning with SAC faculty and staff , including but not limited to these topics: integration of 6 student support factors (from The RP Group's Student Support (Re)defined research), StrengthsQuest,

ID	Timeline(s)	Student Equity Funds	Other Funds**
F.2	Ongoing	149,937	

Professional Development Administrative Support

ID	Timeline(s)	Student Equity Funds	Other Funds**
F.3	2016	$11,678	

Equity and Student Success Focused Professional Development Activities

ID	Timeline(s)	Student Equity Funds	Other Funds**
F.3	2016	$2000	

Equity-based Conference Expenses

ID	Timeline(s)	Student Equity Funds	Other Funds**
F.3	2016	$10000	

Marketing Materials

ID	Timeline(s)	Student Equity Funds	Other Funds**
F.3	2016	$1,000	

Supplies

ID	Timeline(s)	Student Equity Funds	Other Funds**
F.3	2016	$500	

Hospitality

ID	Timeline(s)	Student Equity Funds	Other Funds**
F.3	2016	$1,000	

Speaker Fees

ID	Timeline(s)	Student Equity Funds	Other Funds**
F.3	2016	$10,000	

Strengths Quest Expansion

Equity Professional Development has been working towards increasing the number of faculty and staff who have engaged in Strengths Quest. The use of Strengths Quest is to focus our faculty, staff and students on what they contribute best and how they can cultivate themselves as members of the campus community.

ID	Timeline(s)	Student Equity Funds	Other Funds**
F.3	2016	$0	

Adjunct Professional Development Institute

ID	Timeline(s)	Student Equity Funds	Other Funds**
F.3	2016	$12,000	

Books and Online Equity-based Professional Development

ID	Timeline(s)	Student Equity Funds	Other Funds**
F.3	2016	$0	

Software for Tracking of Professional Development Activities

The current system for tracking faculty and staff professional development is paper-based and lacks accountability. The new system will allow us to determine to what extent, Equity-based professional development has saturated the campus community. It will also aid in creating a more robust professional development program at Santa Ana.

ID	Timeline(s)	Student Equity Funds	Other Funds**
F.3	2016	$0	

Proposed Professional Development Activities

Training Stipends for Adjunct faculty in transfer to the CSU and UC
Customer service and satisfaction training for Classified Staff
Strengths Quest for Faculty, Staff and Students
Equity-based speakers for convocation and campus-wide activities
Training in working with Men of Color
Expansion of equity-based book collection
Student Success (Re) Defined Conference
Student Equity Summits
Men of Color Reading Group

- *Link to Goal*
Equity-based professional development seeks to make the Six Factors for Student Success:
- Directed
- Focused
- Engaged
- Nurtured
- Connected
- Valued

Part of the professional consciousness of the campus. Each of these factors has been shown by the RP group to be impactful for disproportionately impacted groups. Professional development at the campus will focus on impacting course completion, degree and certificate completion, basic skills completion and transfer by focusing on student experience and interaction on the campus

- *Evaluation*
Santa Ana College collects conference requests and attendance from all persons engaged in professional development.

Santa Ana College is currently developing ways to assess the effectiveness of professional development and tying these activities to programmatic and institutional goals. The online system for tracking professional development activities is part of our evaluation plan and one of the deliverable goals for the next calendar year will be a process for assessing accountability and tying activities to programmatic goals.

F.4

Santa Ana College Student Portal

- *Indicators/Goals to be affected by the activity:*

X	Access	X	Degrees and Certificate Completion
	Course Completion	X	Transfer
	ESL and Basic Skills Course Completion		

- *Activity Type(s):*

X	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
X	Student Services or other Categorical Program	X	Curriculum/Course Development or Adaptation	X	Direct Student Support
	Research and Evaluation		Professional Development		

- *Target Student Group(s)* & # of Each Affected*:

ID	Target Group	# of Students Affected
F.4	All Disproportionately impacted groups	See Disproportionately Impacted Groups Analysis

- *Activity Implementation Plan*

ID	Timeline(s)	Student Equity Funds	Other Funds**
F.4	November 2015-August 2016	0 (Funded out of 2014-15 Carry-forward budget)	Purchased in conjunction with Santiago Canyon College's 2015-16 allocation.

Project Manager

- *Activity Implementation Plan*

The Project Manager will be responsible for the implementation and integration of the student portal with existing LMS's, campus communication and the district's enrollment and registration system.

ID	Timeline(s)	Student Equity Funds	Other Funds**
F.4	Ongoing	$27,931	$27,931 SSSP

Student Support Services Program Specialist- Mobile Technology and Portal Services

- *Activity Implementation Plan*

Students have stated in focus groups and the college's student satisfaction survey that guidance was one of the greatest needs in becoming successful. The Mobile Technology Area is a service area that can move to different instructional and student services areas. The Area will come equipped with tablets, student assistants and program specialist to answer technology questions, guide students in the use of the portal and answer basic questions about admissions, counselling, and services. In order for the portal and our new services to be successful, we need to supply as much support as possible.

ID	Timeline(s)	Student Equity Funds	Other Funds**
F.4	Ongoing	$18,043	$18,043 SSSP

Mobile Technology Student Assistants

ID	Timeline(s)	Student Equity Funds	Other Funds**
F.4	Ongoing	$14,000	$ 14,000 SSSP

- *Link to Goal*

The student portal will link our current enrollment and registration system with financial aid, educational planning, degree and certificate audit, our learning management system, and the campus communication system. The linking of these points of student contact and guidance will have an impact upon our communication with students, guidance and planning, enrollment and registration. Improving students' access to timely guidance, services and information will have an impact upon their degree and certificate completion via improving persistence, elimination of unnecessary or redundant courses, and the delivery of timely information for financial aid and academic progress purposes.

- *Evaluation*

The portal will go live for soft roll-out for Fall 2016. Analytics are available for the portal, but measures related to the portal have yet to be developed. An evaluation plan for the portal developed in conjunction with Santa Ana's Technology Committee.

F.5

Equity Targeted Marketing

- *Indicators/Goals to be affected by the activity:*

x	Access	x	Degrees and Certificate Completion
x	Course Completion	x	Transfer
x	ESL and Basic Skills Course Completion		

- *Activity Type(s)***:**

x	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation		Direct Student Support
	Research and Evaluation		Professional Development		

- *Target Student Group(s)* & # of Each Affected*:

ID	Target Group	# of Students Affected
F.5	Under age 20, Latinos, Asians, Foster Youth, Veterans,	16,000
	Latinos	12,000
	Asians	4,000
	Foster Youth	120
	Veterans	400

- *Activity Implementation Plan*

ID	Timeline(s)	Student Equity Funds	Other Funds**
F.5	Spring and Summer 2016	$50,000	$87,000- General Fund

- *Link to Goal*

Over 75% of our students are either under age 20, Latino, or Asian. Marketing is necessary to increase the number of under 20 students, Asians, Veterans, and Foster Youth at the campus. In addition, Latinos and Foster Youth are disproportionately impacted in degree and certificate completion. Some of the marketing efforts will go towards informing these students of crucial services, pathways and guidance necessary towards achieving their educational goals. Santa Ana will also be researching and implementing social media activities that are especially effective in reaching our targeted groups.

- *Evaluation*

We will examine the effectiveness of the marketing within the targeted groups. Surveys and focus groups will be conducted to better understand how to reach our disproportionately impacted students.

F.6

Continuing Education (CE) Planning and Coordination

- *Indicators/Goals to be affected by the activity:*

x	Access	x	Degrees and Certificate Completion
	Course Completion		Transfer
x	ESL and Basic Skills Course Completion		

- *Activity Type(s)***:**

	Outreach	x	Student Equity Coordination/Planning		Instructional Support Activities
	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation		Direct Student Support
	Research and Evaluation		Professional Development		

- *Target Student Group(s)* & # of Each Affected*:

ID	Target Group	# of Students Affected
F.6	Not applicable	

- *Activity Implementation Plan*

What is student equity is very different in the continuing education realm from that of the credit college. Students have far more diverse goals and the student body is more transient. Furthermore, traditional measures of course success may not be appropriate for assessing the efficacy of courses. Continuing Education's Student Equity Coordinator, institutional research and the faculty must determine what constitutes success measures and an appropriate equity lens for the campus. This will further allow continuing education to develop initiatives and activities to remedy issues of disproportionate impact at the campus.

Continuing Education Student Equity Coordinator

The coordinator is responsible for bringing together disparate groups, arranging activities and developing, in conjunction with research the activities for making Continuing Education (CE) equitable.

ID	Timeline(s)	Student Equity Funds	Other Funds**
F.6	Ongoing	$29,000	$0

Data Facilitator

The data facilitator is a CE faculty member with understanding of operations and teaching at CE who will aid research in understanding the institution and developing appropriate questions for analysis.

ID	Timeline(s)	Student Equity Funds	Other Funds**
F.6	Spring and Summer 2016	$4000	

CE Equity Based Professional Development

CE faculty need to better understand what faculty is and how it plays an impact in their classrooms. In addition, we would like to expand professional development

ID	Timeline(s)	Student Equity Funds	Other Funds**
F.6	Spring and Summer 2016	$10,000	

- *Link to Goal*

The development of Continuing Education's Equity goals is one of the outcomes of this work.

- *Evaluation*

We will develop a set of measures and goals for making Continuing Education more equitable.

F.7

Guardian Scholars Program

- *Indicators/Goals to be affected by the activity:*

x	Access	x	Degrees and Certificate Completion
x	Course Completion	x	Transfer
x	ESL and Basic Skills Course Completion		

- *Activity Type(s):*

	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
x	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation		Direct Student Support
	Research and Evaluation		Professional Development		

- *Target Student Group(s)* & # of Each Affected*:

ID	Target Group	# of Students Affected
F.7	Foster Youth	120

- *Activity Implementation Plan*

Currently, SAC is only serving 22 of a possible 120 known foster youth. The expansion will contact these students and attempt to enroll them in the Guardian Scholars program. Students who become members of the Guardian Scholars program will get education plans, services and guidance designed to aid them in completing the courses, degrees and certificates.

Foster Youth Tutors

ID	Timeline(s)	Student Equity Funds	Other Funds**
F.7	Ongoing	$3,353	

Part-Time Senior Clerk

ID	Timeline(s)	Student Equity Funds	Other Funds**
F.7	Ongoing	$18,000	

Outreach and Event Marketing

ID	Timeline(s)	Student Equity Funds	Other Funds**
F.7	Ongoing	$2,000	

- *Link to Goal*

We will increase the number of Foster Youth receiving Guardian Scholars' services by 100%. In addition, we will increase the number of foster youth receiving degrees by 5 and certificates by 5 by 2020.

- *Evaluation*

Timeline	Data Collected	Analysis
Semester	Course Completion, Course Retention, Counts of Foster Youth Served	Analysis of Course Completion and Retention against historical completion and retention
Yearly	Counts of Foster Youth Served, Persistence, Student Evaluation Survey	Analysis of persistence of foster youth against historical persistence rates

F.8

Cross Cultural Center

- *Indicators/Goals to be affected by the activity:*

x	Access	x	Degrees and Certificate Completion
x	Course Completion		Transfer
	ESL and Basic Skills Course Completion		

- *Activity Type(s):*

	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
x	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation		Direct Student Support
	Research and Evaluation		Professional Development		

- *Target Student Group(s)* & # of Each Affected*:

ID	Target Group	# of Students Affected
F.8	Latinos	Latinos-12,000
	Foster Youth	150
	Veterans	334
	Low-Income	14,000

- *Activity Implementation Plan*

The student services coordinator will be accountable for the operations and implementation of the Cross-Cultural Center. The Cross-Cultural Center will help to align students to cultural activities and improve retention and persistence by addressing issues that relate to student life on campus.

ID	Timeline(s)	Student Equity Funds	Other Funds**
F.8	Ongoing	$58,299	

- *Link to Goal*

The Cross-Cultural Center will be provide services and activities for students to engage them in campus life. Research has shown that creating a campus culture of inclusion can have a significant impact upon persistence, degree and certificate achievement, and transfer (Museums, et al., 2012).

- *Evaluation*

Timeline	Data Collect	Analysis
Semester basis	Student Satisfaction Survey, Surveys for cultural and campus activities	Cross-cultural center and student life staff will examine results of student surveys to determine if the activities are having a desired impact upon students experiences of inclusion

Budget

2015-16 Student Equity Plan Summary Budget
Rancho Santiago Community College
Santa Ana College

Part I: Student Equity Funding   *Enter whole numbers only*

Total 2015-16 College Student Equity Allocation | $ | 2,381,713

If applicable, for Multi-College Districts, Total 2015-16
Student Equity Allocation Reserved at the District Level | $ | -

Part II: 2015-16 Planned Student Equity Expenditures | $ | 2,381,713

Balance 2015-16 College Student Equity Allocation | $ | -

2014-15 Student Equity Plan Summary Budget.
Part I: Funding
Specific Entry Instructions

This completed budget worksheet is an attachment to and part of the college Student Equity Plan narrative.

cell:

F9   Enter your college's 2015-16 Student Equity Allocation. Due to legislative requirements, the CCCCO only calculates allocations by district. The district determines the amount allocated to each college. Colleges in multi-college districts will need to obtain their *college* allocation from the district office.

F12   Multi-college districts who choose to conduct and fund student equity related activities at the district level must incorporate a description of those activities in at least one of their colleges' plans, and also include related expenditures in the Summary Budget spreadsheet. If your college is 1) part of a mult-college district, and 2) the district has chosen to conduct and fund equity related activities at the district level, and 3) the district has decided to report those activities and expenditures as part of your college plan, enter the amount of the Student Equity allocation reserved at the District level to be used for those activities. Colleges will need to obtain this information from their district office.

F14   This cell will populate once the Part II Planned SE Expenditures section has been completed.

F17   This cell is the sum of: Total 2015-16 Student Equity Allocation plus Allocation Reserved at the District Level minus Part II: Planned SE Expenditures.

   0   If all of the college 2015-16 Student Equity funds have been accounted for on this plan, then the balance should be zero.

   +   If the balance is positive, then the planned expenditures do not fully expend the allocation. The college needs to review the planned expenditures and make necessary adjustments. If balance remains positive, then the funds must be returned to the Chancellor's Office.

   -   If the balance is negative, then then planned expenditures exceed the allocation available and the college needs to review the planned expenditures and make necessary adjustments. **The Summary Budget cannot be submitted if balance is negative.**

2015-16 Student Equity Plan Summary Budget
Rancho Santiago Community College
Santa Ana College

Part II: Planned Student Equity (SE) Expenditures

Report planned expenditures of the college Stduent Equity allocation by object code as defined by the California Community Colleges Budget and Accounting Manual (BAM). Although they appear in the CCC BAM, not all expenditures categories are eligible Student Equity expenditures. Eligible and ineligible expenditures for Student Equity funds are listed below. The Activity ID and the $ amounts to be reported under the categories: Outreach, Student Services & Categoricals, Research and Evaluation, SE Coordination & Planning, etc. must match the Activity ID and amount(s) reported for that activity in the Student Equity Plan narrative for each success indicator (Access, Course Completion, etc.).

BAM can be found at: http://extranet.cccco.edu/Divisions/FinanceFacilities/FiscalStandards/BudgetandAccountingManual.aspx

BAM Codes	Classification	# of Hours	Activity ID	Outreach	Student Services & Categoricals	Research and Evaluation	SE Coordination & Planning	Curriculum/ Course Dev. & Adaptation	Professional Development	Instructional Support	Direct Student Support	Total
1000	**Academic Salaries: Position Title(s)**											
	Contract Coordinator (Learning Supprt Ctr)	8.75	B.1	$ -	$ -	$ -	$ -	$ -	$ -	$ 21,436	$ -	21,436
	Contract Ext. Coordinator (Learning Supprt Ctr)	3.50	B.1	$ -	$ -	$ -	$ -	$ -	$ -	$ 11,147	$ -	11,147
	Beyond Cont. Reassigned Time (Planning & Entrepeneurial)		B.4	$ -	$ -	$ -	$ 8,648	$ 8,648	$ -	$ -	$ -	17,297
	Beyond Cont. Reassigned Time (OER Stipends)		B.5	$ -	$ -	$ -	$ -	$ 12,972	$ -	$ -	$ -	12,972
	Beyond Cont. Reassigned Time (Distance Ed-Online Certification)	6.00	B.6	$ -	$ -	$ -	$ -	$ -	$ 3,459	$ -	$ -	3,459
	Beyond Cont. Reassigned Time (Math Jam Faculty Stipends)		B.8	$ -	$ -	$ -	$ -	$ -	$ -	$ 2,162	$ -	2,162
	Contract Reassigned Time (Math)	28.00	C.1	$ -	$ -	$ -	$ -	$ 96,157	$ -	$ -	$ -	96,157
	Beyond Cont. Reassigned Time (Math Redesign Software Coordntr)	4.00	C.1	$ -	$ -	$ -	$ -	$ 5,269	$ -	$ -	$ -	5,269
	Beyond Cont. Reassigned Time (Math Redesign Assmnt Coordntr)	4.00	C.1	$ -	$ -	$ 5,269	$ -	$ -	$ -	$ -	$ -	5,269
	Beyond Cont. Reassigned Time (Math Redesign Training Stipends)		C.1	$ -	$ -	$ -	$ -	$ -	$ 6,486	$ -	$ -	6,486
	Beyond Cont. Reassigned Time (EMLS & Non-Credit ESL Curriculum Dev.)		C.2	$ -	$ -	$ -	$ -	$ 5,189	$ -	$ -	$ -	5,189
	Full Time Counselors	35.00	D.1	$ -	$ 70,705	$ -	$ -	$ -	$ -	$ -	$ -	70,705
	Beyond Cont. Reassigned Time (EOPS Addt'l Counseling)	19.00	E.1	$ -	$ 26,593	$ -	$ -	$ -	$ -	$ -	$ -	26,593
	Beyond Cont. Reassigned Time (Student Research Presentation)		E.2	$ -	$ -	$ -	$ -	$ -	$ -	$ 6,919	$ -	6,919
	Int/Sum Beyond Contract Counselors (Transfr Ctr)	10.00	E.3	$ -	$ 2,520	$ -	$ -	$ -	$ -	$ -	$ -	2,520
	Beyond Cont. Reassigned Time (Presentation Mentors)		E.3	$ -	$ -	$ -	$ -	$ -	$ -	$ 2,162	$ -	2,162

Part II: Planned Student Equity (SE) Expenditures

	# of Hours	Activity ID	Outreach	Student Services & Categoricals	Research and Evaluation	SE Coordination & Planning	Curriculum/Course Dev. & Adptation	Professional Development	Instructional Support	Direct Student Support	Total
Beyond Cont. Reassigned Time (UMOJA Program)	40.00	E.5	$ -	$ -	$ -	$ -	$ -	$ -	$ 1,730	$ -	1,730
Contract Coordinator (Student Equity)	35.00	F.1	$ -	$ -	$ -	$ 93,835	$ -	$ -	$ -	$ -	93,835
Contract Coordinator (Professional Development)	35.00	F.3	$ -	$ -	$ -	$ -	$ -	$ 108,482	$ -	$ -	108,482
Beyond Cont. Reassigned Time (Adjunct Professional Dev. Institute)		F.3	$ -	$ -	$ -	$ -	$ -	$ 7,677	$ -	$ -	7,677
Beyond Cont. Reassigned Time (Professional Development)		F.3	$ -	$ -	$ -	$ -	$ -	$ 1,730	$ -	$ -	1,730
PT Reassigned Time (CEC Student Equity Coordinator)	24.00	F.6	$ -	$ -	$ -	$ 25,080	$ -	$ -	$ -	$ -	25,080
CEC Data Facilitator (PT Reassigned Time)	4.00	F.6	$ -	$ -	$ 3,459	$ -	$ -	$ -	$ -	$ -	3,459
PT Reassigned Time (CEC Equity Based Professional Development)		F.6	$ -	$ -	$ -	$ -	$ -	$ 8,648	$ -	$ -	8,648
Subtotal			$ -	$ 99,818	$ 8,728	$ 127,563	$ 128,235	$ 136,482	$ 45,555	$ -	$ 546,383

2000	Classified and Other Nonacademic Salaries: Position Title(s)	# of Hours	Activity ID	Outreach	Student Services & Categoricals	Research and Evaluation	SE Coordination & Planning	Curriculum/Course Dev. & Adptation	Professional Development	Instructional Support	Direct Student Support	Total
	Outreach Specialist	20.00	A.1	$ 24,772	$ -	$ -	$ -	$ -	$ -	$ -	$ -	24,772
	Student Services Coordinator (Orientation/Coord/Training)	4.00	A.1	$ 6,854	$ -	$ -	$ -	$ -	$ -	$ -	$ -	6,854
	Alt Media Specialist PT	19.00	A.2	$ -	$ 13,313	$ -	$ -	$ -	$ -	$ -	$ -	13,313
	DSPS Specialist PT	19.00	A.3	$ -	$ 10,305	$ -	$ -	$ -	$ -	$ -	$ -	10,305
	VRC Senior Clerk PT	40.00	A.4	$ -	$ 24,626	$ -	$ -	$ -	$ -	$ -	$ -	24,626
	Student Program Specialst	19.00	A.5	$ -	$ 11,509	$ -	$ -	$ -	$ -	$ -	$ -	11,509
	Development Coordinator Scholarship Office	19.00	A.5	$ -	$ 6,005	$ -	$ 6,005	$ -	$ -	$ -	$ -	12,010
	Instructional Aides-Welding	19.00	A.6	$ -	$ -	$ -	$ -	$ -	$ -	$ 4,708	$ -	4,708
	Instructional Services Expansion		A.7	$ -	$ -	$ -	$ -	$ -	$ -	$ 90,396	$ -	90,396
	Instructional Aides-Learning Facilitators, & Student Tutors	178.00	B.1	$ -	$ -	$ -	$ -	$ -	$ -	$ 107,345	$ -	107,345
	Instructional Assisstants-Math Ctr.	50.00	B.2	$ -	$ -	$ -	$ -	$ -	$ -	$ 28,249	$ -	28,249
	Instructional Assisstants-Student Tutors (Tutoring)	96.00	B.2	$ -	$ -	$ -	$ -	$ -	$ -	$ 37,665	$ -	37,665
	Instructional Assisstants & Student Tutors (Training)		B.3	$ -	$ -	$ -	$ -	$ -	$ 9,416	$ -	$ -	9,416
	Instructional Assistants-Athletics	57.00	B.7	$ -	$ -	$ -	$ -	$ -	$ -	$ 11,770	$ -	11,770
	Instructional Assistants-Math Jam		B.8	$ -	$ -	$ -	$ -	$ -	$ -	$ 2,354	$ -	2,354
	Student Assistants Redesign		C.1	$ -	$ -	$ -	$ -	$ -	$ -	$ 69,633	$ -	69,633

2015-16 Student Equity Plan Summary Budget
Rancho Santiago Community College
Santa Ana College

Part II: Planned Student Equity (SE) Expenditures

Description		Code									Total
Transfer Mentors		D.2	$ -	$ 12,090	$ -	$ -	$ -	$ -	$ 12,090	$ -	24,180
Student Services Coordinator (Student 4 Student Ambassadors)	20.00	D.2	$ 8,634	$ 8,634	$ -	$ -	$ -	$ -	$ -	$ -	17,268
Counseling Assistant EOPS PT	19.00	E.1	$ -	$ 9,423	$ -	$ -	$ -	$ -	$ -	$ -	9,423
Learning Facilitator EOPS PT	19.00	E.1	$ -	$ -	$ -	$ -	$ -	$ -	$ 10,564	$ -	10,564
Learning Facilitator CalWORKS PT	19.00	E.1	$ -	$ -	$ -	$ -	$ -	$ -	$ 10,564	$ -	10,564
CalWorks Learning Facilitator Hrly	19.00	E.1	$ -	$ -	$ -	$ -	$ -	$ -	$ 10,013	$ -	10,013
Student Services Coordinator (Transfer Ctr./Mentor Program)	40.00	E.3	$ -	$ 34,535	$ -	$ -	$ -	$ -	$ -	$ -	34,535
TC Specialist Mentor Program	40.00	E.3	$ -	$ 28,000	$ -	$ -	$ -	$ -	$ -	$ -	28,000
Hourly Classified (Transfer Ctr.)	38.00	E.3	$ -	$ 26,070	$ -	$ -	$ -	$ -	$ -	$ -	26,070
Financial Aid Analyst FT	40.00	E.3	$ -	$ 28,000	$ -	$ -	$ -	$ -	$ -	$ -	28,000
Student Assistants-Transfer Students		E.3	$ -	$ 1,233	$ -	$ -	$ -	$ -	$ -	$ -	1,233
Student Services Coordinator (Counseling)	20.00	E.4	$ -	$ 17,563	$ -	$ -	$ -	$ -	$ -	$ -	17,563
Honors Program Assistant	5.00	E.6	$ -	$ -	$ -	$ -	$ -	$ -	$ 1,883	$ -	1,883
Senior Clerk	20.00	F.1	$ -	$ -	$ -	$ 26,136	$ -	$ -	$ -	$ -	26,136
Special Projects Specialist	20.00	F.1	$ -	$ -	$ -	$ 18,457	$ -	$ -	$ -	$ -	18,457
Support Services Assistant	20.00	F.1	$ -	$ -	$ -	$ 24,000	$ -	$ -	$ -	$ -	24,000
Research Analyst	0.00	F.2	$ -	$ -	$ 59,830	$ -	$ -	$ -	$ -	$ -	59,830
Director of Research	20.00	F.2	$ -	$ -	$ 17,210	$ -	$ -	$ -	$ -	$ -	17,210
Business System Analyst	24.00	F.2	$ -	$ -	$ 39,803	$ -	$ -	$ -	$ -	$ -	39,803
A/R Tech Specialist	12.00	F.2	$ -	$ -	$ 18,642	$ -	$ -	$ -	$ -	$ -	18,642
Research Assistants-Short-Term	12.00	F.2	$ -	$ -	$ 19,774	$ -	$ -	$ -	$ -	$ -	19,774
Administrative Support Clerk Professional Dev.	11.00	F.3	$ -	$ -	$ -	$ -	$ -	$ -	$ 10,996	$ -	10,996
Project Manager	40.00	F.4	$ -	$ 9,261	$ -	$ 9,261	$ -	$ -	$ -	$ -	18,522
Student Support Services Program Specialist	20.00	F.4	$ -	$ 10,077	$ -	$ -	$ -	$ -	$ -	$ -	10,077
Student Assistants-Mobile Technology	40.00	F.4	$ -	$ 6,770	$ -	$ -	$ -	$ -	$ 6,770	$ -	13,540
Foster Youth-Intermediate Clerk Hrly	19.00	F.7	$ -	$ 16,949	$ -	$ -	$ -	$ -	$ -	$ -	16,949
Tutors-Foster Youth	31.00	F.7	$ -	$ -	$ -	$ -	$ -	$ -	$ 3,157	$ -	3,157
Student Services Coordinator (Student Activities)	40.00	F.8	$ 17,268	$ 17,268	$ -	$ -	$ -	$ -	$ -	$ -	34,535
Subtotal			$ 57,528	$ 291,631	$ 155,259	$ 83,859	$ -	$ 20,412	$ 407,161	$ -	**$ 1,015,849**

2015-16 Student Equity Plan Summary Budget
Rancho Santiago Community College
Santa Ana College

Part II: Planned Student Equity (SE) Expenditures

3000 Employee Benefits	Activity ID	Outreach	Student Services & Categoricals	Research and Evaluation	SE Coordination & Planning	Curriculum/Course Dev. & Adptation	Professional Development	Instructional Support	Direct Student Support	Total
Outreach Specialist	A.1	$ 14,764	$ -	$ -	$ -	$ -	$ -	$ -	$ -	14,764
Student Services Coordinator (Orientation/Coord/Training)	A.1	$ 3,870	$ -	$ -	$ -	$ -	$ -	$ -	$ -	3,870
Alt Media Specialist PT	A.2	$ -	$ 826	$ -	$ -	$ -	$ -	$ -	$ -	826
DSPS Specialist PT	A.3	$ -	$ 638	$ -	$ -	$ -	$ -	$ -	$ -	638
VRC Senior Clerk PT	A.4	$ -	$ 21,479	$ -	$ -	$ -	$ -	$ -	$ -	21,479
Student Program Specialst	A.5	$ -	$ 714	$ -	$ -	$ -	$ -	$ -	$ -	714
Development Coordinator Scholarship Office	A.5	$ -	$ 745	$ -	$ -	$ -	$ -	$ -	$ -	745
Instructional Aides-Welding	A.6	$ -	$ -	$ -	$ -	$ -	$ -	$ 292	$ -	292
Instructional Services Expansion	A.7	$ -	$ -	$ -	$ -	$ -	$ -	$ 5,605	$ -	5,605
Contract Coordinator (Learning Supprt Ctr)	B.1	$ -	$ -	$ -	$ -	$ -	$ -	$ 11,040	$ -	11,040
Contract Ext. Coordinator (Learning Supprt Ctr)	B.1	$ -	$ -	$ -	$ -	$ -	$ -	$ 1,238	$ -	1,238
Instructional Aides-Learning Facilitators, & Student Tutors	B.1	$ -	$ -	$ -	$ -	$ -	$ -	$ 6,655	$ -	6,655
Instructional Assisstants-Math Ctr.	B.2	$ -	$ -	$ -	$ -	$ -	$ -	$ 1,751	$ -	1,751
Instructional Assisstants-Student Tutors	B.2	$ -	$ -	$ -	$ -	$ -	$ -	$ 2,335	$ -	2,335
Instructional Assisstants & Student Tutors	B.3	$ -	$ -	$ -	$ -	$ -	$ -	$ 584	$ -	584
Beyond Cont. Reassigned Time (Planning & Entrepeneurial)	B.4	$ -	$ -	$ -	$ -	$ 1,352	$ 1,352	$ -	$ -	2,703
Beyond Cont. Reassigned Time (OER Stipends)	B.5	$ -	$ -	$ -	$ -	$ 2,027	$ -	$ -	$ -	2,027
Beyond Cont. Reassigned Time (Distance Ed-Online Certification)	B.6	$ -	$ -	$ -	$ -	$ -	$ 541	$ -	$ -	541
Instructional Assistants-Athletics	B.7	$ -	$ -	$ -	$ -	$ -	$ -	$ 730	$ -	730
Beyond Cont. Reassigned Time (Math Jam Faculty Stipends)	B.8	$ -	$ -	$ -	$ -	$ -	$ -	$ 338	$ -	338
Instructional Assistants-Math Jam	B.8	$ -	$ -	$ -	$ -	$ -	$ -	$ 146	$ -	146
Contract Reassigned Time (Math)	C.1	$ -	$ -	$ -	$ -	$ 38,757	$ -	$ -	$ -	38,757
Beyond Cont. Reassigned Time (Math Redesign Software Coordntr)	C.1	$ -	$ -	$ -	$ -	$ 823	$ -	$ -	$ -	823
Beyond Cont. Reassigned Time (Math Redesign Assmnt Coordntr)	C.1	$ -	$ -	$ 823	$ -	$ -	$ -	$ -	$ -	823
Beyond Cont. Reassigned Time (Math Redesign Training Stipends)	C.1	$ -	$ -	$ -	$ -	$ -	$ 1,014	$ -	$ -	1,014

2015-16 Student Equity Plan Summary Budget
Rancho Santiago Community College
Santa Ana College

Part II: Planned Student Equity (SE) Expenditures

										Total
Student Assistants Redesign	C.1	$ -	$ -	$ -	$ -	$ -	$ -	$ 2,367	$ -	2,367
Beyond Cont. Reassigned Time (EMLS & Non-Credit ESL Curriculum Dev.)	C.2	$ -	$ -	$ -	$ -	$ 811	$ -	$ -	$ -	811
Full Time Counselors	D.1	$ -	$ 24,258	$ -	$ -	$ -	$ -	$ -	$ -	24,258
Transfer Mentors	D.2	$ -	$ 822	$ -	$ -	$ -	$ -	$ -	$ -	822
Student Services Coordinator (Student 4 Student Ambassadors)	D.2	$ 5,942	$ 5,942	$ -	$ -	$ -	$ -	$ -	$ -	11,883
Beyond Cont. Reassigned Time (EOPS Addt'l Counseling)	E.1	$ -	$ 4,156	$ -	$ -	$ -	$ -	$ -	$ -	4,156
Counseling Assistant EOPS PT	E.1	$ -	$ 2,162	$ -	$ -	$ -	$ -	$ -	$ -	2,162
Learning Facilitator EOPS PT	E.1	$ -	$ -	$ -	$ -	$ -	$ -	$ 2,425	$ -	2,425
Learning Facilitator CalWORKS PT	E.1	$ -	$ -	$ -	$ -	$ -	$ -	$ 2,425	$ -	2,425
CalWorks Learning Facilitator Hrly	E.1	$ -	$ -	$ -	$ -	$ -	$ -	$ 621	$ -	621
Beyond Cont. Reassigned Time (Student Research Presentation)	E.2	$ -	$ -	$ -	$ -	$ -	$ -	$ 1,081	$ -	1,081
Int/Sum Beyond Contract Counselors (Transfr Ctr)	E.3	$ -	$ 393	$ -	$ -	$ -	$ -	$ -	$ -	393
Beyond Cont. Reassigned Time (Presentation Mentors)	E.3	$ -	$ -	$ -	$ -	$ -	$ -	$ 338	$ -	338
Student Services Coordinator (Transfer Ctr.)	E.3	$ -	$ 23,764	$ -	$ -	$ -	$ -	$ -	$ -	23,764
TC Specialist Mentor Program	E.3	$ -	$ 21,897	$ -	$ -	$ -	$ -	$ -	$ -	21,897
Hourly Classified (Transfer Ctr.)	E.3	$ -	$ 1,617	$ -	$ -	$ -	$ -	$ -	$ -	1,617
Financial Aid Analyst FT	E.3	$ -	$ 21,310	$ -	$ -	$ -	$ -	$ -	$ -	21,310
Student Assistants-Transfer Students	E.3	$ -	$ 42	$ -	$ -	$ -	$ -	$ -	$ -	42
Student Services Coordinator (Counseling)	E.4	$ -	$ 6,235	$ -	$ -	$ -	$ -	$ -	$ -	6,235
Beyond Cont. Reassigned Time (UMOJA Program)	E.5	$ -	$ -	$ -	$ -	$ -	$ -	$ 270	$ -	270
Honors Program Assistant	E.6	$ -	$ -	$ -	$ -	$ -	$ -	$ 117	$ -	117
Contract Coordinator (Student Equity)	F.1	$ -	$ -	$ -	$ 37,479	$ -	$ -	$ -	$ -	37,479
Senior Clerk	F.1	$ -	$ -	$ -	$ 11,697	$ -	$ -	$ -	$ -	11,697
Special Projects Specialist	F.1	$ -	$ -	$ -	$ 7,889	$ -	$ -	$ -	$ -	7,889
Support Services Assistant	F.1	$ -	$ -	$ -	$ 19,073	$ -	$ -	$ -	$ -	19,073
Research Analyst	F.2	$ -	$ -	$ 26,391	$ -	$ -	$ -	$ -	$ -	26,391
Director of Research	F.2	$ -	$ -	$ 9,106	$ -	$ -	$ -	$ -	$ -	9,106
Business System Analyst	F.2	$ -	$ -	$ 16,703	$ -	$ -	$ -	$ -	$ -	16,703
A/R Tech Specialist	F.2	$ -	$ -	$ 11,167	$ -	$ -	$ -	$ -	$ -	11,167
Research Assistants-Short-Term	F.2	$ -	$ -	$ 1,226	$ -	$ -	$ -	$ -	$ -	1,226

Part II: Planned Student Equity (SE) Expenditures

	Activity ID	Outreach	Student Services & Categoricals	Research and Evaluation	SE Coordination & Planning	Curriculum/Course Dev. & Adptation	Professional Development	Instructional Support	Direct Student Support	Total
Contract Coordinator (Professional Development)	F.3	$ -	$ -	$ -	$ -	$ -	$ 41,455	$ -	$ -	41,455
Beyond Cont. Reassigned Time (Adjunct Professional Dev. Institute)	F.3	$ -	$ -	$ -	$ -	$ -	$ 4,322	$ -	$ -	4,322
Beyond Cont. Reassigned Time (Professional Development)	F.3	$ -	$ -	$ -	$ -	$ -	$ 270	$ -	$ -	270
Foster Youth-Intermediate Clerk Hrly	F.3	$ -	$ -	$ -	$ -	$ -	$ 682	$ -	$ -	682
Project Manager	F.4	$ -	$ 4,705	$ -	$ 4,705	$ -	$ -	$ -	$ -	9,409
Student Support Services Program Specialist	F.4	$ -	$ 7,966	$ -	$ -	$ -	$ -	$ -	$ -	7,966
Administrative Support Clerk Professional Dev.	F.4	$ -	$ 230	$ -	$ -	$ -	$ -	$ 230	$ -	460
PT Reassigned Time (CEC Student Equity Coordinator)	F.6	$ -	$ -	$ -	$ 3,920	$ -	$ -	$ -	$ -	3,920
CEC Data Facilitator (PT Reassigned Time)	F.6	$ -	$ -	$ 541	$ -	$ -	$ -	$ -	$ -	541
PT Reassigned Time (CEC Equity Based Professional Development)	F.6	$ -	$ -	$ -	$ -	$ -	$ 1,352	$ -	$ -	1,352
Foster Youth-Intermediate Clerk Hrly	F.7	$ -	$ 1,051	$ -	$ -	$ -	$ -	$ -	$ -	1,051
Tutors-Foster Youth	F.7	$ -	$ -	$ -	$ -	$ -	$ -	$ 196	$ -	196
Student Services Coordinator (Student Activities)	F.8	$ 11,882	$ 11,882	$ -	$ -	$ -	$ -	$ -	$ -	23,764
Subtotal		$ 36,458	$ 162,833	$ 65,957	$ 84,763	$ 43,770	$ 50,988	$ 40,784	$ -	**$ 485,553**
4000 Supplies & Materials	Activity ID	Outreach	Student Services & Categoricals	Research and Evaluation	SE Coordination & Planning	Curriculum/Course Dev. & Adptation	Professional Development	Instructional Support	Direct Student Support	Total
Non-Instructional Supplies-Targeted Outreach	A.1	$ 8,000	$ -	$ -	$ -	$ -	$ -	$ -	$ -	8,000
Non-Instructional Supplies-Scholarship Software & Supplies	A.5	$ -	$ 5,000	$ -	$ -	$ -	$ -	$ -	$ -	5,000
Non-Instructional Supplies-Materials-Barrio Writers	A.8	$ -	$ -	$ -	$ -	$ -	$ -	$ 900	$ -	900
Food/Hospitality-Barrio Writers	A.8	$ -	$ -	$ -	$ -	$ -	$ -	$ 900	$ -	900
Food/Hospitality-Planning & Entrepeneurial	B.4	$ -	$ -	$ -	$ -	$ 5,250	$ 5,250	$ -	$ -	10,500
Food/Hospitality-EMLS & ESL non-credit Curriculum Development	C.2	$ -	$ -	$ -	$ -	$ 1,500	$ -	$ -	$ -	1,500
Food/Hospitality-English Acceleration	C.3	$ -	$ -	$ -	$ -	$ 1,000	$ -	$ -	$ -	1,000
Non-Instructional Supplies-Transfer Mentors	D.2	$ -	$ -	$ -	$ -	$ -	$ -	$ 2,000	$ -	2,000
Non-Instructional Supplies-Freshmen Experience/New Student Orientation	E.4	$ -	$ 250	$ -	$ -	$ -	$ -	$ -	$ -	250
Non-Instructional Supplies-Student Career Transfer Conference	E.4	$ -	$ 975	$ -	$ -	$ -	$ -	$ -	$ -	975

2015-16 Student Equity Plan Summary Budget
Rancho Santiago Community College
Santa Ana College

Part II: Planned Student Equity (SE) Expenditures

	Activity ID	Outreach	Student Services & Categoricals	Research and Evaluation	SE Coordination & Planning	Curriculum/Course Dev. & Adptation	Professional Development	Instructional Support	Direct Student Support	Total
Food/Hospitality-Student Career Transfer Conference	E.4	$ -	$ 300	$ -	$ -	$ -	$ -	$ -	$ -	300
Food/Hospitality-Freshmen Experience	E.4	$ -	$ 1,500	$ -	$ -	$ -	$ -	$ -	$ -	1,500
Non-Instructional Supplies-UMOJA Materials	E.5	$ -	$ -	$ -	$ -	$ -	$ -	$ 1,000	$ -	1,000
Food/Hospitality-UMOJA	E.5	$ -	$ -	$ -	$ -	$ -	$ -	$ 750	$ -	750
Non-Instructional Supplies-Equity Materials & Supplies	F.1	$ -	$ -	$ -	$ 2,000	$ -	$ -	$ -	$ -	2,000
Food/Hospitality-Equity	F.1	$ -	$ -	$ -	$ 1,500	$ -	$ -	$ -	$ -	1,500
Non-Instructional Supplies-Professional Development	F.3	$ -	$ -	$ -	$ -	$ -	$ 500	$ -	$ -	500
Food/Hospitality-Professional Dev.	F.3	$ -	$ -	$ -	$ -	$ -	$ 1,000	$ -	$ -	1,000
Subtotal		$ 8,000	$ 8,025	$ -	$ 3,500		$ 6,750		$ -	$ 39,575

5000	Other Operating Expenses and Services	Activity ID	Outreach	Student Services & Categoricals	Research and Evaluation	SE Coordination & Planning	Curriculum/Course Dev. & Adptation	Professional Development	Instructional Support	Direct Student Support	Total
	Conference Expense-MESA Leadership Conference (Faculty Travel)	E.2	$ -	$ 2,000	$ -	$ -	$ -	$ -	$ -	$ -	2,000
	Conference Expense-MESA Leadership Conference (Student Travel)	E.2	$ -	$ 5,000	$ -	$ -	$ -	$ -	$ -	$ -	5,000
	Conference Expenses-MESA trips & Conferences (Student Trips)	E.2	$ -	$ 18,778	$ -	$ -	$ -	$ -	$ -	$ -	18,778
	Contracted Services (SSTI)	E.3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ 30,000	30,000
	Other Participant Travel Exp. (Transfer Trips & Activities)	E.3	$ -	$ 18,325	$ -	$ -	$ -	$ -	$ -	$ -	18,325
	Conference Expenses-UMOJA Conference	E.5	$ -	$ 1,000	$ -	$ -	$ -	$ -	$ 1,000	$ -	2,000
	Conference Expenses-Equity Conferences & Coordination Activies	F.1	$ -	$ -	$ -	$ 3,000	$ -	$ -	$ -	$ -	3,000
	Software Licenses & Fees (Research)	F.2	$ -	$ -	$ 5,000	$ -	$ -	$ -	$ -	$ -	5,000
	Contracted Services (Speaker & Consultant Fees Professional Dev)	F.3	$ -	$ -	$ -	$ -	$ -	$ 10,000	$ -	$ -	10,000
	Conference Expenses-Professional Development	F.3	$ -	$ -	$ -	$ -	$ -	$ 10,000	$ -	$ -	10,000
	Reproduction Printing Exp. (Professional Development)	F.3	$ -	$ -	$ -	$ -	$ -	$ 1,000	$ -	$ -	1,000
	Advertising (Marketing)	F.5	$ 50,000	$ -	$ -	$ -	$ -	$ -	$ -	$ -	50,000
	Reproduction Printing Exp. (Foster Youth)	F.7	$ 2,000	$ -	$ -	$ -	$ -	$ -	$ -	$ -	2,000
	Subtotal		$ 52,000	$ 45,103	$ 5,000	$ 3,000		$ 21,000		$ 30,000	$ 157,103

Part II: Planned Student Equity (SE) Expenditures

6000	Capital Outlay	Activity ID	Outreach	Student Services & Categoricals	Research and Evaluation	SE Coordination & Planning	Curriculum/Course Dev. & Adptation	Professional Development	Instructional Support	Direct Student Support	Total
			$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	-
			$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	-
			$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	-
			$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	-
			$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	-
			$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	-
			$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	-
	Subtotal		$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -

7000	Other Outgo	Activity ID	Outreach	Other Student Services	Research and Evaluation	SE Coordination & Planning	Curriculum/Course Dev. & Adptation	Professional Development	Instructional Support	Direct Student Support	Total
	Other Exp. Paid for Students-CalWorks/EOPS Benefits for Addt'l Students	E.1	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ 105,400	105,400
	Other Exp. Paid for Students-Northern Trips	E.3	$ -	$ 20,000	$ -	$ -	$ -	$ -	$ -	$ -	20,000
	Other Exp. Paid for Students- Fire Tech Transfer Trip	E.3	$ -	$ 10,000	$ -	$ -	$ -	$ -	$ -	$ -	10,000
	Other Exp. Paid for Students-Freshmen Experience Cultural Event	E.4	$ -	$ -	$ -	$ -	$ -	$ -	$ 1,850	$ -	1,850
	Subtotal		$ -	$ 30,000	$ -	$ -	$ -	$ -	$ 1,850	$ 105,400	$ 137,250

| | Grand Total | | $ 153,986 | $ 637,410 | $ 234,944 | $ 302,685 | $ 172,005 | $ 235,632 | $ 495,350 | $ 135,400 | $ 2,381,713 |

Summary Evaluation

All data collected for evaluation purposes will be disaggregated by race, gender, income, disability status, veteran status, and foster youth status.

Goal	Method of Evaluation	Timeline	Dissemination
Access			
2. There will be an increase in the percentage of students under the age of 20 by increasing the number of Santa Ana and Garden Grove Unified High School students by 10%.	Number of students from the target demographic who are first time students to Santa Ana College.	Winter 2016 Summer 2016	President's Cabinet, College Council, Academic Senate, Student Success and Equity Committee, Associated Student Government, Office of Community and School Relations, Office of Institutional Effectiveness
	Number of students from Fall cohort who persist to Spring	Spring 2016	
	Number of students from Fall cohort who persist to subsequent Fall	Fall 2016	
	Number of students from Spring cohort who persist to subsequent Fall	Fall 2016	
Course Completion			
2. There will be a 20% decrease in the gap of successful course completion between Latino students and the highest performing student group.	Course completion for Fall	Winter 2016	President's Cabinet, College Council, Academic Senate, Student Success and Equity Committee, Associated Student Government, Academic Divisions, Student Services Divisions, Office of Institutional Effectiveness
	Course Persistence for Fall	Winter 2016	
	Course Completion for Spring and Winter Intersession, and Summer	Summer 2016	
	Course Persistence for Spring and Winter Intersession, and Summer	Summer 2016	
	Course Completion for 15-16 School Year	Summer 2016	
	Course Persistence for 15-16 School Year	Summer 2016	
Basic Skills Completion			
3. There will be an increase the English basic skills completion rate for Latinos by 10% by 2020.	Course Completion for English Basic Skills by semester	Winter 2016 Summer 2016	President's Cabinet, College Council, Academic Senate, Student Success and Equity Committee, Associated Student Government, English Department, Student Services Divisions, Office of Institutional Effectiveness, Basic Skills Committee
	Course Completion for English Basic Skills for 15-16 school year	Summer 2016	
	English Basic Skills Completion for 2013-2016	Summer 2016	

4. There will be an increase in the Math basic skills completion rate for Latinos by 20% by 2020.	Course Completion for Math Basic Skills by semester	Winter 2016 Summer 2016	President's Cabinet, College Council, Academic Senate, Student Success and Equity Committee, Associated Student Government, Math Department, Student Services Divisions, Office of Institutional Effectiveness, Basic Skills Committee
	Course Completion for Math Basic Skills for 15-16 school year	Summer 2016	
	Math Basic Skills Completion for 2013-2016	Summer 2016	
Degree and Certificate Completion			
2. The gap between the Santa Ana College population and certificate attainment for Veterans and Foster Youth will be eliminated.	Degree and Certificate Completion for 2015-16	Summer 2016	President's Cabinet, College Council, Academic Senate, Student Success and Equity Committee, Associated Student Government, Academic Divisions, Student Services Divisions, Office of Institutional Effectiveness
Transfer			
2. There will be a 20% decrease in the transfer gap between Latino students and the highest performing subgroup.	Transfer and Matriculation for 14-15 school year	Winter 2016	President's Cabinet, College Council, Academic Senate, Student Success and Equity Committee, Associated Student Government, Academic Divisions, Student Services Divisions, Office of Institutional Effectiveness
	Transfer and Matriculation for 14-15 school year	Fall 2016	

Engagement in the Planning process:
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One of the goals for the 2015-16 Equity Plan is to engage the entire campus in a process of inquiry into student success and equity. As a part of that goal, the success indicator outcomes and our progress towards our goals will be made public to all interested parties as a part of the Student Success and Equity website and through the process of dissemination to interested parties. Each semester, a report will be generated for our governance bodies which assess our progress towards success indicators. These can be used by divisions, departments, shared governance committees and the Equity committee for the process of planning. The Office of Student Equity will be available to answer any questions and provide greater insight into the results as a part of that dissemination process.

To further the process of inquiry, planning conversations and research activities are taking place to incorporate disaggregated data into program review and student learning outcome analysis. One of the challenges involved in this process is to provide faculty and staff a method for being able to disaggregate student success data in meaningful ways and provide them with training to be able to use our research resources. Santa Ana College has purchased a contract with Tableau to provide faculty, staff and administration with usable data. In the coming year, the Office of Student Equity will be working with academic and student services departments to learn how to use these tools and to engage in the process of inquiry to achieve their departmental and programmatic student success goals. Questions that ask departments and programs to examine disaggregated data are already a part of the program review materials. In the next year, we will be working on ways to provide the campus with a process that will make this inquiry easier and more seamless.

In the coming calendar year, Santa Ana College will be engaging in a review and revision of the Educational Master Plan. Equity and Student Success are major goals for the college and so will be well represented in the drafting and implementation of the Plan. The Student Success and Equity Committee and the Student Equity sub-committee have made a commitment to use evaluation of the 14-15 plan and campus research to further inform the drafting of the 16-17 plan. Our initial equity plans have represented a good faith effort to engage the questions of an equitable campus. In all subsequent plans, the use of evaluation from previous activities will drive our continued efforts and operate as the impetus behind our actions. When planning for 16-17 commences in Spring 2016, the Equity committee will be using the evaluation of previous activities to make determinations about how to consolidate our efforts and hence make a larger impact on our equity goals.