

## Santa Ana College Comprehensive Educational Plan Activities

**Goal 1: Ensure equitable access to innovative educational programs and comprehensive support services fostering student success in achieving workforce readiness, successful transfer opportunities, and personal developmental goals.**

Objectives	Activities to support this objective
<p>1.1 Eliminate barriers to educational opportunities.</p> <p>Connected to GP Pillar Subcommittee 2: Enter the Path (Early Decision, CAEP Integration)</p> <p>Connected to GP Pillar Subcommittee 3: Stay on the Path (Persistence, Completion, ZTC)</p>	<ul style="list-style-type: none"> <li>• Summer Scholars Transfer Institute (SSTI), Northern Trip, local field trip to 4 year institutions, Puente, University Link (ULink), Center for Teacher Education (CFTE), Math Engineering Science Achievement (MESA).</li> <li>• University representative visits, College Fairs, Financial Aid presentations, Honors program</li> <li>• Career Center presentations in the classroom</li> <li>• K-16 Collaborative grant to for students to visit industry related events</li> <li>• Affinity groups (Undocu Scholars, U2 Scholars, Asian Pacific Student Program (APSP), SAC PRIDE)- specialized counseling for their student population.</li> <li>• Upfront transcript evaluation. Pre-evaluation of courses completed elsewhere.</li> <li>• AB540, part of the Undocu-Scholars students – attended SAC before, reinstates AB540 status at time of application that eliminates the need for AB540 student(s) to re-submit the AB540 form. Eliminates students from paying fees again. <b>(future)</b></li> <li>• Veterans Resource Center (VRC)- access to in-person courses</li> <li>• Academic tutoring, financial support for textbooks, school supplies, technology assistance (laptops, hotspots)</li> <li>• Curriculum revisions and development (articulation).</li> </ul>
<p>1.2 Diversify learning opportunities to meet the needs of students.</p>	<ul style="list-style-type: none"> <li>• Career &amp; Academic Pathways (CAPs) Fest, Partnerships with Non-credit (career center)-<b>(future)</b>,</li> <li>• Summer Scholars Transfer Institute (SSTI), Northern Trip, local fields trip, Puente, University Link (ULink), Center for Teacher Education (CFTE), Math Engineering Science Achievement (MESA)</li> <li>• Math Engineering Science Achievement (MESA) Research Opportunities and Conferences</li> <li>• Puente and University Link (Ulink) learning communities</li> </ul>

	<ul style="list-style-type: none"> <li>• Veterans Resource Center (VRC)- access to in-person courses</li> </ul>
<p>1.3 Promote and expand student support services to address holistic needs of students, particularly from marginalized and/or underrepresented groups.</p> <p>Connected to GP Pillar Subcommittees 1: Clarify the Path (see SEAP goal section)</p> <p>Connected to GP Pillar Subcommittee 2: Enter the Path (Early Decision section and focus on Black/Af Am students)</p>	<ul style="list-style-type: none"> <li>• Transfer workshops with Affinity Centers: Undocu Scholars, U2 Scholars, Asian Pacific Student Program (APSP) , Equal Opportunity Program Services (EOPS), Veterans Resource Center (VRC).</li> <li>• Classroom presentations (University Transfer Center) and collaborating with other programs for field trips</li> <li>• Career Center collaborating with Affinity Centers: Undocu Scholars, U2 Scholars, Asian Pacific Student Program (APSP)</li> <li>• Academic tutoring, financial support for textbooks, school supplies, technology assistance (laptops, hotspots)</li> <li>• Counseling services in different modalities (phone, Zoom, in-person); transfer application workshops (Zoom, in-person)</li> <li>• Specialized and consistent counseling in programs like the Center for Teacher Education, Affinity Centers: Undocu Scholars, U2 Scholars, Asian Pacific Student Program (APSP), University Transfer Center, Project Rise, and others programs.</li> <li>• Mentoring of Student Equity Achievement Program (SEAP) program students to provide resources to help them succeed</li> <li>• Adult education growing partners. Lincoln Education and CEC students – increasing outreach efforts such as Dual Enrollment and Articulation <b>(future)</b></li> <li>• Outreach and Affinity Centers (Undocu Scholars, U2 Scholars, Asian Pacific Student Program (APSP)) partnerships to increase referral of disproportionately impacted (DI) students to Affinity Centers</li> <li>• Dual Enrollment (DE) – More resources in Counseling to ensure that DE students are clarifying the path to degree/certificate</li> <li>• Affinity Center programs: Undocu Scholars, U2 Scholars, Asian Pacific Student Program (APSP), SAC PRIDE</li> <li>• New DSPS Counselor to serve holistic needs of students with disabilities <b>(future)</b></li> </ul>

<p>1.4 Increase skill development, credential attainment, transfer rates and living wage.</p> <p>Connected to GP Pillar Subcommittees 1: Clarify the Path (see Transfer rate goal section)</p>	<ul style="list-style-type: none"> <li>• Career Center working with Academic Programs with industry. Service Learning/Volunteer by Career &amp; Academic Pathway (CAP).</li> <li>• Career Center with community partnerships on workforce readiness workshops</li> <li>• Access to online resources to have a better understanding of salary wages.</li> <li>• Transfer partnerships (i.e. UCI, Whittier, CSUF, Chapman etc.)</li> <li>• Credit for prior learning (military service)--Veteran Resource Center (VRC)</li> <li>• Early Childhood Education and Bilingual Education Apprenticeship Programs, Early Childhood Education Permit Sessions, Center for Teacher Education (CFTE) Teacher Education Information Sessions (offered throughout the year)</li> </ul>
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**Goal 2: Expand partnerships to optimize educational options and opportunities through innovative services and equitable practices.**

<b>Objectives</b>	<b>Activities to support this objective</b>
<p>2.1 Identify current and develop potential partnerships to meet community needs.</p> <p>Connected to GP Pillar Subcommittee 1: Clarify the Path (see SEAP goal section)</p> <p>Connected to GP Pillar Subcommittee 4: Ensure Learning (Strong Workforce)</p>	<ul style="list-style-type: none"> <li>• UCI, CSU Fullerton, Whittier, University of Alaska Fairbanks, Metropolitan University of London, Chapman, UCLA, ASU</li> <li>• Project Propel empowers bilingual teacher education students to pursue transfer to CSUF. Support system is established within SAC and CSUF. This is a partnership with OCDE, specifically intended to meet the community needs.</li> </ul>
<p>2.2 Provide diverse educational options to support student academic goals and success.</p> <p>Clarify the Path (not a specific goal of the subcommittee from the GP Workplan, but it's understood that this objective</p>	<ul style="list-style-type: none"> <li>• Cross collaboration across programs such as CSU Fullerton, STEM Core, Math Engineering Science Achievement (MESA), &amp; Career Center to partner and provide hands-on manufacturing program information. This allows students to visit CSUF, learn about their tech/engineering programs and transfer options.</li> <li>• Transfer Programs (ULink, Puente, Center for Teacher Education (CFTE), Math Engineering Science Achievement (MESA), SAC Promise)</li> </ul>

<p>is part of Clarifying the Path for students.</p>	<ul style="list-style-type: none"> <li>• Associate Degrees to Transfer (ADTs) &amp; Bachelor of Arts (BAs) at SAC</li> <li>• SAC Days workshops for students (Extended Opportunities Programs and Services (EOPS), CARE/CALWorks/Guardian Scholars) - Unlocking Student Potential Conference.</li> </ul>
<p>2.3 Foster innovative, student-informed services to facilitate academic achievement</p> <p>Connected to GP Pillar Subcommittee 1: Clarify the Path.</p> <p>Connected to GP Pillar Subcommittee 2: Enter the Path</p> <p>Connected to GP Pillar Subcommittee 3: Stay on the Path (Persistence, Completion, ZTC)</p>	<ul style="list-style-type: none"> <li>• GP Success Team communicates with students within each pathway through the Canvas shells.</li> <li>• Enhance communication channels to inform students of resources/events available to them. (flyers/publications in every classroom) <b>(future)</b></li> <li>• Apprenticeships</li> <li>• Credit for Prior Learning – Expedites completion rates</li> <li>• Counseling courses</li> <li>• Undocu-Scholars (DREAMs centers at CSUF, CSULB, UCI, Cal Poly Pomona).</li> <li>• Veteran Resource Center (VRC) - (University of Denver, Pitzer), covers Student Intent to Register (SIR) fee for admitted students</li> <li>• Extended Opportunities Programs and Services (EOPS)- EOP fee waivers for admissions applications with CSU and UC system</li> </ul>
<p>2.4 Assess and improve current DEIA practices to foster a community of trust and belonging.</p> <p>Connected to GP Pillar Subcommittee 2: Enter the Path (Early Decision section and focus on Black/Af Am stuents)</p> <p>Connected to GP Pillar Subcommittee 3: Stay on the Path (Persistence, Completion, ZTC)</p>	<ul style="list-style-type: none"> <li>• Including the students in the International Education Week as a way to promote community and belonging..</li> <li>• Affinity/Cultural Centers: Undocu Scholars, U2 Scholars, Asian Pacific Student Program (APSP) <ul style="list-style-type: none"> <li>◦ Space and events, such as Lavender Celebration, Black History Month, Lunar New Year</li> </ul> </li> <li>• Priority Registration to Diversity, Equity, Inclusion, &amp; Accessibility (DEIA) groups such as Umoja/U2 Scholars <b>(future)</b>, On-line <b>(future)</b>, student-athletes, ASG <b>(future)</b></li> <li>• Veterans Resource Center (VRC) – Veteran Ally Training</li> <li>• Undocu-Scholars/Asian Pacific Student Program (APSP) Centers- ally training pending</li> </ul>

**Goal 3: Cultivate equitable campus culture to support student, faculty, and staff belonging and success.**

Objectives	Activities to support this objective
3.1 Leverage cutting-edge technology to remove barriers and improve the employee and student experience.	<ul style="list-style-type: none"> <li>• Create an app like at Irvine Spectrum where you scan a QR code and give you the map of the Mall (campus) where you are at and walking directions <b>(future)</b>.</li> <li>• Potentially Starfish software</li> <li>• CORM in Colleague allows for specific program students (U-Link, student athletes) to enroll in program related courses</li> <li>• Potential – Degree Auto Award (started)</li> </ul>
3.2 Utilize accurate and reliable disaggregated information to make informed decisions.	<ul style="list-style-type: none"> <li>• Work with the Research department to disaggregate data and obtain reports of DI populations disaggregated to plan strategies to increase student success. Avoid the Model Minority Myth <b>(future)</b></li> </ul>
3.3 Collaborate and leverage professional development opportunities across partnerships.	<ul style="list-style-type: none"> <li>• Create and/or adopt a Caring Campus culture. Academic Division orientation to new students <b>(future)</b>.</li> <li>• Professional Development: Veteran Resource Center (VRC) Collaboration on available training <b>(future)</b>.</li> <li>• Ally programs/training during Flex week for faculty/staff.</li> </ul>
3.4 Ensure participatory governance practices are understood, followed, utilized, and evaluated regularly.	<ul style="list-style-type: none"> <li>• Incorporating Professional Development (PD) to support this <b>(future)</b></li> </ul>