



Santa Ana College

Education Master Plan

2021 - 2024

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Executive Summary

The Santa Ana College Education Master Plan outlines Santa Ana College's plan for meeting the needs of its diverse student body and achieving the ambitious goals described in the California Community College Chancellor's Office Vision for Success.

In recent years, Community Colleges in California have experienced a major transformation. Systemic changes have come in many ways such as funding of the Strong Workforce Program, and the integration of three major funding streams: Student Support Services Program (SSSP), Basic Skills Initiative (BSI), and Student Equity. The establishment of the California Guided Pathways Project, the rollout of California Community Colleges Chancellor's Office Vision for Success Goals, and the requirement that California colleges write an Equity Plan quickly followed.

California colleges were further impacted by passage of California bills AB 705, with its focus on completion of transfer level English and Math within the first academic year, and AB 1809 (Student Centered Funding Formula), which incentivizes outcomes related to financial aid, equity and student achievement. In addition, California leaders allocated \$150 million from California Proposition 98 funds for grants to implement a Guided Pathways Framework. As one of the 20 California Guided Pathways Institute participating institutions, Santa Ana College was an early adopter of Guided Pathways and continues to be a proud leader in this transformative work.

The California Community College's Vision for Success states that California colleges are poised to "accelerate the pace of improvement". This new Education Master plan provides the roadmap to how Santa Ana College intends to address the Vision for Success challenges to increase degree/certificate completion, increase transfer to four-year universities, reduce excess units, meet the needs of the non-traditional student populations such as older adult and working students, maximize financial aid, and reduce equity gaps within a short-time frame. The following local vision and strategic goals shape the work that Santa Ana College is undertaking:

Vision Goal #1: Completion

- **Strategic Goal #1:** Santa Ana College will provide support services that remove barriers for timely completion of educational goals of students.
- **Strategic Goal #2:** Santa Ana College will provide Career and Academic Pathways (CAPs) to all students together with academic and student support services they need to complete their educational goals in a timely manner.

Vision Goal #2: Transfer

- **Strategic Goal #3:** Santa Ana College will increase the number of students transferring annually to 4-year institutions.

Vision Goal #3: Unit Accumulation

- **Strategic Goal #4:** Santa Ana College will provide services that support student integration into college life, student retention and persistence, and the accumulation of fewer units that will result in the efficient achievement of a chosen educational goal by

50% of our students within 5 years.

Vision Goal #4: Workforce

- **Strategic Goal #5:** Santa Ana College will prepare students for successful, livable-wage employment closely related to their field of study.
- **Strategic Goal #6:** Santa Ana College will develop a comprehensive career education marketing, outreach and recruitment plan.
- **Strategic Goal #7:** Santa Ana College will develop and offer innovative, high quality, workforce-ready, industry-driven career and technical programs.

Vision Goal #5: Equity

- **Strategic Goal #8** In order to reduce achievement gaps in all areas by 40% by 2022, Santa Ana College, within the context of its diverse community, will systematically equitize its practices leading to culturally responsive programs and services.

Education Master Plan Development

Key stakeholders participated in the writing of this new Education Master Plan. Santa Ana College faculty, administration, staff and students participated in activities and brainstorming sessions to create this document which was subsequently vetted through Santa Ana College's participatory governance structure.

Overview of Santa Ana College

Santa Ana College is located in Orange County, California (City of Santa Ana) and serves a student body that is diverse in ethnicity/race, age, citizenship status, economic status, and educational goal. It is the sixth oldest community college in California and the second largest by headcount (2017-2018). Its combined credit and noncredit unduplicated student headcount exceeds 60,000 annually.

Santa Ana College is recognized for its highly regarded academic programs as well as its top-ranked student services. Santa Ana College's comprehensive programs and services are supported by the collaborative efforts of staff, faculty and administration. Santa Ana College offers over 270 degrees and certificates in credit programs, including 28 Associate Degrees for Transfer. Its noncredit (adult education) program is one of the largest in the state. A wide variety of courses and degrees are available in business, mathematics, science, art, humanities, and career education including emerging fields like biotechnology and culinary science.

Santa Ana College receives recognition for its fire and criminal justice academies, maintains a highly sought nursing program, and is one of the original 15 California Community Colleges to offer a Bachelor's Degree (Occupational Studies program).

Santa Ana College is one of 20 California Community Colleges recently selected as a demonstration college for Guided Pathways implementation. The California Guided Pathways model is an integrated, institution-wide approach to student success based on intentionally designed, clear, coherent and structured educational experiences. This approach is informed by evidence that guides students effectively and efficiently from their point of entry through to attainment of high-quality postsecondary degrees/certificates and careers with value in the labor market.

The Coronavirus (COVID-19) Pandemic and Civil Unrest

The Coronavirus (COVID-19) pandemic erupted in the spring 2020 term during the writing of this document. Its impact on Santa Ana College's operations was immediate and substantial. California's March 19, 2020 "Stay at home except for essential needs" order deemed educational institutions as part of the "critical infrastructure" that must continue to provide services as much as possible with allowances for social distancing. Spring 2020 instruction ceased for three days while Santa Ana College trained faculty and staff to work from home. Santa Ana College moved both its credit and noncredit programs to a Temporary Remote Instruction (TRI) format for classes previously delivered face-to-face. See **Appendix A** for a comprehensive list of the steps taken by Santa Ana College to respond to the pandemic and shift to remote instruction.

In addition to the pandemic, the country was experiencing civil unrest triggered by the death of Mr. George Floyd. These events triggered a period of reflection at the District and College level. In response to current events and the California Community Colleges Chancellor's Office (CCCCO) Call to Action regarding anti-racism, Santa Ana College engaged in college-wide discussions and actions regarding racism. The Academic Senate for California Community Colleges (ASCCC) hosted anti-racism conferences. Santa Ana College's Academic Senate adopted a resolution and formed a work group on anti-racism. Santa Ana College continues to engage in critical discussions around the issues of racism. These discussions have helped reengaged Santa Ana College's commitment to diversity, equity, and inclusion as defined in our Equity Plan. See **Appendix B** for a comprehensive list of the steps taken by Santa Ana College in response to issues of diversity and inclusion.

Continuing Impact

The initial impact of the coronavirus (COVID-19) pandemic on Santa Ana College's spring term 2020 enrollment was an immediate spike in dropped credit courses (22%) and a loss of 40% of noncredit full-time equivalent students (FTES). When surveyed, many students expressed feelings of anxiety about the pandemic's effect on their lives and frustration with the sudden shift to Temporary Remote Instruction. Many lacked the necessary technology to attend classes remotely or a quiet place to study. Santa Ana College continues to monitor the needs of its student and direct resources where needed.

Santa Ana College held a virtual 2020 commencement ceremony, fully online summer 2020 term and slowly began to reintroduce face-to-face courses in the fall 2020 semester. Santa Ana College sent out a congratulatory graduation video and swag bag to all spring 2020 graduates, scheduled essential sector and difficult-to-convert face-to-face courses, and converted all other courses to remote and online instruction. The District office established a substantial marketing budget to reverse the loss of students that occurred during this crisis. The first allocation of the Coronavirus Aid, Relief, and Economic Security (CARES) Act Federal stimulus allocation to Santa Ana College totaled 5.3 million dollars. Santa Ana College moved

swiftly to use CARES grants funds to reimburse eligible students for costs of housing, childcare, technology and other losses occurred from COVID-19. Santa Ana College also implemented an EW (early withdrawal) and P/PN (Pass / No Pass) grade options under the guidance of the CCCCO, which provided students with additional flexibility to manage their course enrollments within the term in which the COVID-19 pandemic struck.

Although the coronavirus (COVID-19) pandemic crisis has introduced uncertainty into the higher education system, including a possible downward adjustment of funding, Santa Ana College will continue to work towards the goals described in this document. Santa Ana College's adoption and implementation of the Guided Pathways Framework provides a foundation for continuing this work despite new obstacles.

Santa Ana College's Transformation

A campus-wide transformation of Santa Ana College with respect to student success and completion efforts began with participation in The California Guided Pathways Project as one of 20 colleges selected to create “structured educational experiences that support each student from point of entry to attainment of high-quality postsecondary credentials and careers.” In preparation for the first institute sponsored by the California Guided Pathways Project (2017), Santa Ana College faculty, staff and administrators were presented with similar findings experienced by other California community colleges, and what was referred to as the “Brutal Facts” - Santa Ana College Baseline Key Performance Indicators released by the California Community College Chancellor's Office:

- Earned 6+ College Credits in First Term (2015-16): 33%
- Earned 15+ College Credits in Year One (2015-16): 23%
- Attempted 30+ Credits in Year One (2015-16): 6%
- Completed College Math in Year One (2015-16): 22%
- Completed College English in Year One (2015-16): 16%
- Completed Both College English & Math in Year One (2015-16): 10%

These low percentages at key momentum points were evidence that the majority of Santa Ana College students were not advancing at a pace sufficient to complete associates degrees or transfer to four-year institutions within a two-year period. In addition to digesting the “Brutal Facts,” Santa Ana College acknowledged that noncredit to credit transitions were not at the level needed to move adult education students along a path to success and that equity gaps persist.

The California Guided Pathways Project Institute provided inspiration that significant changes in student success metrics were possible by providing data from colleges that saw major improvement in student success rates with the adoption of Guided Pathways methods. College personnel attended six Institutes over two years and brought back knowledge of the Guided Pathways process and techniques to establish the Guided Pathways Framework.

Santa Ana College is responding to initiatives to examine and revise Santa Ana College's student success efforts launched by the California Community College Chancellor's Office and the California Legislature from 2017 to 2019:

- AB705 – Maximize probability of completion of transfer level English and Math within the first year (3rd year for English as a Second Language (ESL) students) and employ multiple methods of determining placement rather than relying on one high stakes test.
- Vision for Success – Establish goals to align with the California Community Colleges Chancellor's Office goals.
- Equity Plan – Establish plan to shrink the equity gap (Gender, Race, Foster Youth, Veteran, Income-based, LGBT status, Disability-based)

- AB 1809 (SCFF) - New Student Centered Funding Formula changed funding from FTES based formula to one partially based on the number of students achieving degrees, certificates, transfers, Career Technical Education (CTE) units, and transfer level English/Math within first year with a premium placed on students receiving Pell Grants, California Grant Free Waiver, and AB540 (Dream Act Fee Waiver).
- Strong Workforce Program (SWP) – Since 2016-2017, SAC has received \$5,887,365 local SWP and \$1,998,258 regional SWP funds to enhance and create career education programs such as Occupational Studies, Biotechnology, Diesel Technology, and Digital Media.
- Student Equity and Achievement Plan – Combining three major sources of funding - Student Support Services Program (SSSP), Basic Skills Initiative (BSI), and Student Equity into one funding pool to create a focused effort on student achievement.

The first Institute of the California Guided Pathways Project opened with the statement “it’s not what the community college will do, but what it will become.” Santa Ana College’s Education Master Plan describes how Santa Ana College embraced the Guided Pathways model and began transforming itself into a student-centered institution. The major goals of Santa Ana College and activities linked to those goals are included in this document.

Mission, Vision, Cornerstones and SAC Personality Traits

In 2017, the Santa Ana College community engaged in a process that led to the development of new mission and vision statements that describe the direction of Santa Ana College and created descriptive “Cornerstones” and “Personality Traits” to revitalize Santa Ana College’s sense of identity.

Mission Statement

Santa Ana College inspires, transforms, and empowers a diverse community of learners.

Vision Statement

Santa Ana College is the college of choice that empowers individuals and is committed to creating and strengthening a student-centered, diverse, and welcoming community. The innovative academic pathways and services that we provide inspire and motivate students to achieve educational excellence and economic advancement in a supportive environment.

Cornerstones

SAC Cornerstone #1 Proud of Our Urban Community

Since our founding in 1915, we haven’t been in Santa Ana; we are Santa Ana. Our college is woven into the fabric of our community, through the programs and services we provide to our neighbors, through the students we’re preparing to lead our workforce and through the faculty and staff who proudly call it home. We love this vibrant city, from our rich history to our diverse neighborhoods and thriving urban center, and we’re dedicated to helping it grow and thrive.

SAC Cornerstone #2

Building a Strong Network

We know that our college is only as strong as the diverse network of people and organizations that we build. That’s why we focus on creating partnerships in service of our students and community. From our work with local arts organizations to our apprenticeship and internships programs with local businesses, we’re building relationships that give our students rich new experiences and critical professional development opportunities. These connections across our city and our country drive us, and our students, forward.

SAC Cornerstone #3

Aiming High

At Santa Ana College, we begin each day by asking ourselves how we can be better for our students. This kind of thinking is not just an act – it’s a habit, and it’s what’s fueled our pioneering approach to community college education. It’s ensured that we create programs that are academically rigorous and nationally recognized. It’s what’s pushed us to hire the best faculty so that we can give our students access to the highest level of academic coursework. And even though we’ve been around for more than 100 years,

that doesn't mean we're done growing. As the world around us evolves, we're always looking ahead to what's coming next.

SAC Cornerstone #4

Overcoming Barriers

Whether you're fresh out of high school or returning to school after years in the workforce, we know that going to college is no small feat. We're proud of our students' dedication and the way they're able to balance work, family, life, and school. That's why we do everything we can to help students find and stay on the path that's right for them, whether that means creating scholarship and financial aid opportunities that make school affordable or providing a robust wrap around services and tools that help take the guesswork and struggle out of school. If you have the will, we'll help you find the way.

SAC Cornerstone #5 Life-Changing Experiences

We're dedicated to fostering academic excellence and creating the kind of educational environment that opens eyes and changes lives. Outside the classroom, we work hard to create a diverse student community that offers not just fun, but growth and leadership opportunities through our clubs, organizations, and athletics programs. We carefully select our programs and courses - and the faculty who teach in them - to make sure that, whatever your educational goals, we're providing you a clear path to success.

Personality Traits

- Welcoming
- Down-to-Earth
- Dependable
- Encouraging
- Determined

Core Competencies and Student Learning Outcomes

Students are expected to have gained the ability to exercise these Core Competencies and Student Learning Outcomes by graduation.

1. Communication Skills

a. Listening and Speaking

Students will listen actively and respectfully to analyze the substance of others' comments. Students will speak in an understandable and organized fashion to explain their ideas, express their feelings, or support a conclusion

b. Reading and Writing

Students will read effectively and analytically and will comprehend at a college level. Students will write in an organized and grammatically correct fashion to explain their feelings and support a conclusion.

2. Thinking and Reasoning

Students will identify and analyze real or potential “problems” and develop, evaluate, and test possible solutions using creative thinking, analysis and synthesis, quantitative reasoning, and/or transfer of knowledge and skills to a new context as appropriate.

a. Creative Thinking

Students will develop the skills to formulate original ideas and concepts in addition to integrating those of others in the creative process.

b. Critical Thinking

Students will think logically in solving problems; explaining their conclusions; and evaluating, supporting, or critiquing the thinking of others.

c. Ethical Reasoning

Students will demonstrate an understanding of ethical issues that will enhance their capacity for making sound judgments and decisions.

d. Quantitative Reasoning

Students will use college-level mathematical concepts and methods to understand, analyze and explain issues in quantitative terms.

3. Information Competency

a. Information Competency

Students will do research at a level that is necessary to achieve personal, professional and educational success. They will use print material and technology to identify research needs, seek, access, evaluate and apply information effectively and responsibly.

b. Technology Competency

Students will use technology learning tools and technology applications at a level appropriate to achieve discipline specific course requirements and standards. Demonstrated skills might include, but are not limited to: word processing and file management; use or development of simulations, web sites, databases; graphing calculators; etc.

4. Diversity

Students will develop individual responsibility, personal integrity, and respect for diverse peoples and cultures of the world.

a. Cultural

Students will respect and work with diverse people including those with different cultural and linguistic backgrounds and different abilities.

b. Social

Students will interact with individuals and within groups with integrity and awareness of others' opinions, feelings and values.

c. Environmental

Students will demonstrate an understanding of ethical issues that will enhance their capacity for making decisions and sound judgments about the environment.

5. Civic Responsibility

Students will take personal responsibility for becoming informed, ethical and active citizens of their community, their nation and their world.

6. Life Skills

a. Creative Expression

Students will produce artistic and creative expressions.

b. Aesthetic Appreciation

Students will respond to artistic and creative expressions.

c. Personal Growth

Students will demonstrate habits of intellectual exploration, personal responsibility, and practical and physical well-being.

d. Interpersonal Skills

Students will participate effectively in teams, committees, task forces, and in other group efforts to make decisions and seek consensus.

7. Careers

Students will develop the knowledge and skills necessary to select and develop careers.

Vision Goals

Santa Ana College established and the RSCCD Board of Trustees adopted these local Vision for Success Goals as required by law. The source for the baseline metrics is the California Community Colleges Student Success Metrics Launchboard (<https://www.calpassplus.org/LaunchBoard/Student-Success-Metrics.aspx>, data retrieved 6-10-21)

Goal 1: Completion

Goal 1A: Increase All Students Who Earned an Associate Degree (excluding ADTs)

Santa Ana College will increase among all students, the number who earned an associate degree in the selected or subsequent year from 1,355 in 2016-17 to 1,775 in 2021-22, an increase of 31%.

Goal 1B: Increase All Students Who Earned a Chancellor's Office Approved Certificate

Santa Ana College will increase among all students, the number who earned a Chancellor's Office approved certificate in the selected or subsequent year from: 1,308 in 2016-17 to 1,622 in 2021-22, an increase of 24%.

Goal 1C: Increase All Students Who Attained the Vision Goal Completion Definition

Santa Ana College will increase among all students, the unduplicated count of students who earned one or more of the following: Chancellor's Office approved certificate, associate degree, and/or CCC baccalaureate degree, and had an enrollment in the selected or previous year from 1,859 in 2016-17 to 2,361 in 2021-22, an increase of 27%.

Goal 2: Transfer

Goal 2A: Increase All Students Who Earned an Associate Degree for Transfer

Santa Ana College will increase among all students, the number who earned an associate degree for transfer in the selected or subsequent year from 533 in 2016-17 to 720 in 2021-22, an increase of 35%.

Goal 2B: Increase All Students Who Transferred to a CSU or UC Institution

Santa Ana College will increase among all students, the number who transferred to a four-year institution from 1,520 (students last enrolled in 2015-16) to 1,961 in 2021-22, an increase of 29%.

Goal 3: Unit Accumulation

Goal 3A: Decrease Average Number of Units Accumulated by All Associate Degree

Santa Ana College will decrease, among all students who earned an associate degree in the selected year and who were enrolled in the previous or selected year, the average number of units earned in the California community college system among students who had completed at least 60 units at any community college from 86 in 2016-17 to 74 in 2021-22, a decrease of 14%.

Goal 4: Workforce

Goal 4A: Increase Median Annual Earnings of All Students

Santa Ana College will increase among all students who did not transfer to a four-year institution, sum of median earnings for the four quarters immediately following academic year of exit from \$45,545 in 2015-16 to \$47,822 in 2021-22, an increase of 5%.

Goal 4B: Increase All Students Who Attained the Living Wage

Santa Ana College will increase among all students who exited college and did not transfer to four-year institution, the proportion who attained the regional living wage for a single adult measured immediately following academic year of exit from: 54% for students last enrolled in 2015-16 to 58.9% in 2021-22, an increase of 9%.

Goal 4C: Increase All Students with a Job Closely Related to Their Field of Study

Santa Ana College will increase among all students who responded to the Career Technical Education (CTE) Outcomes Survey and did not transfer, the proportion who reported that they are working in a job very closely or closely related to their field of study from 67.3% for students last enrolled 2014-15 to 68.0% in 2021-22, an increase of 1%.

Goal 5: Equity

(Goal - reduce achievement gaps by 40%)

Santa Ana College examined student outcome data and determined groups that are attaining outcomes at a substantially lower rate than the benchmark rate. These Disproportionately Impacted (DI) student groups will be targeted for examination of inequitable practices and requirement for relatively greater need for support services. These are the groups identified by Santa Ana College as DI student groups:

Ethnicity: American Indian/Alaska Native

Ethnicity: Black or African American

Ethnicity: Filipino

Ethnicity: Hispanic

Ethnicity: Native Hawaiian or Other Pacific Islander Ethnicity: Two or More Races

Ethnicity: White

Economically Disadvantaged

Not Economically Disadvantaged

Male

Female

LGBT

First Generation

Not First Generation

Foster Youth

Disabled

Veteran

Other under-represented student population

Santa Ana College established (and the RSCCD Board of Trustees certified) these Equity Plan Metrics as requirements of Student Equity & Achievement legislation (Education Code 78222).

| Overall Equity Goals | Baseline Year | Baseline | % Increase | 21-22 Goals |
|---|----------------------|-----------------|-------------------|--------------------|
| Transferred to a Four-Year Institution | 2016-2017 | 1,924 | 35% | 2,598 |
| Attained the Vision Goal Completion Definition | 2017-2018 | 1,983 | 27% | 2,519 |
| Retained from Fall to Spring at the Same College | 2017-2018 | 17,984 | 6% | 19,063 |
| Enrolled in the Same Community College | 2017-2018 | 9,480 | 10% | 10,428 |
| Completed Both Transfer-Level Math and English Within the District in the First Year | 2017-2018 | 618 | 166% | 1,645 |

SWOT: Strengths, Weaknesses, Opportunities, Threats

The Santa Ana College campus community engaged in activities to determine its strengths, weaknesses, opportunities and threats (SWOT). The process of completing the SWOT analysis helped to identify the overall state of Santa Ana College, provide insight regarding areas of focus and inform the writing of this education master plan. The initiatives and activities within this report will address many of Santa Ana College's documented threats and weaknesses and capitalize on its strengths and opportunities.

The following list represents the themes derived from Santa Ana College's most pressing strengths, weaknesses, opportunities and threats.

Strengths

One of the largest and oldest community colleges in the state with one of the largest Adult Education programs.

Centrally located on Orange County with a strong relationship with the community and multiple partnerships with local school districts, UCI and CSUF. Wide variety of art events and offerings for the students and community.

Respected, dedicated and highly rated faculty and staff including SAC alumni who returned to work and teach at the College.

Over 100 programs and services to serve student veterans, undocumented, K-12 and all students supported by strong marketing efforts to attract students.

Comprehensive program and class choices, including many online and free/low cost textbook courses, an athletics program and highly rated programs such as nursing.

Three years as a Guided Pathways college with a well-developed Guided Pathways infrastructure that includes staffing and Success Teams.

Weaknesses

Insufficient outreach and marketing to the community about Santa Ana College's programs.

Lack of cohesion among faculty and staff toward institutional vision.

Lack of cohesive business practices, i.e. different areas following different practices.

Lack of communication at all level – students, faculty, staff, and management.

Campus software and website is too antiquated and obsolete to support student completion.

Decline in enrollment.

Opportunities:

Creation of partnerships with local industry.

Changing work force needs present an opportunity new program development.

Strategically located in a densely populated area close to transportation corridors.

Expansion of Work Based Learning Opportunities for students in all Career and Academic Pathways (CAPs).

New facilities are accessible to students with disabilities.

Flexibility required by employed student population provides opportunity to expand

distance education offerings.

Threats

Local population decline leading to declining K-12 enrollment.

Initiative fatigue.

Student Centered Funding Formula: Uncertainty and reliance on student and institution Performance.

Competing with many online and nonprofit colleges.

Difficulty retaining students due to external forces such as non-citizenship, home life, etc.

Increased recruitment within our service area by other Community Colleges.

Vision and Strategic Goals

In order to attain our goals, Santa Ana College recognizes that we will need to take thoughtful action based on quantitative and qualitative data. The following section links Chancellor's Office Vision Goals to Santa Ana Colleges Strategic Goals and then specific strategies and metrics so that we can evaluate our progress through tangible and meaningful activities, initiatives, and interventions. The format of this section is as follows:

Vision Goal (5 in total)

Strategic Goal (8 in total) (grouped with related vision goal)

Strategies to achieve strategic goal

Success Factors related to strategic goals

Guided Pathways Scale of Adoption Essential Practices Related to strategic goal

Vision Goal #1: Completion

Strategic Goal #1: Santa Ana College will provide support services that remove barriers for timely completion of educational goals of students.

Strategies:

Create a campus environment that is conducive to student learning and engagement

Assess campus climate for barriers to completion

Increase potential student employment and mentorship opportunities beyond Federal Work Study

Increase student engagement in learning activities that lead to increased completion rates

Increase internships/ externships, college internal reviews or services, tracking outreach to external entities, increase use of services by students

Increase availability and usage of tutoring services across all disciplines with emphasis on courses with the lowest completion rates

Improve scheduling options including delivery modes of instruction, class times and availability of student support services operational hours that fit students' lifestyles and needs

Gather student feedback regarding scheduling and utilize this information to make appropriate adjustments

Build and strengthen strategic partnerships to meet access, persistence, and completion goals

Ensure Santa Ana College continually assesses, improves and communicates to service student basic needs

Assess student knowledge of services

Engage formal review of student services with credit and non-credit students in mind

Increase noncredit (adult education) enrollment, increase involvement of noncredit faculty, and increase marketing to noncredit students about Santa Ana College

Assess results of communication efforts to students

Success Factors:

Increasing percentages of students who select "Excellent" with respect to question "My overall experience at SAC" on the annual Santa Ana College Student Satisfaction Survey

Increasing percentages of students who select "Excellent" with respect to question "The campus Environment (activities, students, teachers, etc.)" on the annual Santa Ana College Student Satisfaction Survey

Decreasing percentages of students who select "I did not know this existed" to questions "Learning Center" and "Math Center" on the annual *Santa Ana College Student Satisfaction Survey*

Decreasing percentages of students who select "I did not know this existed" regarding programs and services listed under question "please rate the quality of services and programs that you have used at Santa Ana College" on the annual *Santa Ana College Student Satisfaction Survey*

Increasing percentages of students who respond "strongly agree" to these questions on the *SENSE – Survey of Entering Student Engagement* (administered every three years): "The very first time I came to this college I felt welcome," "The instructors at this college want me to succeed," "An advisor helped me to set academic goals and to create a plan for achieving them" and "A college staff member helped me determine whether I qualified for financial assistance."

Achievement of Vision Goal 1A: Increase All Students Who Earned an Associate Degree (excluding ADTs), Goal 1B: Increase All Students Who Earned a Chancellor's Office Approved Certificate and Goal 1C: Increase All Students Who Attained the Vision Goal Completion Definition.

Scale of Adoption Assessment Essential Practices – Multi-Year Plan – with Progress to date as of Spring 2021 Related to Vision Goal #1 Completion, Strategic Goal #1

HELPING STUDENTS Choose and ENTER A Program PATHWAY:

Special supports are provided to help students' successfully complete key transfer-level courses. Departments are updating supports and teaching methods. Starfish predictive analytics are expected to assist in identifying students that may benefit from additional supports and/or interventions. Santa Ana College continues to evaluate the needs of its students and expand its intrusive approach to connecting students directly with the many support services provided on campus.

KEEPING STUDENTS ON PATH:

A self-service tool and Starfish allows students to see their progress to complete their program. Additional improvements are needed to the College's operations such as graduation petitioning process and additional automated forms for education planning.

An Enrollment Management Plan is in development to ensure students can take the courses they need when they need them.

Vision Goal #1: Completion

Strategic Goal #2: Santa Ana College will provide Career & Academic Pathways (CAPs) access to all students together with academic and student support services that they need to complete their educational goals in a timely manner.

Strategies:

Assess use of developmental resources by students that are struggling academically

Increase transition of noncredit to credit enrollment

Increase usage of Learning Center and other tutoring centers

Increase Faculty and Counseling Services advisement and engagement with students

Complete program mapping and update consistently

Host multiple career fairs (recommend at least two times per calendar year) with opportunities for students to interact similar to CAP's fair involving internal and external discipline experts

Schedule courses sequentially for on-time and rapid program completion

Align course offerings with educational plans and program maps

Increase financial aid marketing in order to increase student aid applications and awards

Develop tracking system to implement and monitor student information in order to prepare for and meet the graduation date goal and so as not to let a student slip through the cracks

Hold credit classes at noncredit locations

Credit and Noncredit: Offer more Fast-Track degrees, certificates and transferability

Success Factors:

Increase overall usage of tutoring centers from 23% (measured fall 2019 traditional, excludes police/fire academy students, credit student body) to 30%

Increase percentage of credit students, who have struggled in English and Math courses, using support services and developmental education opportunities

Increase transition of noncredit to credit courses

Increasing percentages of students respond “strongly agree” to these questions on the *SENSE – Survey of Entering Student Engagement* (administered every three years): “An advisor helped me to select a course of study, program or major,” “An advisor helped me to set academic goals and to create a plan for achieving them,” “Santa Ana College provided me with adequate information about financial assistance (scholarships, grants, loans, etc.)” and “A college staff member helped me determine whether I qualified for financial assistance.”

Decrease percentage of students that respond, “No,” “I wanted to but did not know how,” and “I did not know that I could” to question, “Did you apply for and receive financial aid at SAC?” on the annual *Santa Ana College Student Satisfaction Survey*.

Increase overall obtainment of Pell Grants from 30% (measured fall 2019 traditional,excludes police/fire academy students, credit student body) to 35%

Achievement of Vision Goal 1A: Increase All Students Who Earned an Associate Degree(excluding ADTs),

Goal 1B: Increase All Students Who Earned a Chancellor's Office Approved Certificate, and Goal 1C:

Increase All Students Who Attained the Vision GoalCompletion Definition

Scale of Adoption Assessment Essential Practices – Multi-Year Plan – with Progress to date as of Spring 2021 Related to Vision Goal #1 Completion, Strategic Goal #2

MAPPING Pathways to student end goals

A clearer process for defining maps will be created, one that considers the annual catalog timeline, so that accurate maps are submitted and published timely. Santa Ana College’s Career & Academic Pathways Success Team members are currently evaluating how to include program map information in the onboarding process during orientation. College success teams are also discussing the development of a broader campus-wide Career Exploration Map to guide students (and faculty) in discovering career opportunities and through available programs. The purpose of these projects is to offer goals and milestones to assist students in ‘staying on track’ and preparing to enter the workforce.

HELPING STUDENTS Choose and ENTER A program PATHWAY

Santa Ana College has developed a Transitions team that will develop an action-plan to encourage strategic support by faculty to expand early-college credit and outreach to get students in a program of study. The Team will work closely with noncredit to develop clear paths into credit programs.

Santa Ana College will continue to scale its Success Team work and phased rollout out of Starfish to help every student in career exploration & education planning. Canvas shells were implemented related to the CAPs in spring 2021 and offered more ways of developing career/college options for our students.

Santa Ana College is evaluating its response to AB 705 and the implementation of related supports. The next step will be to advance instructor communication tools for connecting students to support services.

KEEPING STUDENTS ON PATH

Santa Ana College will continue to explore how Starfish and the Success Teams can support students in improved progress monitoring, both through formal and informal approaches for our students. Conversations will continue with the counseling division about opportunities or improvements in monitoring student progress.

Assistance to students who are unlikely to be accepted into limited-access programs, such as nursing or culinary arts, will require providing applicants with clear and direct communication (sometimes described as an intervention) about related programs and developing a simple communication plan. Next steps will involve connecting with limited access programs to make sure this communication is taking place.

Vision Goal #2: Transfer

Strategic Goal #3: Santa Ana College will increase the number of students transferring annually to four-year institutions

Strategies

Ensure all incoming students have a Student Education Plan within the first year

Establish transfer pathways

Establish new and strengthen existing partnerships with UC's, CSU's and Private colleges

Improve preparation for transfer to baccalaureate institutions (i.e. Increase rates of transfer level English and math completion)

Recruit/outreach to international students

Continue campus redesign (Guided Pathways, Meta Majors)

Develop Success teams to monitor program of Associate Degree for Transfer (ADT) students

Develop noncredit math/English support classes

Improve Early Alert system

Develop transfer awareness month activities

Improve / Increase outreach efforts

Increase dual enrollments

Implement Starfish tool - faculty case management (Associate Degree for Transfer [(ADT)]) students

Make use of text messaging system for communication with students

Scale up Transfer Mentor Program

Engage in transfer related professional development

Credit: Partner with a CSU to offer a few upper division courses

Credit & Noncredit: Remove unnecessary units in degrees and certificates by combining classes

Success Factors:

Increase % of incoming students with education plans in place

Reduce average number of years enrolled at achievement of first associate degree

Increase in breadth and number of dual enrollment sections

Increase # of students in ADT (Associate Degree for Transfer) programs.

Increase # of student transfers to UC & CSU

Decrease average # of non-applicable courses accumulated by ADT (Associate Degree for Transfer) students.

Decrease time of completion of degrees & transfer.

Achievement of Vision Goal 2A: Increase All Students Who Earned an Associate Degree for Transfer and Goal 2B: Increase All Students Who Transferred to a CSU or UC Institution

Scale of Adoption Assessment Essential Practices – Multi-Year Plan – with Progress to date as of Spring 2021 Related to Vision Goal #2 Transfer, Strategic Goal #3

HELPING STUDENTS Choose and ENTER A program PATHWAY

Santa Ana College has developed a Transitions team that will develop an action-plan to encourage strategic support by faculty to expand early-college credit and outreach to get students in a program of study. The Team will work closely with noncredit to develop clear paths into credit programs.

KEEPING STUDENTS ON PATH

Santa Ana College plans expansion of the utilization of Starfish in an effort to approach 100% faculty adoption of the tool. As faculty adoption increases, Santa Ana College will monitor the need for additional staff to initiate the direct contact to students and manage tracking appointments via Starfish for a more comprehensive picture of student needs.

A tool exists among Santa Ana College's self-service tools that allow students to see the status of program completion but complimentary changes to operations such as graduation petitioning process or automated forms for education planning are needed to improve access to students.

ENSURING THAT STUDENTS ARE LEARNING

Santa Ana College will identify an on-campus group charged with addressing the missing piece of documented learning for employers and universities through portfolios and other means beyond transcripts. Determination will be made regarding whether Career Coaches or the Learning & Engagement Team, with assistance from Santa Ana College's Outcomes & Assessment team, will be required to address the 'how' and the 'where' for documenting such metrics.

Vision Goal #3: Unit Accumulation

Strategic Goal #4: Santa Ana College will provide services that support student integration, retention, and persistence and the completion of a targeted number of units that will result in the efficient achievement of a chosen educational goal by 50% of our students within 5 years Objectives: Integration, Retention, Persistence and Completion

Strategies:

Increase informational messages distributed to students targeting impact of unit load, such as financial aid, and through multiples means (social media, email, texts and orientations)

Enhance orientations, and introductory learning communities to create sense of belonging and support integration

Use SuperStrong career assessment software with orientations to create sense of belonging and support

Increase participation in student success pathways conferences to ensure students stay on the career/academic path

Implement learning communities for every Guided Pathways Career and Academic Pathway

Improve student engagement by connecting students to Santa Ana College to increase retention

Encourage students to complete electronic education plans prior to starting first semester of college
Increase faculty use of Early Alert system
Alert near-completers by using various methods to communicate completion of academic/career requirements at 70% to 90% of completion.
Increase utilization of online counseling and advising tools

Success Factors:

Increase application to enrollment ratio (49%, 2017-2018, California Community Colleges Student Success Metrics Launchboard)
Increase student participation in learning communities
Increase percentage of students completing their first class
Increase persistence rate (fall to spring, 68% first-time freshmen students, 56% transfer students, fall to fall, 52% first-time freshmen students, 39% transfer students, 2018 cohort, all traditional credit students excluding police/fire academies)
Complete electronic educational plans for all students within the first semester
Increase use of the Early Alert system by faculty from 12% of course sections (fall 2019) to 35% of course sections

Scale of Adoption Assessment Essential Practices – Multi-Year Plan – with Progress to date as of spring 2021 Related to Vision Goal #3 Unit Accumulation, Strategic Goal #4

ENSURING THAT STUDENTS ARE LEARNING

The implementation of Nuventive software will assist faculty with assessing the extent to which students are mastering learning outcomes and building skills across each program, in both arts and sciences and career/technical programs.

Santa Ana College’s Learning & Engagement team will launch the first cohort of faculty to complete certification related to engaging students in active and applied learning that encourages them to think critically, solve meaningful problems, and work and communicate effectively with others. The largest courses on campus will be addressed first, including the gateway English & Math programs.

Vision Goal #4: Workforce

Strategic Goal #5: Santa Ana College will prepare students for successful, liveable-wage employment closely related to their field of study

Strategies:

Increase work-based learning opportunities (e.g. internships, job shadowing, career panels, etc.)
Enhance and market College Career Center programs & services
Develop Alumni connections and engagement to improve CTEOS Survey participation rate & engagement in other activities
Provide for faculty professional development as it relates to workforce
Hold open houses and career fairs

Develop industry partnerships
Expand summer career exploration boot camps
Explore development of pre-apprenticeship programs
Increase K-12 engagement

Success Factors:

Increase percentage of students who respond “Very Close” or “Close” to question “secured a job that is closely related to their program of study” on the Career & Technical Education Employment Outcomes Survey (CTEOS) (2020, 70.8%)

Increase average post college hourly wage reported to question, “What were the hourly wages of the students before training versus after training?” on the Career & Technical Education Employment Outcomes Survey (CTEOS) (2020, \$23)

Achievement of Vision Goal 4A: Increase Median Annual Earnings of All Students,

Goal 4B: Increase All Students Who Attained the Living Wage, and Goal 4C: Increase All Students with a Job Closely Related to Their Field of Study

MAPPING Pathways to student end goals:

Santa Ana College will continue to compile and verify remaining program maps (ADTs and Certificates) to assist students in pathway completion and goal attainment. This work includes attaining technical experts to assist with online publishing, attaining accurate information relative to curriculum needs and developing related digital education plans. This work will then be entered into program maps within Santa Ana College’s curriculum system and improved curriculum alignment will be addressed through the use of Nuventive software.

ENSURING THAT STUDENTS ARE LEARNING:

Santa Ana College will continue to evaluate which areas the Learning & Engagement team will be able to address with their equity certification training program and determine which areas our Career Coach taskforce will address for Santa Ana College's meta-major communities. Both teams are developing plans to implement in fall 2021.

Vision Goal #4: Workforce

Strategic Goal #6: Santa Ana College will develop a comprehensive career education marketing, outreach and recruitment plan

Strategies:

Update website to speak to an audience with no experience in higher education

Utilize social media and internal communication systems to better communicate with target markets

Expand outreach operations to include other local school districts, including private and charter schools

Expand career assessment to include students eligible to transition from non-credit to credit

Include parents as a key segment in marketing efforts

Produce department-level short videos to increase program exposure

Formalize a cross-departmental community outreach plan

Success Factors:

Increase percentages of graduating high school students enrolling from local school districts including private and charter schools (high school capture rate per high school calculated annually by College Research Office)

Increased transition of students participating in noncredit-to-credit pathways

Achievement of Vision Goal 4C: Increase All Students with a Job Closely Related to Their Field of Study

Scale of Adoption Assessment Essential Practices – Multi-Year Plan – with Progress to date as of Spring 2021 Related to Vision Goal #4 Workforce, Strategic Goal #6

MAPPING Pathways to student end goals

Educational opportunities offered through Santa Ana College's Transfer Center; however, these opportunities are not explicitly linked to programs via the website. Additional work is needed to link transfer opportunities to programs via the website without generating information overload.

HELPING STUDENTS Choose and ENTER a program PATHWAY

Santa Ana College is evaluating its response to AB 705 and the implementation of related supports. The next step will be to advance instructor communication tools for connecting students to support services

ENSURING THAT STUDENTS ARE LEARNING

Santa Ana College plans to launch equity-based certification that includes lessons on data-driven action. Work will continue with respect to professional development responding directly to student feedback on the SENSE survey and other survey instruments.

Vision Goal #4: Workforce

Strategic Goal #7: Santa Ana College will develop and offer innovative, high quality, workforce-ready, industry-driven career and technical programs

Strategies:

Integrate industry feedback into curriculum development

Establish scheduling guidelines that support short-term stackable credentials

Update facilities master plan to support the latest equipment needs

Increase accessibility of programs

Develop noncredit to credit pathways

Review programs every two years

Develop more online programs

Enhance Advisory Committee Meetings

Collaborate with District Economic/Workforce Development

Collaborate with the County Regional Consortium (LAOCRC)

Partner with local businesses— Public/Private partnerships

Increase Dual Enrollment offerings in career and technical education areas

Offer credit courses at a number of different locations

Collaborate/Partner with business, industry, and government to provide/guarantee jobs to graduates

Develop interdisciplinary programs

Success Factors:

Increase the “Very Satisfied” percentage response to question: “How satisfied are students with the education and training they received” on the *Career & Technical Education Employment Outcomes Survey* (CTEOS) (2020, 94%)

Increase the percentage of faculty and staff who respond “strongly agree” or “agree” to “The facilities (e.g. classrooms, offices, laboratories) adequately meet my needs” on the *Santa Ana College Employee Engagement Survey* (2020, 51%)

Number of Dual Enrollment course offerings increase year to year

Scale of Adoption Assessment Essential Practices – Multi-Year Plan – with Progress to date as of Spring 2021 Related to Vision Goal #4 Workforce, Strategic Goal #7

ENSURING THAT STUDENTS ARE LEARNING

Santa Ana College is in the process of implementing software to comprehensively track Student Learning Outcomes (SLOs) and is integrating that software with the institution’s curriculum management and learning management systems. Extensive professional development will be provided and faculty will be trained to evaluate program learning outcomes (PLOs) and the relationship of those outcomes to students’ goals.

Vision Goal #5: Equity

Strategic Goal #8 In order to reduce achievement gaps in all areas by 40% by 2022, Santa Ana College, within the context of its diverse community, will systematically equitize its practices leading to culturally responsive programs and services

Strategies:

Address California Community College Chancellor's Office "Call to Action"

Focus on basic needs (housing, food insecurity)

Develop culturally responsive classroom practices that are sensitive to the culturally diverse student population we serve

Recruit diverse faculty and staff

Offer professional development opportunities related to equity

Examine campus practices (accounts holds, etc.)

Implement action items/activities in Equity Plan

DI students; areas of more or less success

Facilitate college-wide conversations about equity

Leverage resources to create Equity Institute locally

Collaborate with charities who can donate clothing and toiletries to our students who need clothes for school, internships, interviews and jobs. Example: Women Helping Women

Promote better representation of student demographics in faculty, staff, and administration hiring

Success Factors:

Achieve Equity Goals (See Equity Plan)

Achievement of Vision Goal 4C: Increase All Students with a Job Closely Related to Their Field of Study

Achievement of Vision Goal – Equity Goal: Santa Ana College will reduce equity gap among the disproportionately impacted groups by 40 percent by 2021-22

Brief Description of Activities and Areas of Focus to Achieve Equity Goals:

Implement the major principles of The Guided Pathways Framework

Professional development opportunities for faculty and staff

Implement Action Items/ Activity in Equity Plans

Implement technology and support to enhance student success

Improve communication with and the distribution of information to students

Restructure courses and course sequences

Revise existing programs and create new ones that support student success

Improve our onboarding initiatives for new students

Present a positive and inclusive image of Santa Ana College in outreach and marketing efforts

Encourage students to apply for all financial aid for which they qualify

Implement Activities in the Guided Pathways Scale of Adoption on Equity

Implement the USC Equity Leadership Alliance strategies

Human Resources Committee (HRC) to review and evaluate recruitment of diverse faculty

Task Student Equity and Achievement Committee to review “Areas of more or less success” of

Disproportionately Impacted Students

Task Academic Senate to review and make recommendations on “Faculty Level” issues related to Equity

Implement Dons Corner - a free food distribution service

Scale of Adoption Assessment Essential Practices – Multi-Year Plan – with Progress to date as of Spring 2021 Related to Vision Goal #5 Equity, Strategic Goal #8

HELPING STUDENTS Choose and ENTER a program PATHWAY

Special supports are provided to help academically underprepared students succeed in program – relevant “gateway” English and Math courses by the end of their first year. Evaluation and expansion of current supports will continue, including evaluating the success of AB 705 and new support courses. Math Department faculty will be invited to join equity certification work. Math department faculty are actively involved in evaluating their work through a grant focused on identifying milestones and opportunities for intervention.

Santa Ana College is implementing Starfish predictive analytics to assist in identifying students that may benefit from additional support and/or interventions. The intrusive approach to connecting students directly to many support services will be expanded.

Additional activities related to achieving strategic goals are located in **Appendix C** (Alignment of Program Review Objectives (Activities) to Strategic Goals).

Initiatives

These programmatic initiatives are either underway or forthcoming in support of Santa Ana College's strategic goals

Guided Pathways

As a Guided Pathways college, Santa Ana College has been involved in implementing the Guided Pathways framework for four years. The Guided Pathways activities at Santa Ana College were overseen by six design teams led by an executive team and a core team. The composition of the Guided pathway teams has evolved as the work proceeded and milestones were achieved. In 2020-2021, Santa Ana College is finalizing steps to launch the "Meta-Majors" grouping of programs, known as Career and Academic Pathways (CAPs) at Santa Ana College, program mapping and the integration of programs and services to support student success. Program mapping will be used to identify gaps in the scheduling of classes. To ensure learning, Santa Ana College has revitalized its Institutional Effectiveness Committee and established an Outcomes and Assessment Committee

These additional activities occurred under the Guided Pathways Framework between fall 2019 and fall 2020:

Career and Academic Pathways (CAPs) were introduced to the students at SAC Days and on the SAC website

The first Career and Academic Pathway Exploration Fair was held with faculty and staff of all disciplines and student services participating with attendees of high school students, non-credit students and continuing SAC students

Eight Success Teams were launched to support campus-wide goals and initiatives

Starfish Student Success Platform was successfully launched to help students achieve their academic goals

Professional Development

Santa Ana College's Professional Development Office provides opportunities for college faculty, staff and administrators to attend conferences and external and internal training sessions and events related to Guided Pathways, Equity, and effective practices

Technology for Student Success

SAC will expand support and resources for student technology that allows targeted communication, intervention and services to disproportionately impacted and underserved student groups. SAC recognizes that requiring students to be on-campus to receive services is an equity issue and will continue to improve access to services online.

Student Success Platform

In the fall of 2020, SAC implemented a new student success platform called Starfish, which supports the case management work of SAC's new cross-functional, pathway Success Teams. The system supports workflows for communication and services to targeted student groups and eliminates silos between services areas, students and faculty. Faculty can monitor the status of the referrals and know when a referred issue has been addressed. The system also allows faculty to provide positive reinforcement (Kudos) for students that have shown improvement and that are on the path to success with

customizable, personalized messages based on a growth mindset.

SAC will expand use across service areas and continue to support the adoption of the system by faculty and staff. Additionally, a predictive analytics module will be implemented to direct attention to at-risk students based on the complete historical data of student outcomes and data points that are available. Data from the Canvas learning management system will be integrated and analytics dashboards with information regarding course offerings and outcomes will be made available.

Initial data suggest that the usage of Starfish has had a positive impact on the persistence rate of SAC students from fall to spring. [Table 16](#) shows that overall persistence rate of SAC credit students for those enrolled fall 2020 to be 5 points higher than for those students that did not receive support and communication through Starfish.

Live Chat and Virtual Services

In spring 2020 as the Covid-19 pandemic shut down in-person services, SAC implemented a virtual services platform to provide students access to services through the SAC website. Service areas can engage with students using live chat, audio, video, screen sharing, and document sharing features. The software contains a robust appointment system that includes the ability for students to self-schedule appointments for service areas that allow it, as well as a mechanism to allow messages after business hours to be coded by reason and submitted to shared service area inboxes. SAC will continue to expand access to chat and provide equitable access to services with virtual service options.

Communication Improvements

SAC's texting system will be used to target Disproportionately Impacted student groups. Santa Ana College will replicate and expand a successful outreach pilot to communicate with applicants who have not enrolled. Greater efforts will be made to inform all students of the many programs and services available. The Guided Pathways Communications Team will facilitate regular in-class updates on campus events, transfer and pathways. First-time enrolling Career and Academic Pathways (CAP) students will receive a welcoming communication from Santa Ana College's president. These same students will receive orientations to the CAP at SAC Days, which is a two-day student orientation.

Course Restructuring

Santa Ana College has restructured its assessment and placement system and English/math course sequences to comply with AB705 legislation. The test-based course placement system has been replaced with self-guided placement and direct placement by high school GPA. Beginning fall 2019, offerings of Basic Skills level math/English courses have been reduced or eliminated. The sequence of English courses will consist primarily of transfer-level courses and one accelerated English Basic Skills course designed to prepare students for transfer-level English.

Approximately half of Santa Ana College's college Math 140 (College Algebra) and 219 (Statistics and Probability) classes in fall 2019 had a co-requisite support lab (Math 040 and 019, respectively). Offerings of online and hybrid courses has significantly increased to match the demand. Santa Ana College now offers four completely online degree programs. Santa Ana College will increase its offerings of accelerated and intersession courses.

Program Review

The eligibility criteria for Santa Ana College's Promise Program, which waives student fees and promotes transfer, will be adjusted to increase participation. Santa Ana College will expand its promotion of supportive services such as tutoring. The Student Success and Equity Committee is reviewing the allocation of funds to programs to ensure that funded activities are aligned with Guided Pathways. College Strategic Goals, and Equity Goals Benchmarks will be established for tracking of program outcomes

Applicants / New Students

Online Orientation and the on-campus all day orientation/ information event, SAC Days, has been expanded to attract more students. Programs have been grouped into Career and Academic Pathways (Career and Academic Pathways (CAPs)). Santa Ana College will assign Success Teams to students enrolled in each CAP. The Career Assessment tool, SuperStrong, will be made available to incoming students. Santa Ana College will allocate funds annually for marketing activities. Data analysis will identify opportunities to increase the percentage of applicants that enroll.

Branding and Outreach

Santa Ana College's Public Affairs / Governmental Relations Office reaches out to the community, builds relationships with organizations and promotes Santa Ana College as a high quality educational institution. Santa Ana College adopted a new mission statement in 2017. More recently, the president launched a process to develop a new vision statement for Santa Ana College. A branding consulting firm has assisted Santa Ana College with a process to develop its distinctive image and positive perception in Santa Ana College community. Santa Ana College's Outreach Office has extended its high school outreach within our service area. Activities and events introduce noncredit students to college programs. The noncredit program will reach out to non-traditional and incarcerated students. Santa Ana College will promote its Career Education programs that provide industry recognized certification

Financial Aid

Office of College Advancement has launched a college-wide needs assessment to identify funding priorities and areas that require resources to support student success. The needs assessment will be followed by a fund raising effort for scholarships and other campus initiatives. Santa Ana College will maximize access to financial aid. Students who do not receive financial support such as Pell Grants or California Promise Grants (BOG Waivers) have lower retention rates. Increasing retention will require a concerted effort to ensure that students are able to access financial aid if eligible.

○

Current Environment

Table 1 – Median Household Income of Surrounding Cities

The city of Santa Ana, the location of Santa Ana College, has the lowest median household income and lowest educational attainment among local cities. Santa Ana College’s free high school diploma program and large career education and workforce development program provides the opportunity for the residents of Santa Ana College to attain high school diploma and postsecondary certifications and prepare for high paying, in-demand careers.

| City / County | Median Household Income | Educational Attainment: Percent high school graduate or higher (age 25 and older) |
|------------------|-------------------------|---|
| Anaheim | \$65,313 | 77% |
| Costa Mesa | \$75,109 | 84% |
| Fountain Valley | \$86,602 | 91% |
| Garden Grove | \$62,675 | 74% |
| Huntington Beach | \$88,079 | 92% |
| Orange | \$83,500 | 84% |
| Santa Ana | \$57,151 | 56% |
| Tustin | \$73,567 | 85% |
| Westminster | \$57,575 | 78% |
| Orange County | \$81,851 | 85% |

Source: 2013-2017 American Community Survey 5-Year Estimates, United States Census Bureau, American Fact Finder

Table 2 – Ethnic/Racial distribution of the City of Santa, surrounding cities and Orange County

Santa Ana, the location of Santa Ana College, has more than twice percentage of Hispanic/Latino residents as does Orange County.

Hispanic or Latino and Race distribution, Santa Ana, surrounding cities and Orange County

| | Hispanic or Latino (of any race) | White Alone | Black or African American Alone | American Indian and Alaska Native alone | Asian Alone | Native Hawaiian and Other Pacific Islander alone | Some Other race alone | Two or more races alone |
|------------------|----------------------------------|-------------|---------------------------------|---|--------------|--|-----------------------|-------------------------|
| Santa Ana | 77.3% | 9.4% | 0.8% | 0.1% | 11.4% | 0.2% | 0.1% | 0.7% |
| Garden Grove | 36.6% | 20.7% | 0.9% | 0.3% | 39.7% | 0.3% | 0.1% | 1.4% |
| Tustin | 41.2% | 30.4% | 2.4% | 0.5% | 21.6% | 0.3% | 0.1% | 3.5% |
| Anaheim | 53.8% | 25.2% | 2.2% | 0.1% | 16.3% | 0.3% | 0.1% | 1.9% |
| Westminster | 23.7% | 24.5% | 0.9% | 0.4% | 47.7% | 0.2% | 0.0% | 2.6% |
| Costa Mesa | 36.5% | 49.4% | 1.6% | 0.2% | 8.6% | 0.8% | 0.3% | 2.6% |
| Fountain Valley | 16.6% | 46.7% | 0.5% | 0.1% | 32.6% | 0.2% | 0.2% | 3.2% |
| Huntington Beach | 19.3% | 63.1% | 1.3% | 0.4% | 11.7% | 0.3% | 0.3% | 3.6% |
| Orange County | 34.2% | 41.4% | 1.6% | 0.2% | 19.5% | 0.3% | 0.2% | 2.7% |

Source: 2017 American Community Survey, United States Census Bureau, American Fact Finder

Table 3 – Santa Ana Unified School District Total Enrollment

Santa Ana Unified School District, Santa Ana College’s largest feeder school district has experienced a steady enrollment decline. Santa Ana College’s Outreach Office has increased recruitment at surrounding school districts such as Garden Grove and Anaheim.

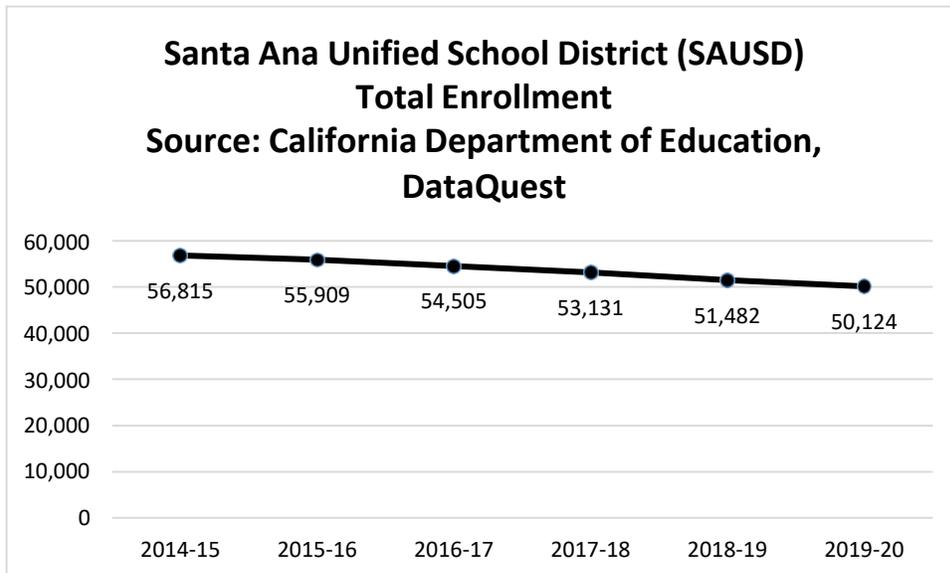


Table 4 – Percent of High School Graduates Enrolling at SAC by School District

Santa Ana College has expanded outreach to school districts outside of the city of Santa Ana as enrollment in Santa Ana Unified School District has decreased. Santa Ana College has many programs that other community colleges do not offer, providing the opportunity to promote Santa Ana College across Orange County and beyond.

Percent of High School Graduates Enrolling at SAC within One Year of Graduation and High School Graduation Count

| | % of 1 Year Capture | Total Grads | % of 1 Year Capture | Total Grads | % of 1 Year Capture | Total Grads | % of 1 Year Capture | Total Grads | % of 1 Year Capture | Total Grads | % of 1 Year Capture | Total Grads | % of 1 Year Capture | Total Grads |
|-------------------------------|---------------------|-------------|---------------------|-------------|---------------------|-------------|---------------------|-------------|---------------------|-------------|---------------------|-------------|---------------------|-------------|
| | 2013 | | 2014 | | 2015 | | 2016 | | 2017 | | 2018 | | 2019 | |
| Anaheim Union High | 5% | 4,442 | 4% | 4,583 | 5% | 4,679 | 5% | 4,597 | 5% | 4,560 | 4% | 4,634 | 3% | 4,469 |
| Santa Ana Unified | 42% | 3,684 | 35% | 3,809 | 33% | 3,750 | 43% | 3,777 | 45% | 3,663 | 48% | 3,201 | 39% | 3,264 |
| Garden Grove Unified | 10% | 3,495 | 11% | 3,347 | 11% | 3,459 | 12% | 3,182 | 14% | 3,216 | 13% | 3,380 | 12% | 3,270 |
| Orange Unified | 9% | 2,262 | 10% | 2,171 | 10% | 2,161 | 11% | 2,169 | 11% | 2,124 | 10% | 2,209 | 9% | 2,145 |
| Placentia-Yorba Linda Unified | 5% | 1,953 | 4% | 2,039 | 4% | 2,039 | 4% | 2,014 | 4% | 2,049 | 5% | 2,067 | 3% | 1,862 |
| Tustin Unified | 9% | 1,635 | 8% | 1,704 | 9% | 1,778 | 9% | 1,779 | 9% | 1,879 | 9% | 1,772 | 7% | 1,884 |
| Newport-Mesa Unified | 1% | 1,654 | 2% | 1,544 | 1% | 1,640 | 2% | 1,623 | 1% | 1,659 | 1% | 1,400 | 1% | 1,470 |
| Huntington Beach Union High | 2% | 3,518 | 2% | 3,729 | 2% | 3,744 | 1% | 3,553 | 1% | 3,559 | 2% | 3,783 | 2% | 3,597 |
| Fullerton Joint Union High | 1% | 3,312 | 1% | 3,398 | 1% | 3,341 | 1% | 3,173 | 1% | 3,174 | 1% | 3,389 | 1% | 3,138 |
| Capistrano Unified | 1% | 4,003 | 1% | 4,055 | 0% | 4,229 | 0% | 4,208 | 0% | 4,352 | 1% | 3,801 | 0% | 3,816 |
| Saddleback Valley Unified | 1% | 2,547 | 1% | 2,471 | 1% | 2,352 | 1% | 2,318 | 1% | 2,322 | 1% | 2,211 | 1% | 2,092 |
| Brea-Olinda Unified | 2% | 515 | 1% | 490 | 2% | 504 | 2% | 488 | 0% | 452 | 2% | 447 | 2% | 455 |
| Irvine Unified | 1% | 2,149 | 1% | 2,046 | 1% | 2,244 | 0% | 2,230 | 0% | 2,245 | 1% | 2,380 | 1% | 2,388 |

Source: RSCCD Research Department Data Warehouse and California Department of Education.

Note: Includes high school districts in Orange County.

Table 5 – Headcount by City of Residence, credit students

The percentage of students originating from within the City of Santa Ana has remained stable, 43% - 44%, over the years.

**Santa Ana College
Credit Program (Without Academies) Headcount by City of Residence**

| City of Residence | 2014-15 | | 2015-16 | | 2016-17 | | 2017-18 | | 2018-19 | |
|-------------------------------|--------------|-------------|--------------|-------------|--------------|-------------|--------------|-------------|--------------|-------------|
| | N | % | N | % | N | % | N | % | N | % |
| Total SAC Headcount | 25486 | 100% | 25517 | 100% | 25613 | 100% | 26022 | 100% | 26271 | 100% |
| Total Inside-District | 16455 | 65% | 16625 | 65% | 16837 | 66% | 16924 | 65% | 16962 | 65% |
| Santa Ana | 11026 | 43% | 11036 | 43% | 11289 | 44% | 11413 | 44% | 11407 | 43% |
| Orange | 1998 | 8% | 2035 | 8% | 1950 | 8% | 1939 | 7% | 1946 | 7% |
| Garden Grove | 1857 | 7% | 1907 | 7% | 1966 | 8% | 1932 | 7% | 1893 | 7% |
| Anaheim | 379 | 1% | 379 | 1% | 398 | 2% | 407 | 2% | 430 | 2% |
| Costa Mesa | 365 | 1% | 357 | 1% | 347 | 1% | 364 | 1% | 309 | 1% |
| Irvine | 234 | 1% | 273 | 1% | 256 | 1% | 283 | 1% | 347 | 1% |
| Fountain Valley | 245 | 1% | 251 | 1% | 257 | 1% | 225 | 1% | 236 | 1% |
| Yorba Linda | 122 | 0% | 132 | 1% | 118 | 0% | 104 | 0% | 105 | 0% |
| Tustin | 97 | 0% | 115 | 0% | 116 | 0% | 113 | 0% | 129 | 0% |
| Villa Park | 46 | 0% | 43 | 0% | 40 | 0% | 40 | 0% | 53 | 0% |
| Trabuco Canyon | 41 | 0% | 38 | 0% | 48 | 0% | 42 | 0% | 40 | 0% |
| Newport Beach | 23 | 0% | 31 | 0% | 24 | 0% | 32 | 0% | 36 | 0% |
| Foothill Ranch | 15 | 0% | 21 | 0% | 18 | 0% | 18 | 0% | 19 | 0% |
| Silverado | 7 | 0% | 7 | 0% | 10 | 0% | 12 | 0% | 12 | 0% |
| Total Outside-District | 9031 | 35% | 8892 | 35% | 8776 | 34% | 9098 | 35% | 9309 | 35% |
| Anaheim | 2402 | 9% | 2430 | 10% | 2400 | 9% | 2504 | 10% | 2474 | 9% |
| Tustin | 786 | 3% | 785 | 3% | 797 | 3% | 777 | 3% | 807 | 3% |
| Garden Grove | 616 | 2% | 560 | 2% | 598 | 2% | 558 | 2% | 515 | 2% |
| Westminster | 562 | 2% | 548 | 2% | 541 | 2% | 547 | 2% | 516 | 2% |
| Fullerton | 388 | 2% | 383 | 2% | 408 | 2% | 398 | 2% | 429 | 2% |
| Huntington Beach | 379 | 1% | 379 | 1% | 349 | 1% | 345 | 1% | 382 | 1% |
| Corona | 377 | 1% | 349 | 1% | 367 | 1% | 357 | 1% | 347 | 1% |
| Placentia | 259 | 1% | 278 | 1% | 265 | 1% | 273 | 1% | 268 | 1% |
| Yorba Linda | 230 | 1% | 222 | 1% | 234 | 1% | 255 | 1% | 234 | 1% |
| Buena Park | 186 | 1% | 193 | 1% | 194 | 1% | 206 | 1% | 240 | 1% |
| Other/Unknown | 2846 | 11% | 2765 | 11% | 2623 | 10% | 2878 | 11% | 3097 | 12% |

Source: RSCCD Research Data Warehouse

Notes:

Academies are identified as Criminal Justice Academies (CJA) and Fire Academies (FAC, FOT, and FSA)

Table 6 – Headcount by City of Residence, noncredit students

The School of Continuing Education’s free programs attract students from across Orange County.

**Santa Ana College - School of Continuing Education
Noncredit Program Headcount by City of Residence**

| City of Residence | 2014-15 | | 2015-16 | | 2016-17 | | 2017-18 | | 2018-19 | |
|--|--------------|-------------|--------------|-------------|--------------|-------------|--------------|-------------|--------------|-------------|
| | N | % | N | % | N | % | N | % | N | % |
| Total SAC-SCE Headcount | 22356 | 100% | 22619 | 100% | 22681 | 100% | 21389 | 100% | 18479 | 100% |
| Zip Codes/Cities Inside RSCCD Boundaries | | | | | | | | | | |
| Total Inside-District | 18903 | 85% | 18575 | 82% | 18669 | 82% | 17691 | 83% | 15334 | 83% |
| Santa Ana | 15987 | 72% | 15334 | 68% | 15275 | 67% | 14488 | 68% | 12690 | 69% |
| Garden Grove | 1057 | 5% | 1151 | 5% | 1237 | 5% | 1206 | 6% | 1035 | 6% |
| Costa Mesa | 744 | 3% | 862 | 4% | 957 | 4% | 833 | 4% | 677 | 4% |
| Orange | 360 | 2% | 389 | 2% | 380 | 2% | 414 | 2% | 348 | 2% |
| Fountain Valley | 350 | 2% | 347 | 2% | 371 | 2% | 395 | 2% | 336 | 2% |
| Irvine | 290 | 1% | 336 | 1% | 310 | 1% | 236 | 1% | 145 | 1% |
| Anaheim | 38 | 0% | 48 | 0% | 31 | 0% | 34 | 0% | 39 | 0% |
| Tustin | 36 | 0% | 41 | 0% | 36 | 0% | 29 | 0% | 34 | 0% |
| Newport Beach | 22 | 0% | 42 | 0% | 53 | 0% | 40 | 0% | 19 | 0% |
| Trabuco Canyon | 6 | 0% | 8 | 0% | 4 | 0% | 4 | 0% | 1 | 0% |
| Yorba Linda | 5 | 0% | 9 | 0% | 8 | 0% | 7 | 0% | 6 | 0% |
| Foothill Ranch | 4 | 0% | 4 | 0% | 5 | 0% | 5 | 0% | 3 | 0% |
| Silverado | 2 | 0% | 2 | 0% | | 0% | | 0% | | 0% |
| Villa Park | 2 | 0% | 2 | 0% | 2 | 0% | | 0% | 1 | 0% |
| Zip Codes/Cities Outside RSCCD Boundaries | | | | | | | | | | |
| Total Outside-District | 3453 | 15% | 4044 | 18% | 4012 | 18% | 3698 | 17% | 3145 | 17% |
| Anaheim | 738 | 3% | 839 | 4% | 881 | 4% | 801 | 4% | 704 | 4% |
| Tustin | 800 | 4% | 817 | 4% | 741 | 3% | 657 | 3% | 556 | 3% |
| Westminster | 448 | 2% | 540 | 2% | 551 | 2% | 555 | 3% | 483 | 3% |
| Garden Grove | 347 | 2% | 390 | 2% | 395 | 2% | 413 | 2% | 280 | 2% |
| Huntington Beach | 174 | 1% | 215 | 1% | 214 | 1% | 212 | 1% | 199 | 1% |
| Irvine | 176 | 1% | 237 | 1% | 201 | 1% | 180 | 1% | 121 | 1% |
| Stanton | 73 | 0% | 91 | 0% | 81 | 0% | 72 | 0% | 60 | 0% |
| Fullerton | 50 | 0% | 76 | 0% | 103 | 0% | 80 | 0% | 60 | 0% |
| Lake Forest | 76 | 0% | 88 | 0% | 86 | 0% | 66 | 0% | 51 | 0% |
| Midway City | 60 | 0% | 57 | 0% | 66 | 0% | 54 | 0% | 55 | 0% |
| Buena Park | 31 | 0% | 54 | 0% | 53 | 0% | 48 | 0% | 46 | 0% |
| Corona | 27 | 0% | 48 | 0% | 37 | 0% | 44 | 0% | 36 | 0% |
| Long Beach | 27 | 0% | 47 | 0% | 35 | 0% | 42 | 0% | 24 | 0% |
| Newport Beach | 25 | 0% | 32 | 0% | 46 | 0% | 29 | 0% | 29 | 0% |
| Placentia | 24 | 0% | 22 | 0% | 40 | 0% | 29 | 0% | 28 | 0% |
| Mission Viejo | 29 | 0% | 35 | 0% | 34 | 0% | 24 | 0% | 19 | 0% |
| Riverside | 20 | 0% | 30 | 0% | 28 | 0% | 13 | 0% | 25 | 0% |
| Non-RSCCD W/ Minimal Pa | 328 | 1% | 426 | 2% | 420 | 2% | 379 | 2% | 369 | 2% |

Source: RSCCD Research Department Data Warehouse

Table 7 – School of Continuing Education Weekly Accumulated Attendance Hours, spring 2020
 Total weekly attendance hours plummeted from approximately 50,000 hours per week to only 11,000 hours per week in the first week of the California Governor’s COVID-19 shelter-at-home order and the conversion to temporary remote instruction. Over the following weeks, attendance hours partially recovered.

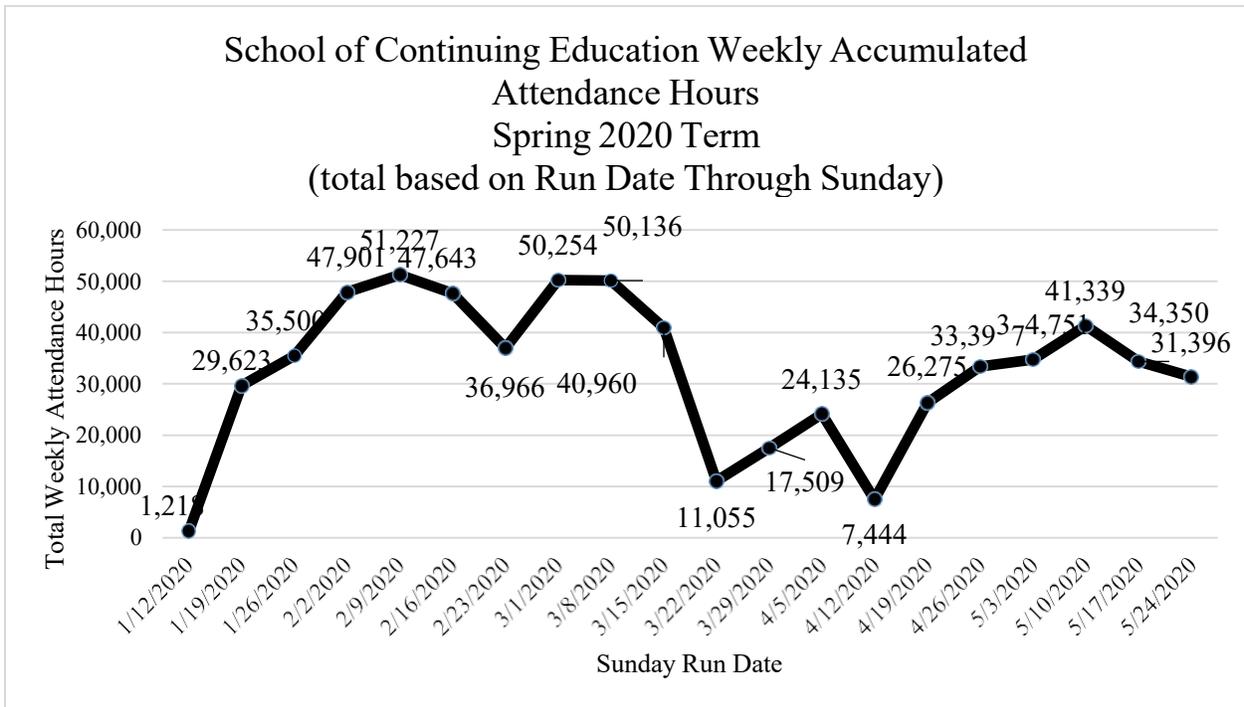


Table 8 – Santa Ana College Annual Enrollment by Racial Group, Credit Students

The percentage of the student body that identifies as white/Caucasian has decreased 2% over the over the past five years.

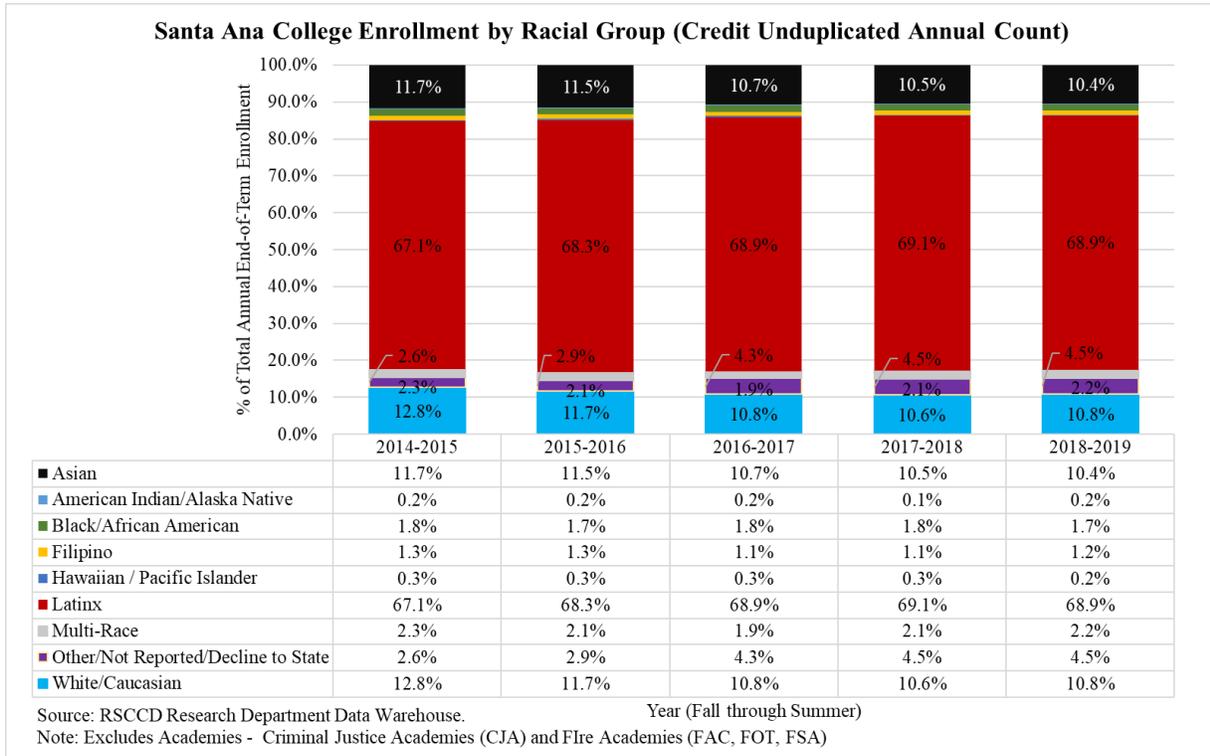


Table 9 – Santa Ana College Annual Enrollments by Course Instructional Method

The significant decrease in enrollments for in-person courses mirrors an almost equally significant decrease in enrollments for online courses.

Santa Ana College Annual Enrollments by Course Instructional Method

| Instructional Method | 2013-2014 | 2014-2015 | 2015-2016 | 2016-2017 | 2017-2018 | 2018-2019 | 2019-2020 |
|------------------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|
| Lecture | 85,432 | 86,331 | 82,199 | 80,000 | 77,402 | 72,043 | 65,649 |
| Lab | 9,184 | 8,442 | 7,894 | 7,983 | 7,777 | 7,646 | 9,828 |
| Online | 6,421 | 7,920 | 9,506 | 12,157 | 15,613 | 20,066 | 26,810 |
| Hybrid | 3,039 | 3,401 | 3,028 | 3,174 | 4,086 | 4,714 | 4,459 |
| Work Experience | 258 | 253 | 313 | 395 | 484 | 405 | 385 |
| Field Trip Experience | 114 | 148 | 105 | 154 | 150 | 127 | 57 |
| Other | | | 19 | | 11 | 17 | 17 |

Year = Fall through summer, Excludes Exclusively Academy Student s- Criminal Justice Academies (CJA) and Fire Academies (FAC, FOT, FSA)

Source: RSCCD Research Department Data Warehouse

Table 10 – Measures of Student Satisfaction

Students rate Santa Ana College “good” on these six measures of satisfaction with a trend towards an average rating nearer to “excellent.”

Question 6.A. BASED ON YOUR EXPERIENCES AND SATISFACTION PLEASE RATE THE FOLLOWING:

Excellent-5, Good-4, Average-3, Below Average-2, Poor-1

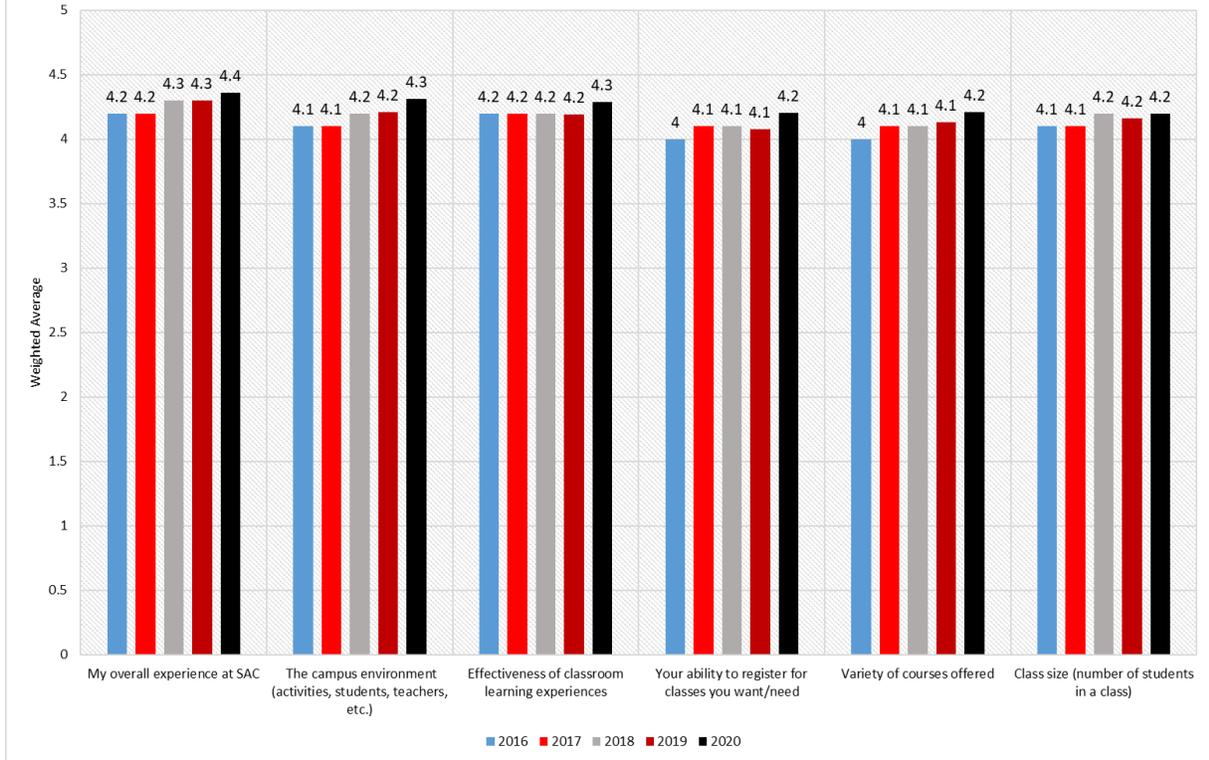


Table 11 – Employment Status of Santa Ana College Credit Students (Excluding Criminal Justice/Fire Academy Students)

More than 25% of students want a job but are not employed. Santa Ana College needs to increase its capacity to assist students with career preparation.

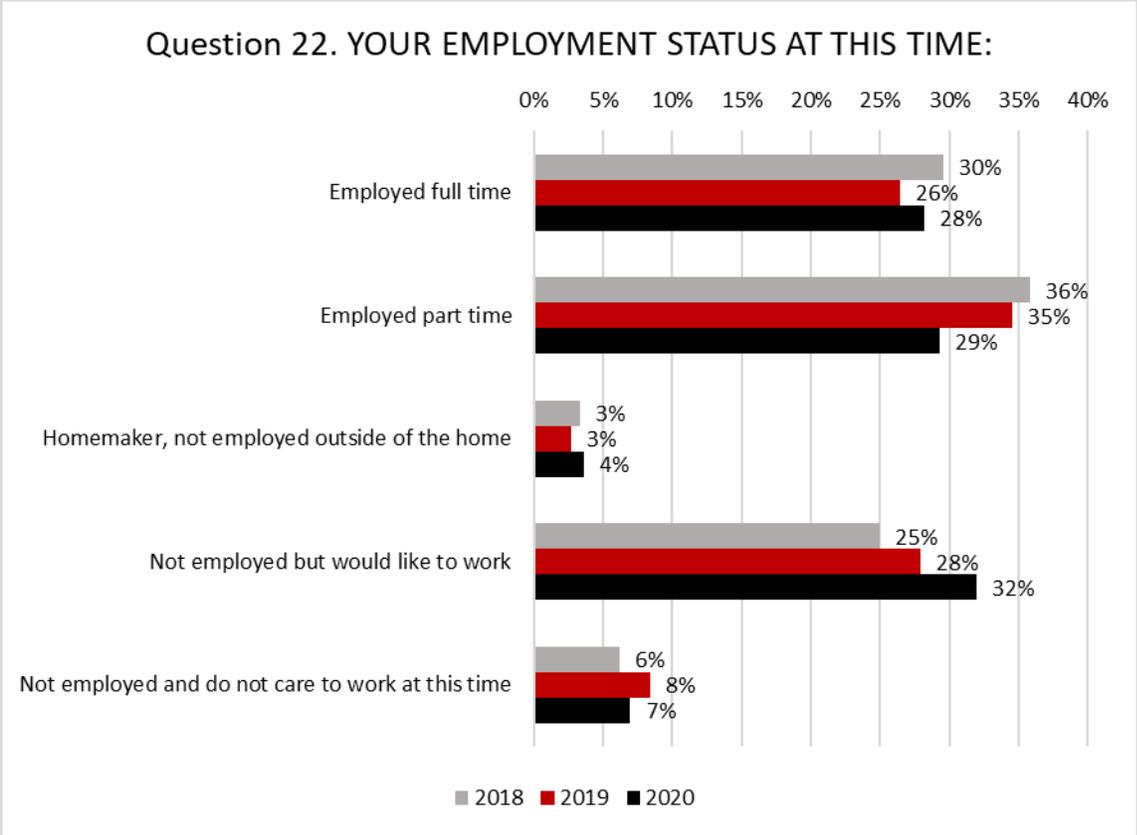


Table 12 – Degrees and Certificates Awarded (Credit)

Santa Ana College awarded its first Bachelors of Science degrees in 2018-2019. Increasing the number of Associate Degrees and Certificates awarded is one of the primary goals of Santa Ana College.

| Santa Ana College Degrees and Certificates (Credit) Awarded | | | | | | | | |
|---|-------------------|--------------------------------|----------------------|-----------------------------------|---------------------|----------------------------|----------------------------|---------------|
| | Associate in Arts | Associate in Arts for Transfer | Associate in Science | Associate in Science for Transfer | Bachelor of Science | Certificate of Achievement | Certificate of Proficiency | Total |
| 2011-2012 | 1,123 | 10 | 395 | | | 1,103 | 220 | 2,851 |
| 2012-2013 | 1,218 | 61 | 411 | | | 1,302 | 179 | 3,171 |
| 2013-2014 | 1,277 | 117 | 437 | 77 | | 1,466 | 232 | 3,606 |
| 2014-2015 | 1,222 | 199 | 405 | 200 | | 3,332 | 705 | 6,063 |
| 2015-2016 | 1,333 | 268 | 461 | 339 | | 2,071 | 240 | 4,712 |
| 2016-2017 | 1,432 | 275 | 442 | 302 | | 1,978 | 1,522 | 5,951 |
| 2017-2018 | 1,660 | 333 | 509 | 359 | | 1,801 | 8,254 | 12,916 |
| 2018-2019 | 1,524 | 347 | 545 | 388 | 23 | 2,138 | 1,649 | 6,614 |
| 2019-2020 | 1,633 | 406 | 570 | 378 | 11 | 2,100 | 896 | 5,994 |
| Total (9 years) | 12,422 | 2,016 | 4,175 | 2,043 | 34 | 17,291 | 13,897 | 51,878 |

Source: RSCCD Research Department Data Warehouse

Table 13 – Transfers to Four-Year (Credit)

Increasing the number of transfers to four-year institutions is one of the primary goals of Santa Ana College.

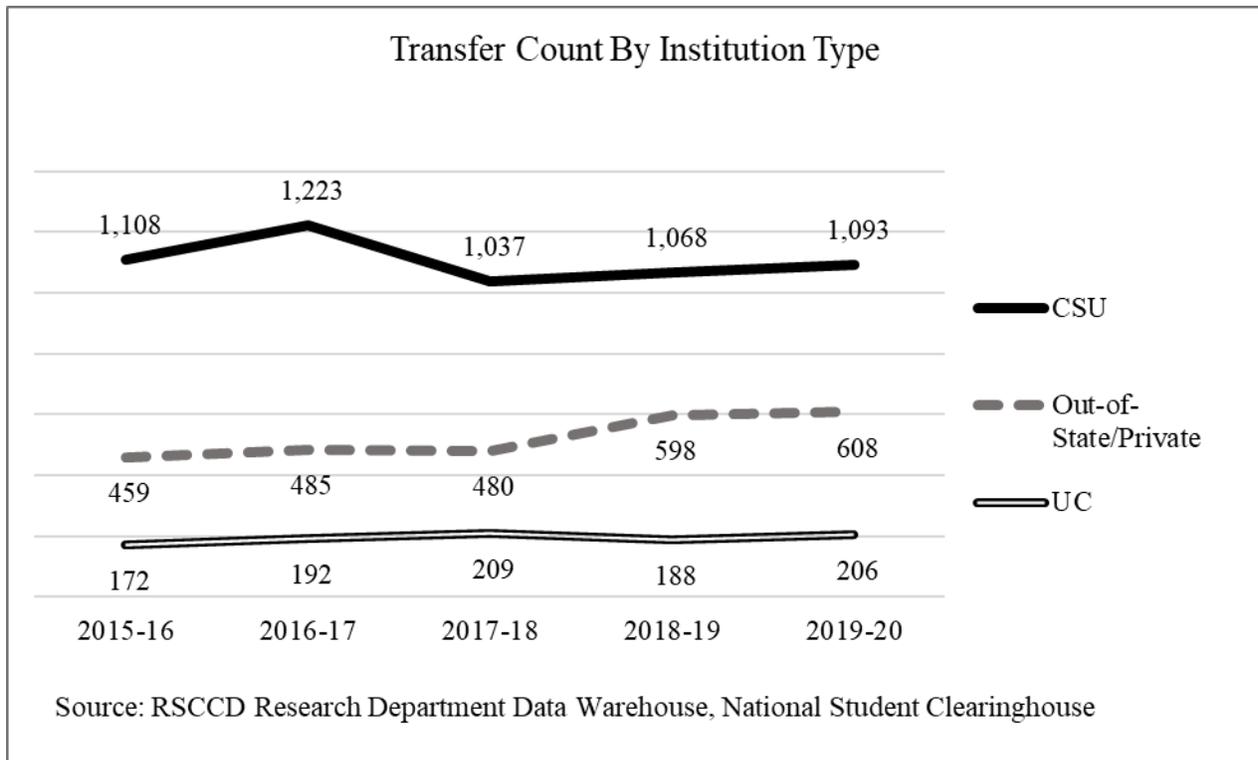


Table 14 – Employee Voice: Sense of Connection/Engagement

Improvement is needed in the areas encouragement of “teamwork between departments” and creating an environment where employees “feel comfortable and safe bringing forward a complaint”. Employees indicated the most agreement with the statements: “I understand and support the mission of Santa Ana College” and “I am proud to be part of this institution”

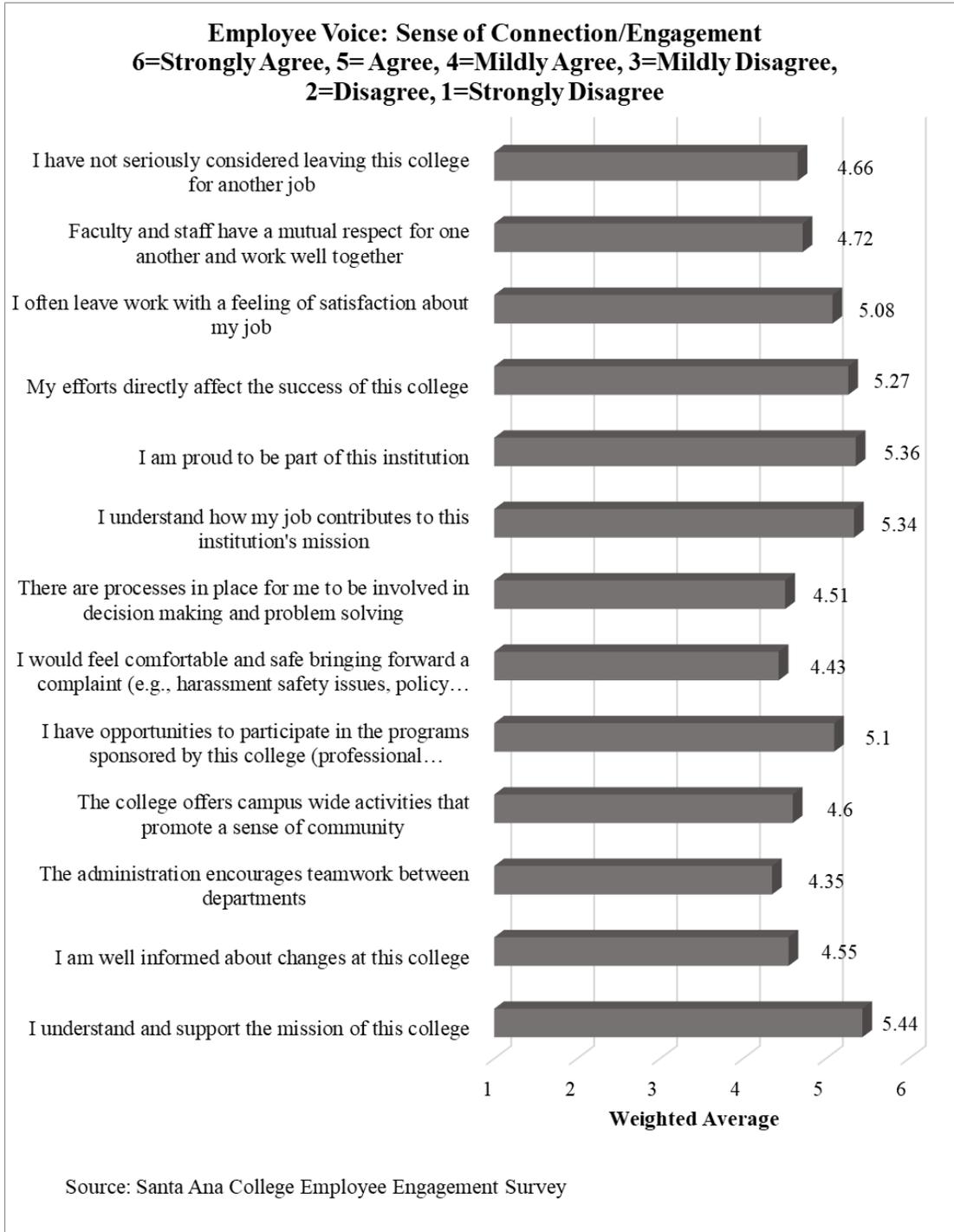


Table 15 – Student Survey Spring 2020 (COVID-10 Check-in)

Santa Ana College surveyed students often after the Coronavirus (COVID-19) outbreak. The collected data were evaluated to determine the technological, instructional, financial and personal needs of students and Santa Ana College responded with new and enhanced programs.

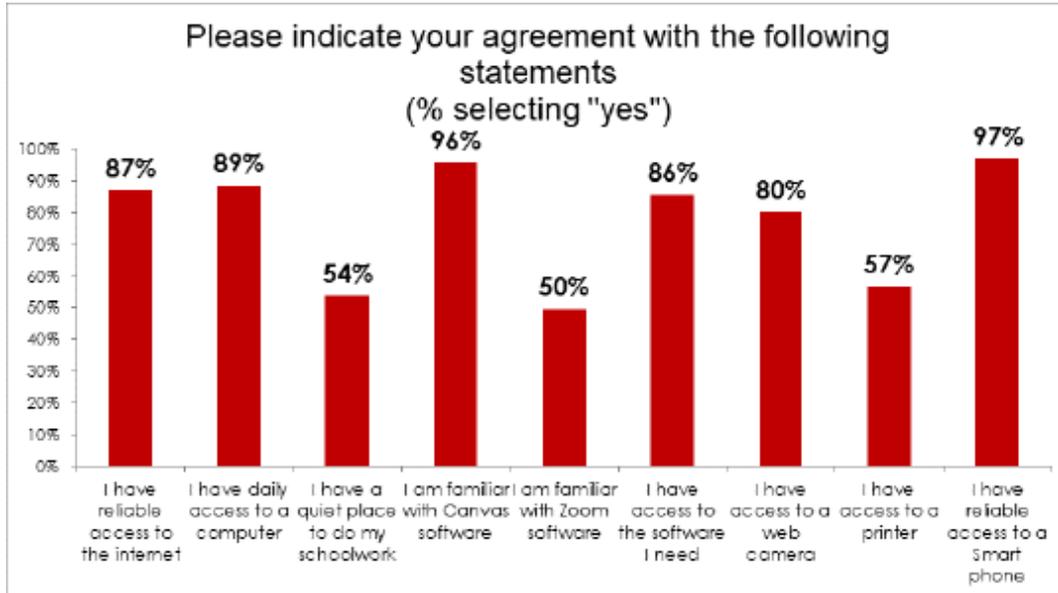
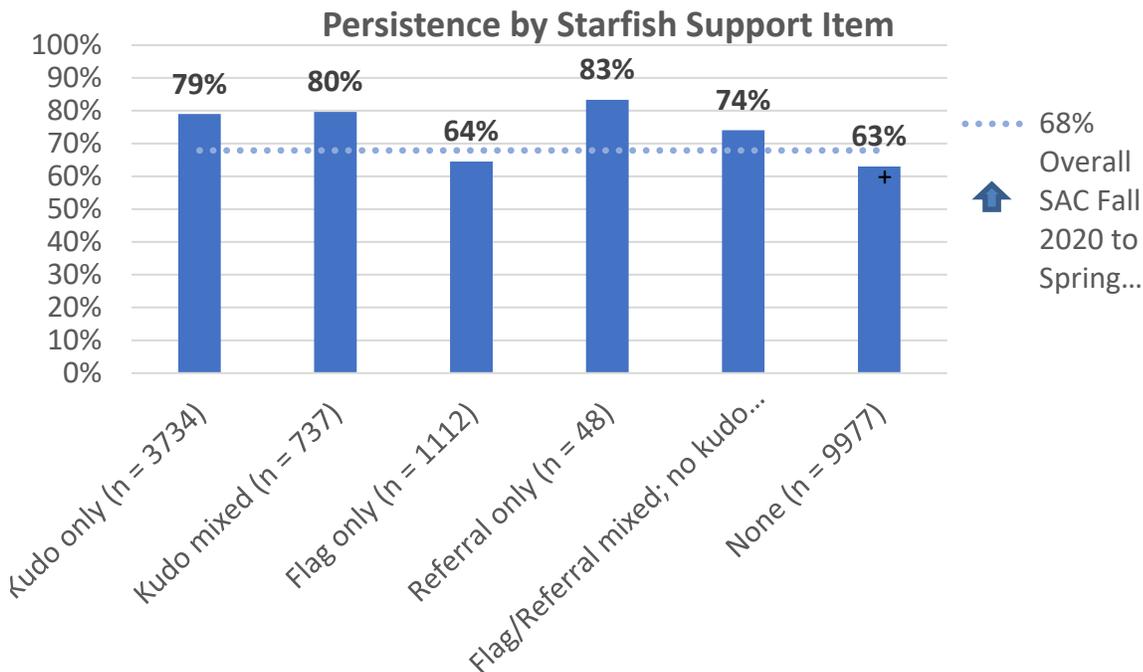


Table 16 – Fall 2020 Persistence Rate w/ Starfish



**Excludes exclusively academy and non-credit students

APPENDIX A (College's response to Pandemic)

All college staff received instruction to work at home beginning March 20, 2020 with a small group of employees remained on campus in compliance with the Center for Disease Control and Prevention, CDC. Within a week, most of the regular business of Santa Ana College was conducted remotely with minimal face-to-face instruction and college operations in essential areas.

In fall 2020, Santa Ana College began plans to the shift back towards face-to-face instruction but COVID-19 cases continued to increase around the country and in Orange County so most courses remained under TRI format with some student services opening for in person services.

What follows is just a sample of the steps Santa Ana College completed to continue operations and support students and staff during the COVID-19 pandemic.

Operation Focus:

- Encouraged faculty and staff to sign up for CCCC's ConferZoom
- Scheduled information technology employees on campus to distribute laptops and provide technology support.
- Trained faculty in the use of Canvas and Zoom software for remote instruction
- Trained staff and work study students on use of Cranium Café
- Transitioned most meetings to Zoom format

Community Focus:

- Established a drive-through food distribution service through an external partnership
- Initiated weekly chats with the Chancellor and other local government officials through the el Don Newspaper
- Provided community support by using the campus as a site for the USCIS Drive through Citizenship Ceremony, COVID testing, vaccinations, Red Cross Blood Drive, and a voting center.

Student Focus:

- Adapted SAC webpages for distance learning, including livechat, remote student services, and information on free or low-cost technological tools
- Expanded online tutoring
- Expanded online counseling
- Expanded online professional development
- Expanded digital library resources and online reference desk help
- Expanded communication via social media
- Implemented new rules with respect to Pass/No Pass grading

- Provided loans of laptops and webcams to staff and students.
- Provided Disabled Students Program and Services remotely to students including interpretation and assistive technology
- Provided Assistive Technology trainings and Student Success workshops to students via Zoom or online resources
- Transitioned registration, orientation, transfer, and career center orientations and workshops online.
- Transitioned all planned Student Life and the Associated Student Government events to a virtual format

Santa Ana College’s non-credit programs took the following actions in response to the pandemic:

- Santa Ana College’s School of Continuing Education Division met to discuss how each of the departments would help the teachers continue via Temporary Remote Instruction (TRI).
- A website was created to help the teachers access remote instruction resources
- Zoom workshops were led by the faculty that were successfully working with TRI tools. Workshops were recorded and shared with all.
- All of Santa Ana College’s School of Continuing Education Division ESL full-time faculty were assigned part-time faculty mentees to help on a one-on-one basis.
- Santa Ana College’s School of Continuing Education launched “SAC GO”, free online continuing education courses.
- Qualified teachers, holding a Canvas Bronze Certification, were hired to teach the “SAC Go” pilot courses. Demand for these courses exceeded expectations.
- Staff assembled in support of equity and the Equity Coordinator immediately coordinated laptops to lend to the neediest students.

Guided Pathways “Meet and Greet” were scheduled weekly to allow students to learn about Santa Ana College’s School of Continuing Education programs and services

APPENDIX B (This list exemplifies Santa Ana College’s 2020-21 response to the increased focus on equity, diversity and social justice)

Black Lives Matter (BLM) Statement of Support written in the SAC Promise Program newsletter. The newsletter included a list of steps to support BLM such as donate, read, watch, listen and act.
<https://us4.campaign-archive.com/?e=&u=6e27888a4504d226003256422&id=1abad94699>

Fall 2020 Convocation: Dr. Kevin Kumashiro, Topic: Digital Literacy and Equity: A time for Reflection and an Immediate Call for Action. Naming the Moment Acting in Solidarity with Communities Justice Advancing Democracy Being Responsive and Responsible Equity Reimagining and Revisioning.

Spring 2021 Convocation: Tim Wise, Topic: *Not Giving Up: Maintaining Our Commitment to Justice in Unjust Times* and *Beyond Diversity: Steps for Uprooting Racism, Privilege and Institutional Inequality*. Breakout rooms to engage in critical reflection were facilitated after convocation. A follow up session, Friday of flex week with Tim Wise that focused on the topic: Beyond Diversity: Steps for Uprooting Racism, Privilege and Institutional Inequality. A full list of speakers is located here:
<https://rscdd.instructure.com/courses/52639/pages/guest-speakers>

Coffee with Colleagues started meeting in spring 2020 and is an interdisciplinary space where faculty, administrators, and classified staff can build relationships, foster community with each other, increase self-awareness, and engage in dialogue and reflection about the pressing equity and social justice issues at Santa Ana College.

Equity in Action Ally Group started meeting in fall 2020. The Equity in Action ally group is a group of faculty and classified who want to promote direct actions and methods that provide an equitable classroom environment. This group’s goal is to have monthly discussions about practical techniques and items that can be brought right into the classroom to promote student-centric learning and reduce academic achievement gaps.

Virtual monthly Book Club with Interim President Dr. Marilyn Flores focused on reading and discussing Dr. Ibram X. Kendi’s book “How to be an Anti-Racist”.

Women’s History Month featured the following speakers:

Dolores Huerta: Focused on civil rights, community organizing, civic engagement, and policy advocacy.

Dr. Audrey Yamagata-Noji: Between Black Lives Matter and being a Hispanic Serving Institution, where do Asian Pacific Islander Americans fit in?

Dr. Joy DeGruy: Cultural sensitivity, diversity, mental health and ecological resilience.

Black History Month featured the following speakers:

Dr. Joy DeGruy: “Hear our Song” and author of Post Traumatic Slave Syndrome: America’s Legacy of Enduring Injury and Healing.

Dr. Mel Palmer: Black Trauma Presentation and Panel

Asian Pacific American Heritage Month featured the following speakers:

Dr. Russel Jeung: Stopping Anti-Asian Hate During COVID-19 and Beyond

Helen Zia: Asian Americans in the Time of COVID/Hate: Resistance and Unity to Create Change

Asian Pacific Student Program (APSP) Advisory Board created and emailed the Asian American Pacific Islander (AAPI) Community Pledge, which includes action items to support of the AAPI community given the significant rise of violence against the community. <https://forms.gle/y1AP3LwDqbrXh2157>

Professional Development purchased and distributed books and ebooks to administrators, faculty, and classified who requested them:

eBooks: (*Asterisked ebooks are in the purchase process at the writing of this document.)

1. *Against Common Sense: Teaching and Learning Toward Social Justice* by Kevin K. Kumashiro
2. **Degrees That Matter* by Natasha A. Jankowski & David W. Marshall
3. *Dispatches from the Race War* by Tim Wise
4. **Engaging Learners Through Zoom: Strategies for Virtual Teaching Across Disciplines* by Dr. Jonathan Brennan
5. **From Equity Talk to Equity Walk* by Tia Brown McNair, Estela Mara Bensimon, Lindsey Malcolm-Piqueux
6. **Under the Affluence: Shaming the Poor, Raising the Rich, and Sacrificing the Future of America* by Tim Wise

Hard copies:

1. *Bad Teacher! How Blaming Teachers Distorts the Bigger Picture* by Kevin K. Kumashiro
2. *Blindspot: Hidden Biases of Good People* by Mahzarin R. Banaji
3. *Degrees That Matter* by Natasha A. Jankowski & David W. Marshall
4. *From Equity Talk to Equity Walk* by Tia Brown McNair, Estela Mara Bensimon, Lindsey Malcolm-Piqueux
5. *How to Be an Anti-Racist* by Ibram X. Kendi
6. *The Missing Course: Everything They Never Taught You about College Teaching* by David Gooblar
7. *Nudge: Improving Decisions About Health, Wealth & Happiness* by Richard Thaler & Cass Sunstein
8. *Pedagogy of the Oppressed* by Paulo Freire
9. *Stamped from the Beginning: The Definitive History of Racist Ideas in America* by Ibram X. Kendi
10. *Start with WHY* by Simon Sinek
11. *Whistling Vivaldi: How Stereotypes Affect Us and What We Can Do (Issues of Our Time)* by Claude M. Steele

Santa Ana College Academic Senate Anti-Racism Resolution.

Resolution FA20 12.8.2020

Resolution Affirming the Anti-racism, Anti-sexism, Anti-oppression Charge of the Santa Ana College Academic Senate

Resolution submitted by Reyna Cummings, Susan Hoang, Rebecca Ortiz, Cathryn Pierce, Maria Aguilar Beltran, Maria “Lupe” Estrada, Stephanie Clark, with the guidance of the Academic Senate Executive Board.

Whereas, The Academic Senate of Santa Ana College acknowledges, through behavior witnessed on our campus and within professional settings, that there is a systemic problem with racism, sexism, and intersectionality that not only affects students but the entirety of our campus community; and

Whereas, Systemic/institutional racism is a product of the historical injustices, policies, procedures, and norms that have a disproportionately negative impact on Black, Indigenous, Latinx, People of Color (BILPOC), women, and other marginalized voices.

Whereas, These issues are often perpetuated through actions of silencing, retaliation, abuse of power, and bullying;

Whereas, The Academic Senate’s purview of academic and professional matters requires that we address the issues of positionality, privilege, and power directly through Academic Senate recommendations and support.

Resolved, The Academic Senate denounces the silencing of voices and is committed to dismantling sexism, racism, and any other forms of oppression;

Resolved, The Academic Senate will immediately establish a workgroup that will provide short- term and long-term recommendations for dismantling sexism, racism, and any other forms of oppression and will establish diverse and inclusive spaces for systemically marginalized voices; and

Be it resolved that, the Academic Senate, in collaboration with college or district efforts, will provide training, conversations, and establish practices that support an inclusive culture of leadership that holds this community accountable to the charge of dismantling sexism, racism, and any other forms of oppression and create diverse and inclusive spaces for systemically marginalized voices.

**Resolution Affirming RSCCD's Commitment to Actively Strategize and
Take Action Against Structural Racism**

Resolution No. 20-10

WHEREAS, Rancho Santiago Community College District Board of Trustees, faculty, staff, and students are hurting and outraged due to systemic racial injustices that still exist in the country; and

WHEREAS, RSCCD has the opportunity to transform communities by training law enforcement officers and first responders in unconscious/implicit bias, de-escalation training with cultural sensitivity, and community-oriented/de-militarized approaches, and

WHEREAS, RSCCD pledges to host open dialogue and address campus climate affected by the murder of George Floyd and other racial injustices, ongoing violence projected in the news, poverty and inequality by becoming our community's hub for dialog and having open and honest conversations between our students, faculty, staff and administrators as to how we will come together as an educational community to keep building inclusive and safe learning environments; and

WHEREAS, the district's campus leaders must look at overall campus climate, engaging faculty leaders in a comprehensive review of all courses and programs, including non-credit, adult education, and workforce training programs, to audit classroom climate and develop action plans to create inclusive classrooms and anti-racism curriculum, hosting open dialogue and addressing campus climate; and

WHEREAS, the district and college teams must develop action plans that provide proactive support for faculty and staff in evaluating classroom learning cultures, curriculum, lesson plans and syllabi, and course evaluation protocols, looking comprehensively at inclusive curriculum that goes beyond a single course, such as ethnic studies, and evaluate all courses for diversity of representation and culturally-relevant content; and

WHEREAS, Rancho Santiago Community College District leaders agree to have candid conversations about the limitations and barriers to pushing the equity plans and agenda further, and where there are opportunities and support to accelerate the work; and

WHEREAS, RSCCD will pull together a cross-campus team, including research, human resources, technology, faculty, support services, classified staff and others to focus on naming the barriers, identifying solutions to rally the full college district to engage in meeting the needs; and

WHEREAS, RSCCD shall address and fully implement a diversity, equity and inclusion (DEI) integration plan in a shortened time frame; and

WHEREAS, the Rancho Santiago Community College District wishes to affirm its commitment to improving outcomes for all of its students, using its position of privilege, influence and power to make a difference and actively strategize and take action against structural racism; and

THEREFORE BE IT RESOLVED by the Board of Trustees of the Rancho Santiago Community College District that: Rancho Santiago Community College District commits to improving outcomes for all of its students, faculty, and staff using its position of influence and power to make a difference and actively strategize and take action against structural racism.

Ayes: 6 Trustees: Alvarez, Barrios, Hanna, Labrado, Hernandez, Yarbrough

Noes: 0

Absent: 0

Abstain: 0

APPENDIX C (Alignment of Program Review Objectives (Activities) to Strategic Goals)

Completion

Strategic Goal #1

Santa Ana College will provide support services that remove barriers for timely completion of educational goals of students

Strategic Goal #2

Santa Ana College will provide Career and Academic Pathways (CAPs) to all students together with academic and student support services that they need to complete their educational goals in a timely manner

Completion Strategic Goals activities include:

Implementing AB 705 placement and assessment changes

Using program mapping to identify gaps in the course scheduling

Increasing emphasis on summer and intersession

Using research as benchmarks to set program goals

Graduation petition and degree audit - fall

Utilizing a mandatory electronic education plan

Dual Enrollment / Articulation for HS

Implementing Open Educational Resources (OER)

Increasing the number of online classes

Online degree (creating programs that are entirely online)

Industry recognized certification (QB, CTEC, ASC, Paralegal, MOS, Adobe)

15 units semester / 30 units year

Promoting resources to engage/support students (Learning Center, Math Center, Science Center)

Revising and creating new Associate Degrees for Transfer (ADTs)

Emphasizing major focused scholarships

High school outreach

Adult Education outreach to non-traditional, incarcerated, middle college

Transfer

Strategic Goal #3

Santa Ana College will increase the number of students transferring annually to four-year institutions

Transfer Strategic Goal activities include:

Increasing the number of associate degree for transfer (ADT)

Increasing the number of counselors visits to core classes

Converting education plans to electronic format

Guided Pathways

Help students identify career interests
AB705 implementation
Scholarships for transfer
University fairs
Promise Transfer program
Honors programs
Online Ed plan for all - needs Wi-Fi
Social media with students on track to transfer
Faculty show pathways / transfer during class
Resources regarding transfer/grad on Canvas in devoted folder
Professional growth

Unit Accumulation

Strategic Goal #4

Santa Ana College will provide services that support student integration, retention, and persistence and the completion of a targeted number of units that that will result in the efficient achievement of a chosen educational goal by 50% of our students within 5 years

Objectives: Integration, Retention, Persistence and Completion

Unit Accumulation Strategic Goal activities include

AB705 implementation
Fall 2019 online orientation and implementation of Superstrong (career interest application)
Excused withdrawals
Early alert
Increased online/hybrid/Gr8, intersession offerings
Electronic education plans
Graduation reminder at 45 units
Defined career and academic pathways
COMEVO software - online orientation
Cranium Café - Virtual counseling

Workforce

Strategic Goal #5

Santa Ana College will prepare students for successful, livable-wage employment closely related to their field of study

Strategic Goal #6

Santa Ana College will develop a comprehensive career education marketing, outreach and recruitment plan

Strategic Goal #7

Santa Ana will develop and offer innovative, high quality, workforce-ready, industry-driven career and technical programs

Workforce Strategic Goal activities include:

Leverage local and regional Strong Workforce Program funds.

Align TOP and SAM codes for courses and programs to correct SAC data

Implement process to improve participation in Career & Technical Education Outcomes Survey

Develop surveys and social media platforms to track student info

Engage in program review to revise, develop or eliminate programs to align with career opportunities in industries experiencing change

Develop curriculum based on outcomes of the program review process and identify industry needs

Enhance advisory committees to connect with employers

Develop Consortium network and Santa Ana Work Center Partnership

Develop events to encourage noncredit to credit transition

Create regional workforce based learning opportunities

Develop classroom presentations on careers and SAC resources

Equity

Strategic Goal #8

In order to reduce achievement gaps in all areas by 40% by 2022, Santa Ana College, within the context of its diverse community, will systematically equitize its practices leading to culturally responsive programs and services

Equity Strategic Goal activities include:

Continue to offer the Bus Pass benefit

Remove fee payment requirement/ drop for non-payment

Create completion teams for all Career and Academic Pathways (CAPs) (Counseling, financial aid, faculty advisor, peer mentor, career coach)

Create intentional pathways for students to transition from non-credit to credit

Create opportunities for engagement and social belonging (growth mindset, habits of mind, productive persistence)

Initiate a wellness campaign (financial aid, financial navigation, promise commitments, EOPS, food insecurity initiative)

Schedule classes to allow students to complete programs at a faster pace

ADDITIONAL RESOURCES

Santa Ana College Research Office, <https://sac.edu/research>

- Santa Ana College Fact Book
- Santa Ana College FACTS Sheet
- Santa Ana College SEAT (Student Equity Action Tool) Dashboard
- Santa Ana College NEAT (Noncredit Equity Action Tool) Dashboard
- Santa Ana College Persistence Tool
- Santa Ana College Student Satisfaction Survey
- Santa Ana College Survey of Student Engagement (SENSE) Results
- Santa Ana College School of Continuing Education Quick Facts
- The Economic Value of Santa Ana College

Santa Ana College Accreditation, <https://sac.edu/Accreditation/Pages/default.aspx>

Santa Ana College Guided Pathways,

<https://www.sac.edu/FacultyStaff/GuidedPathways/Pages/default.aspx>

Rancho Santiago Community College District Research Office,

<https://www.rscdd.edu/Departments/Research/>

- FACTS N STATS Dashboards
- Enrollment Management Dashboards
- Rancho Santiago Community College District Credit Program Facts and Stats Dashboard
- An Environmental Scan of Rancho Santiago Community College District
- Rancho Santiago Community College District Quick Facts

Rancho Santiago Community College District Continuing Education Research,

<https://www.rscdd.edu/Departments/Research/SCE/Pages/School-of-Continuing-Education-Research-Home-Page.aspx>

- FACTS N STATS
- External Environmental Scans

California Community Colleges Chancellor's Office, <https://www.cccco.edu/>

California Community Colleges Guided Pathways, <https://www.cccco.edu/College-Professionals/Guided-Pathways>
California Community Colleges Chancellor's Office Management Information Systems Data Mart, <https://datamart.cccco.edu/datamart.aspx>
California Community Colleges Launchboard, <https://www.calpassplus.org/LaunchBoard/Home.aspx>
California Community Colleges Vision for Success, <https://www.cccco.edu/About-Us/Vision-for-Success>