

Student Equity and Achievement Program Produced: 08/31/2021 01:31 PM PDT Cristina Miranda

# Santa Ana College - Student Equity Plan (2019-22): Certified

## Details

### Assurances

- I have read the legislation [Education Code 78220](#) and am familiar with the goals, terms and conditions of the Student Equity Plan, as well as the requirements of Student Equity & Achievement legislation ([Education Code 78222](#)).

### Progress & Success

#### Process & Schedule

Equity is infused in most initiatives across campus including Guided Pathways, Strong Workforce Program, Student Equity and Achievement Program, and Career Education efforts, among others. The Santa Ana College (SAC) Program Review process asks academic and student services areas to review disaggregated data to ensure that programs are evaluated through an equity lens. Operationally, the Student Success and Equity Committee (SSEC) is responsible for providing the oversight of goals and associated activities of the Equity Plan. The committee is currently revising its structure to ensure monitoring, evaluation and attainment of the Plan goals. The Equity Allocation Evaluation Ad-Hoc Committee, a subcommittee of SSEC, reviews and revises the processes associated with requesting equity funds. The Equity Proposal Process Review Ad-Hoc Committee, a subcommittee of the SSEC, reviews the processes, rubrics, and reporting of the results of the assessment of Equity funded efforts. The current funding request process specifically requires information on intended outcomes, connection to Equity Plan and Guided Pathway goals, specific intended target population, and quantitative and qualitative evaluation methods. In this way, the committee can evaluate which activities have been effective to ensure that only actions with significant impact on the college goals is funded. Additionally, areas that receive Equity funds are required to provide regular updates on their progress. The Santa Ana College Research Office (SACRO) and SSEC lead the effort to evaluate progress towards meeting SAC's student Equity goals. SACRO provides dashboards and programming that automate the retrieval of information to track SAC's progress with respect to the Equity goals. SACRO develops new tools and processes to identify and track the existing equity gaps. Group identifiers are developed to allow for the analysis of outcomes for disproportionately impacted groups. SACRO continues to offer professional development for all faculty, staff and management on how to evaluate programs and track student progress. SSEC monitors campus efforts regarding progress evaluation, providing participatory governance oversight to the process. Although SSEC establishes a detailed annual schedule for requesting funding and evaluating progress, SACRO provides analysis of outcomes on a more frequent basis when appropriate.

#### Success Criteria

As is the case in many community colleges across the state, Santa Ana College has embraced the use of cross-functional teams. This integration extends to the Executive Team as well, which consists of VP of Academic Affairs, VP of Student Services, and two committee co-chairs. Consequently, the ownership of the Equity Plan no longer solely rests under Student Services but rather is a shared responsibility with Academic Affairs. This manifests itself most tangibly as the college continues to focus on Guided Pathways work, in particular on the fourth pillar: Ensuring student learning. The College will use Equity funds, among others, to develop instructional interventions and curricular changes that must take place in the classroom. Santa Ana College's process for allocating Equity funds, composition of its Student Success & Equity Committee (SSEC), structure of its Guided Pathways Steering Group, and strategic planning process ensures coordination across student equity-related categorical programs and campus-based programs. Additionally, the college will fund a Faculty Equity Coordinator position. To sustain equity-minded activities, SSEC structure has been revised to support and make both Student Services and Academic Affairs responsible and accountable for the success of the initiative. The membership of SSEC is a cross-functional team that includes members from both areas. Membership includes the Vice President of Academic Affairs and the Vice President of Student Services, to whom campus program leaders report, ensuring a cross campus coordination of programs. The Equity Allocation Evaluation Ad-Hoc Committee reviews the allocation of funds to programs to ensure that funded activities align with the Equity Plan, Guided Pathways, College Strategic Goals, and Equity Goals. Having one subcommittee responsible for fund allocation review allows examination for program overlap, scalability, and purpose to happen within one body.

Additionally, the Equity Proposal Process Review Ad-Hoc Committee, a subcommittee of the SSEC, reviews the processes, rubrics, and reporting of the results of the assessment of college equity-funded activities. As one of 20 colleges participating in the Guided Pathways Institute, Santa Ana College has developed a robust and inclusive process for formulating activities focused on student completion. Santa Ana College is developing its new strategic plan, which will provide a framework for overall direction for SAC.

## Executive Summary

<https://www.sac.edu/committees/StudentSuccess>

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**Metrics**

**Overall Student Population**

| Metric   | Baseline | Goal  | Equity Change |
|--|----------|-------|---------------|
| Transferred to a Four-Year Institution   | 1991     | 2688  | +35.01%       |
| Attained the Vision Goal Completion Definition                                       | 1969     | 2501  | +27.02%       |
| Retained from Fall to Spring at the Same College                                     | 23972    | 25410 | +6%           |
| Enrolled in the Same Community College   | 22110    | 24321 | +10%          |
| Completed Both Transfer-Level Math and English Within the District in the First Year | 334      | 889   | +166.17%      |

**Disproportionately Impacted (DI) Student Groups**

| Demographic                               | Gender | Metric   | Baseline | Goal | Equity Change |
|---|--------|--|----------|------|---------------|
| Native Hawaiian or other Pacific Islander | Male   | Attained the Vision Goal Completion Definition                                       | 1        | 2    | +100% ▮▮◀     |
| White                                     | Male   | Attained the Vision Goal Completion Definition                                       | 138      | 186  | +34.78% ▮▮◀   |
| Hispanic or Latino                        | Female | Attained the Vision Goal Completion Definition                                       | 796      | 1010 | +26.88% ◀ ▮▮  |
| Hispanic or Latino                        | Male   | Attained the Vision Goal Completion Definition                                       | 528      | 670  | +26.89% ◀ ▮▮  |
| Black or African American                 | Female | Attained the Vision Goal Completion Definition                                       | 11       | 14   | +27.27% ▮▮◀   |
| Black or African American                 | Male   | Attained the Vision Goal Completion Definition                                       | 13       | 17   | +30.77% ▮▮◀   |
| American Indian or Alaska Native          | Female | Attained the Vision Goal Completion Definition                                       | 1        | 2    | +100% ▮▮◀     |
| American Indian or Alaska Native          | Male   | Attained the Vision Goal Completion Definition                                       | 2        | 3    | +50% ▮▮◀      |
| Hispanic or Latino                        | Female | Completed Both Transfer-Level Math and English Within the District in the First Year | 141      | 396  | +180.85% ▮▮◀  |
| Black or African American                 | Female | Completed Both Transfer-Level Math and English Within the District in the First Year | 3        | 9    | +200% ▮▮◀     |
| American Indian or Alaska Native          | Female | Completed Both Transfer-Level Math and English Within the District in the First Year | -        | 2    | +100% ◀ ▮▮    |
| American Indian or Alaska Native          | Male   | Completed Both Transfer-Level Math and English Within the District in the First Year | -        | 2    | +100% ◀ ▮▮    |
| Hispanic or Latino                        | Male   | Enrolled in the Same Community College   | 7107     | 7747 | +9.01% ◀ ▮▮   |
| Hispanic or Latino                        | Female | Enrolled in the Same Community College   | 8438     | 9197 | +9% ◀ ▮▮      |
| American Indian or Alaska Native          | Male   | Enrolled in the Same Community College   | 53       | 61   | +15.09% ▮▮◀   |

| Demographic                      | Gender | Metric   | Baseline | Goal | Equity Change |
|----------------------------------|--------|--|----------|------|---------------|
| Hispanic or Latino               | Male   | Retained from Fall to Spring at the Same College                                     | 5780     | 6184 | +6.99% ▮▮◀    |
| Hispanic or Latino               | Female | Retained from Fall to Spring at the Same College                                     | 6655     | 7121 | +7% ▮▮◀       |
| Black or African American        | Male   | Retained from Fall to Spring at the Same College                                     | 184      | 197  | +7.07% ▮▮◀    |
| Black or African American        | Female | Retained from Fall to Spring at the Same College                                     | 95       | 102  | +7.37% ▮▮◀    |
| American Indian or Alaska Native | Female | Retained from Fall to Spring at the Same College                                     | 15       | 16   | +6.67% ▮▮◀    |
| American Indian or Alaska Native | Male   | Retained from Fall to Spring at the Same College                                     | 45       | 48   | +6.67% ▮▮◀    |
| Hispanic or Latino               | Male   | Transferred to a Four-Year Institution   | 444      | 600  | +35.14% ▮▮◀   |
| Hispanic or Latino               | Female | Transferred to a Four-Year Institution   | 660      | 890  | +34.85% ◀ ▮   |
| Black or African American        | Male   | Transferred to a Four-Year Institution   | 22       | 32   | +45.45% ▮▮◀   |
| Black or African American        | Female | Transferred to a Four-Year Institution   | 16       | 23   | +43.75% ▮▮◀   |
| American Indian or Alaska Native | Female | Transferred to a Four-Year Institution   | 1        | 2    | +100% ▮▮◀     |
| Some other race                  | Male   | Attained the Vision Goal Completion Definition                                       | 21       | 28   | +33.33% ▮▮◀   |
| Some other race                  | Female | Attained the Vision Goal Completion Definition                                       | 36       | 49   | +36.11% ▮▮◀   |
| Veteran                          | Male   | Completed Both Transfer-Level Math and English Within the District in the First Year | 0        | 3    | +200% ▮▮◀     |
| LGBT                             | Female | Completed Both Transfer-Level Math and English Within the District in the First Year | 1        | 5    | +400% ▮▮◀     |
| Foster Youth                     | Male   | Completed Both Transfer-Level Math and English Within the District in the First Year | 0        | 1    | 0% ◀ ▮        |
| Black or African American        | Male   | Completed Both Transfer-Level Math and English Within the District in the First Year | 0        | 3    | +200% ▮▮◀     |

| Demographic                | Gender | Metric   | Baseline | Goal | Equity Change |
|----------------------------|--------|--|----------|------|---------------|
| Some other race            | Male   | Completed Both Transfer-Level Math and English Within the District in the First Year | 5        | 14   | +180% ▮▮◀     |
| Hispanic or Latino         | Male   | Completed Both Transfer-Level Math and English Within the District in the First Year | 117      | 351  | +200% ▮▮◀     |
| More than one race         | Female | Completed Both Transfer-Level Math and English Within the District in the First Year | 0        | 3    | +200% ▮▮◀     |
| Economically Disadvantaged | Male   | Completed Both Transfer-Level Math and English Within the District in the First Year | 119      | 333  | +179.83% ▮▮◀  |
| Disabled                   | Male   | Completed Both Transfer-Level Math and English Within the District in the First Year | 0        | 11   | +1000% ▮▮◀    |
| LGBT                       | Male   | Retained from Fall to Spring at the Same College                                     | 111      | 122  | +9.91% ▮▮◀    |
| Some other race            | Male   | Retained from Fall to Spring at the Same College                                     | 2689     | 2904 | +8% ▮▮◀       |
| White                      | Female | Retained from Fall to Spring at the Same College                                     | 653      | 699  | +7.04% ▮▮◀    |
| Some other race            | Female | Retained from Fall to Spring at the Same College                                     | 2136     | 2286 | +7.02% ▮▮◀    |
| Veteran                    | Female | Enrolled in the Same Community College   | 35       | 44   | +25.71% ▮▮◀   |
| LGBT                       | Male   | Enrolled in the Same Community College   | 331      | 361  | +9.06% ◀ ▮ ▮  |
| LGBT                       | Female | Enrolled in the Same Community College   | 511      | 560  | +9.59% ◀ ▮ ▮  |
| Foster Youth               | Male   | Enrolled in the Same Community College   | 101      | 111  | +9.9% ◀ ▮ ▮   |
| Foster Youth               | Female | Enrolled in the Same Community College   | 139      | 153  | +10.07% ▮▮◀   |
| Filipino                   | Male   | Enrolled in the Same Community College   | 152      | 175  | +15.13% ▮▮◀   |

| Demographic                               | Gender | Metric                                 | Baseline | Goal | Equity Change |
|---|--------|--|----------|------|---------------|
| Black or African American                 | Male   | Enrolled in the Same Community College | 303      | 348  | +14.85% ▮▮◀   |
| Asian                                     | Male   | Enrolled in the Same Community College | 1134     | 1304 | +14.99% ▮▮◀   |
| American Indian or Alaska Native          | Female | Enrolled in the Same Community College | 37       | 54   | +45.95% ▮▮◀   |
| Native Hawaiian or other Pacific Islander | Female | Enrolled in the Same Community College | 37       | 56   | +51.35% ▮▮◀   |
| Some other race                           | Female | Enrolled in the Same Community College | 68       | 81   | +19.12% ▮▮◀   |
| Filipino                                  | Female | Enrolled in the Same Community College | 217      | 250  | +15.21% ▮▮◀   |
| Black or African American                 | Female | Enrolled in the Same Community College | 253      | 291  | +15.02% ▮▮◀   |
| White                                     | Female | Enrolled in the Same Community College | 1056     | 1214 | +14.96% ▮▮◀   |
| Asian                                     | Female | Enrolled in the Same Community College | 1387     | 1595 | +15% ▮▮◀      |
| American Indian or Alaska Native          | Male   | Transferred to a Four-Year Institution | 1        | 3    | +200% ▮▮◀     |
| Native Hawaiian or other Pacific Islander | Male   | Transferred to a Four-Year Institution | 3        | 5    | +66.67% ▮▮◀   |
| Some other race                           | Male   | Transferred to a Four-Year Institution | 57       | 82   | +43.86% ▮▮◀   |
| White                                     | Male   | Transferred to a Four-Year Institution | 197      | 285  | +44.67% ▮▮◀   |
| Native Hawaiian or other Pacific Islander | Female | Transferred to a Four-Year Institution | 1        | 2    | +100% ▮▮◀     |

### Additional Categories

No population groups selected.

### Activities



## Implement the major principles of The Guided Pathways Framework

### Brief Description of Activity

As a Guided Pathways college, Santa Ana College has been involved in implementing the Guided Pathways framework for two years. The Guided Pathways activities at Santa Ana College are overseen by six design teams led by an executive team and core teams. In 2019-2020 Santa Ana College is finalizing steps to launch the "Meta-Majors" grouping of programs, 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 will be establishing an Outcomes and Assessment Committee.

### Related Metrics

- Native Hawaiian or other Pacific Islander : Male : Attained the Vision Goal Completion Definition
- White : Male : Attained the Vision Goal Completion Definition
- Hispanic or Latino : Female : Attained the Vision Goal Completion Definition
- Hispanic or Latino : Male : Attained the Vision Goal Completion Definition
- Black or African American : Female : Attained the Vision Goal Completion Definition
- Black or African American : Male : Attained the Vision Goal Completion Definition
- American Indian or Alaska Native : Female : Attained the Vision Goal Completion Definition
- American Indian or Alaska Native : Male : Attained the Vision Goal Completion Definition
- Overall : All : Attained the Vision Goal Completion Definition
- Some other race : Male : Attained the Vision Goal Completion Definition
- Some other race : Female : Attained the Vision Goal Completion Definition

## Professional development opportunities for faculty and staff

### Brief Description of Activity

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.

### Related Metrics

- Overall : All : Transferred to a Four-Year Institution
- Overall : All : Attained the Vision Goal Completion Definition
- Overall : All : Retained from Fall to Spring at the Same College
- Overall : All : Enrolled in the Same Community College
- Overall : All : Completed Both Transfer-Level Math and English Within the District in the First Year

## Implement technology to support student success

### Brief Description of Activity

Santa Ana College has recently implemented a texting system to improve communication with students and allow for targeted and immediate relaying of important information. A new online orientation will launch this fall along with online probation workshops. Future plans include the implementation of software for virtual student services, predictive analytics, early alert and student case management. Additional technology to support creating online educational plans at scale will also be implemented. A new digital media specialist position has been approved with responsibilities that include modernization of the college website. Santa Ana College has launched a new initiative to promote the use of Nuventive software by faculty for the tracking and documentation of Student Learning Outcomes (SLO) assessment data.

### Related Metrics

- Hispanic or Latino : Male : Enrolled in the Same Community College

- Hispanic or Latino : Female : Enrolled in the Same Community College
- American Indian or Alaska Native : Male : Enrolled in the Same Community College
- Hispanic or Latino : Male : Retained from Fall to Spring at the Same College
- Hispanic or Latino : Female : Retained from Fall to Spring at the Same College
- Black or African American : Male : Retained from Fall to Spring at the Same College
- Black or African American : Female : Retained from Fall to Spring at the Same College
- American Indian or Alaska Native : Female : Retained from Fall to Spring at the Same College
- American Indian or Alaska Native : Male : Retained from Fall to Spring at the Same College
- Overall : All : Retained from Fall to Spring at the Same College
- Overall : All : Enrolled in the Same Community College
- LGBT : Male : Retained from Fall to Spring at the Same College
- Some other race : Male : Retained from Fall to Spring at the Same College
- White : Female : Retained from Fall to Spring at the Same College
- Some other race : Female : Retained from Fall to Spring at the Same College
- Veteran : Female : Enrolled in the Same Community College
- LGBT : Male : Enrolled in the Same Community College
- LGBT : Female : Enrolled in the Same Community College
- Foster Youth : Male : Enrolled in the Same Community College
- Foster Youth : Female : Enrolled in the Same Community College
- Filipino : Male : Enrolled in the Same Community College
- Black or African American : Male : Enrolled in the Same Community College
- Asian : Male : Enrolled in the Same Community College
- American Indian or Alaska Native : Female : Enrolled in the Same Community College
- Native Hawaiian or other Pacific Islander : Female : Enrolled in the Same Community College
- Some other race : Female : Enrolled in the Same Community College
- Filipino : Female : Enrolled in the Same Community College
- Black or African American : Female : Enrolled in the Same Community College
- White : Female : Enrolled in the Same Community College
- Asian : Female : Enrolled in the Same Community College

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## Improve communication with and the distribution of information to students

### Brief Description of Activity

The recently implemented texting system will be used to target Disproportionately Impacted student groups. The 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.

### Related Metrics

- Hispanic or Latino : Male : Enrolled in the Same Community College
- Hispanic or Latino : Female : Enrolled in the Same Community College
- American Indian or Alaska Native : Male : Enrolled in the Same Community College
- Hispanic or Latino : Male : Retained from Fall to Spring at the Same College
- Hispanic or Latino : Female : Retained from Fall to Spring at the Same College
- Black or African American : Male : Retained from Fall to Spring at the Same College
- Black or African American : Female : Retained from Fall to Spring at the Same College
- American Indian or Alaska Native : Female : Retained from Fall to Spring at the Same College
- American Indian or Alaska Native : Male : Retained from Fall to Spring at the Same College
- Overall : All : Retained from Fall to Spring at the Same College
- Overall : All : Enrolled in the Same Community College

- LGBT : Male : Retained from Fall to Spring at the Same College
- Some other race : Male : Retained from Fall to Spring at the Same College
- White : Female : Retained from Fall to Spring at the Same College
- Some other race : Female : Retained from Fall to Spring at the Same College
- Veteran : Female : Enrolled in the Same Community College
- LGBT : Male : Enrolled in the Same Community College
- LGBT : Female : Enrolled in the Same Community College
- Foster Youth : Male : Enrolled in the Same Community College
- Foster Youth : Female : Enrolled in the Same Community College
- Filipino : Male : Enrolled in the Same Community College
- Black or African American : Male : Enrolled in the Same Community College
- Asian : Male : Enrolled in the Same Community College
- American Indian or Alaska Native : Female : Enrolled in the Same Community College
- Native Hawaiian or other Pacific Islander : Female : Enrolled in the Same Community College
- Some other race : Female : Enrolled in the Same Community College
- Filipino : Female : Enrolled in the Same Community College
- Black or African American : Female : Enrolled in the Same Community College
- White : Female : Enrolled in the Same Community College
- Asian : Female : Enrolled in the Same Community College

## Restructure courses and course sequences

### Brief Description of Activity

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 will have 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.

### Related Metrics

- Overall : All : Transferred to a Four-Year Institution
- Hispanic or Latino : Female : Completed Both Transfer-Level Math and English Within the District in the First Year
- Black or African American : Female : Completed Both Transfer-Level Math and English Within the District in the First Year
- American Indian or Alaska Native : Female : Completed Both Transfer-Level Math and English Within the District in the First Year
- American Indian or Alaska Native : Male : Completed Both Transfer-Level Math and English Within the District in the First Year
- Overall : All : Completed Both Transfer-Level Math and English Within the District in the First Year
- Veteran : Male : Completed Both Transfer-Level Math and English Within the District in the First Year
- LGBT : Female : Completed Both Transfer-Level Math and English Within the District in the First Year
- Foster Youth : Male : Completed Both Transfer-Level Math and English Within the District in the First Year
- Black or African American : Male : Completed Both Transfer-Level Math and English Within the District in the First Year
- Some other race : Male : Completed Both Transfer-Level Math and English Within the District in the First Year
- Hispanic or Latino : Male : Completed Both Transfer-Level Math and English Within the District in the First Year
- More than one race : Female : Completed Both Transfer-Level Math and English Within the District in the First Year
- Economically Disadvantaged : Male : Completed Both Transfer-Level Math and English Within the District in the First Year
- Disabled : Male : Completed Both Transfer-Level Math and English Within the District in the First Year

## Revise existing programs and create new ones that support student success

### Brief Description of Activity

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. SSEC 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.

### Related Metrics

- Overall : All : Transferred to a Four-Year Institution
- Native Hawaiian or other Pacific Islander : Male : Attained the Vision Goal Completion Definition
- White : Male : Attained the Vision Goal Completion Definition
- Hispanic or Latino : Female : Attained the Vision Goal Completion Definition
- Hispanic or Latino : Male : Attained the Vision Goal Completion Definition
- Black or African American : Female : Attained the Vision Goal Completion Definition
- Black or African American : Male : Attained the Vision Goal Completion Definition
- American Indian or Alaska Native : Female : Attained the Vision Goal Completion Definition
- American Indian or Alaska Native : Male : Attained the Vision Goal Completion Definition
- Hispanic or Latino : Male : Transferred to a Four-Year Institution
- Hispanic or Latino : Female : Transferred to a Four-Year Institution
- Black or African American : Male : Transferred to a Four-Year Institution
- Black or African American : Female : Transferred to a Four-Year Institution
- American Indian or Alaska Native : Female : Transferred to a Four-Year Institution
- Overall : All : Attained the Vision Goal Completion Definition
- Some other race : Male : Attained the Vision Goal Completion Definition
- Some other race : Female : Attained the Vision Goal Completion Definition
- American Indian or Alaska Native : Male : Transferred to a Four-Year Institution
- Native Hawaiian or other Pacific Islander : Male : Transferred to a Four-Year Institution
- Some other race : Male : Transferred to a Four-Year Institution
- White : Male : Transferred to a Four-Year Institution
- Native Hawaiian or other Pacific Islander : Female : Transferred to a Four-Year Institution

## Applicant / New student initiatives

### Brief Description of Activity

Creation of an Online Orientation is in process and the on-campus all day orientation/ information event, Santa Ana College Days, has been expanded to attract more students. Programs have been grouped into Career and Academic Pathways or 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. The college will allocate funds annually for marketing activities. Data will be analyzed to identify opportunities to increase the percentage of applicants that enroll.

### Related Metrics

- Hispanic or Latino : Male : Enrolled in the Same Community College
- Hispanic or Latino : Female : Enrolled in the Same Community College
- American Indian or Alaska Native : Male : Enrolled in the Same Community College
- Hispanic or Latino : Male : Retained from Fall to Spring at the Same College
- Hispanic or Latino : Female : Retained from Fall to Spring at the Same College
- Black or African American : Male : Retained from Fall to Spring at the Same College
- Black or African American : Female : Retained from Fall to Spring at the Same College
- American Indian or Alaska Native : Female : Retained from Fall to Spring at the Same College

- American Indian or Alaska Native : Male : Retained from Fall to Spring at the Same College
- Overall : All : Retained from Fall to Spring at the Same College
- Overall : All : Enrolled in the Same Community College
- LGBT : Male : Retained from Fall to Spring at the Same College
- Some other race : Male : Retained from Fall to Spring at the Same College
- White : Female : Retained from Fall to Spring at the Same College
- Some other race : Female : Retained from Fall to Spring at the Same College
- Veteran : Female : Enrolled in the Same Community College
- LGBT : Male : Enrolled in the Same Community College
- LGBT : Female : Enrolled in the Same Community College
- Foster Youth : Male : Enrolled in the Same Community College
- Foster Youth : Female : Enrolled in the Same Community College
- Filipino : Male : Enrolled in the Same Community College
- Black or African American : Male : Enrolled in the Same Community College
- Asian : Male : Enrolled in the Same Community College
- American Indian or Alaska Native : Female : Enrolled in the Same Community College
- Native Hawaiian or other Pacific Islander : Female : Enrolled in the Same Community College
- Some other race : Female : Enrolled in the Same Community College
- Filipino : Female : Enrolled in the Same Community College
- Black or African American : Female : Enrolled in the Same Community College
- White : Female : Enrolled in the Same Community College
- Asian : Female : Enrolled in the Same Community College

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## Outreach / College reputation

### Brief Description of Activity

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 the college. A branding consulting firm has assisted Santa Ana College with a process to develop its distinctive image and positive perception in the college community. Santa Ana College's Outreach office has extended its high school outreach within our service area. Activities and events also 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.

### Related Metrics

- Overall : All : Enrolled in the Same Community College
- 

## Financial

### Brief Description of Activity

The Santa Ana College 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) are less likely to be retained. Increasing retention will require a concerted effort to ensure that students are able to access financial aid if eligible.

### Related Metrics

- Overall : All : Transferred to a Four-Year Institution
- Overall : All : Attained the Vision Goal Completion Definition

- Economically Disadvantaged : Male : Completed Both Transfer-Level Math and English Within the District in the First Year

## Certification

### Chancellor/President

**Dr. Marilyn Flores**

Interim President, Santa Ana College

[Flores\\_Marilyn@sac.edu](mailto:Flores_Marilyn@sac.edu)

(714) 564-6974

Approved by Dr. Linda Rose

06/24/2019 05:30 PM PDT

### Chief Business Officer

**Dr. Bart Hoffman**

Vice President, Administrative Services

[hoffman\\_bart@sac.edu](mailto:hoffman_bart@sac.edu)

(714) 564-6304

Approved by Dr. Bart Hoffman

06/24/2019 10:14 AM PDT

### Chief Instructional Officer

**Dr. Jeffrey Lamb**

Vice President of Academic Affairs

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(714) 564-6080

Approved by Dr. Jeffrey Lamb

06/18/2019 08:18 PM PDT

### Chief Student Services Officer

**Dr. Vaniethia Hubbard**

Vice President of Student Services

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(714) 564-6085

06/17/2019 00:00

Approved by Dr. Vaniethia Hubbard

06/18/2019 04:11 PM PDT

Academic Senate President

Roy Shahbazian

[shahbazian\\_roy@sac.edu](mailto:shahbazian_roy@sac.edu)

Approved by Monica Zarske

06/18/2019 10:17 AM PDT

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