



**STUDENT EQUITY AND
ACHIEVEMENT PROGRAM:
2022-25 STUDENT EQUITY PLAN**

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PRELUDE

One in every five community college students in the nation attends a California Community College (CCC), and nearly 70% of those students are students of color. Five years ago, the Vision for Success catalyzed a paradigm shift in higher education statewide, challenging us to acknowledge that while well-intentioned, our institutions have historically failed to adequately address and dismantle systemic barriers that produce inequitable outcomes, particularly for students of color. The 2022-25 Student Equity Plan paves the way for colleges across the system to commit to sharpening our focus on dismantling these institutional barriers while intensifying our resolve to achieve racial equity in outcomes for our students of color.

In 2020, the convergence of a global pandemic and a reckoning with racial injustice prompted Chancellor Oakley to make a “Call to Action” to mobilize the system to use our collective positions of privilege, influence, and power, to recenter racial equity. As you prepare to develop your Student Equity Plan, we encourage you to consider your response to the Call to Action. Below are a few resources and background information to provide context and a foundation for your current and future equity efforts. We recommend you review these resources before you get started.

- [State of California Education Code Section 78220](#)
- [Student Equity & Achievement \(SEA\) Program Expenditure Guidelines](#)
- [CCCCO Vision for Success](#)
- [California Community College Student Equity Plan Review: A Focus on Racial Equity](#), Center for Urban Education, Rossier School of Education, University of Southern California (Chase, Felix, & Bensimon, 2020)
- [Using Disproportionate Impact Methods to Identify Equity Gaps](#), The RP Group (Sosa, 2018)
- [Forming a Planning Team Team: Guide for Selecting Equity-Oriented Members](#), Community College HigherEd Access Leadership Equity Scholarship (CCHALES), November 2021
- [Structured Reflections: Documenting the Progress of Student Equity and the Need to Align with Guided Pathways Efforts](#), Community College HigherEd Access Leadership Equity Scholarship (CCHALES), November 2021

In addition to these prelude materials, you will find in this document an editable plan template, as well as resource materials in an addendum for your review and dissemination, as needed. If you have questions about the Student Equity Plan, please contact seaprograminfo@cccoco.edu.

In solidarity,

The 2022-25 Student Equity Plan Task Force

CCCCO	CCC Practitioners
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SANTA ANA COLLEGE 2022-25 STUDENT EQUITY PLAN

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.
- I read and have given special consideration to Education Code 78220 section (b) and have considered the input of groups on campus including, but not limited to, the academic senate, academic faculty and staff, student services, and students, and have considered additional involvement of appropriate people from the community.

Race Consciousness in Equity Plan Development

In the last three years, Santa Ana College (SAC) leadership has been intentional in ensuring that Guided Pathways & Equity were intertwined as we embarked on a journey towards authentic systemic transformation to include a commitment towards dismantling systemic racism. Engaging in this work required an incredible amount of humility, reflection, and courageous discourse across campus. Our goal was to create a framework that would apply across all levels of leadership and constituents in our community credit/noncredit, administration, classified professionals, faculty, and students.

We also knew we needed to ground our efforts in a framework that integrated GP, Equity, as well as the chancellor's office Call to Action which emphasized a shift from compliance to transformation. This message aligns with our college mission to inspire, transform, and empower a diverse community of learners.

We adopted a Guided Pathways and Equity framework that connected the pillars with our [equity-minded](#) work using a personal, professional, and systemic approach. Being equity-minded includes explicitly committing to focus on Latinx, Black/African American, Native American, and Pacific Islander students, as well as the intersectionality of our student communities experiencing disproportionate impact, by interrogating and evaluating our practices, services, policies, and processes with an equity-minded and social justice lens.

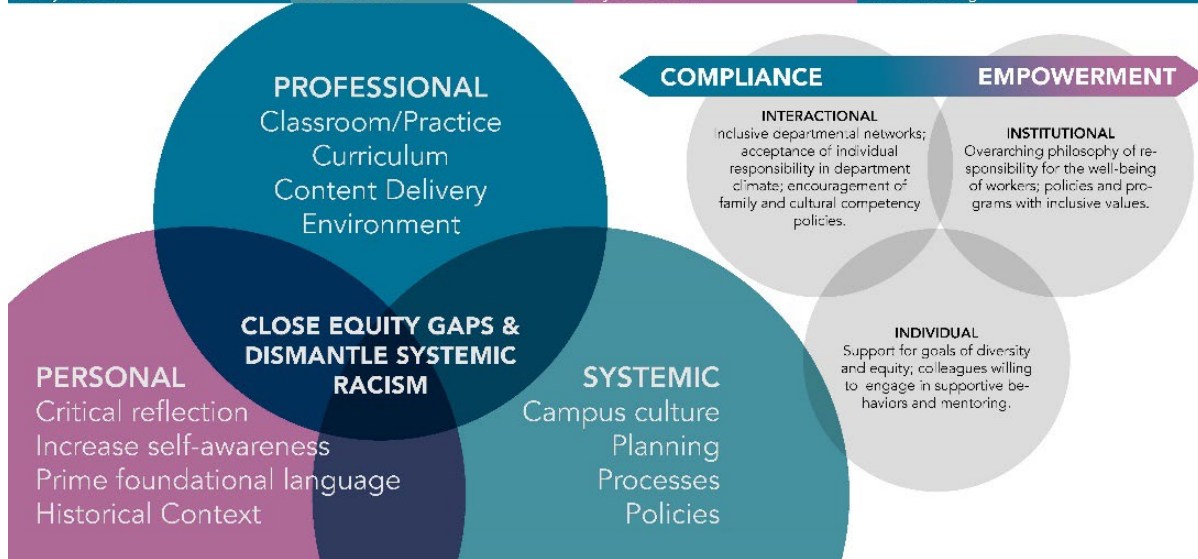
GUIDED PATHWAYS & EQUITY FRAMEWORK TRANSFORMING A CULTURE

Clarify the Path

Enter the Path

Stay on the Path

Ensure Learning



- Personal involves us having a common understanding of the equity and social justice terminology, learn about the inequitable historical context of our institution, and engage in ongoing critical reflection that leads to increasing our self-awareness.
- Professional involves incorporating inclusive, equity-minded and culturally responsive andragogy practices, services, and environment for students.
- Systemic involves our campus evaluating through the lens of [appreciative inquiry](#) and [equity-minded data inquiry](#), designing flexibility in our campus culture, policies, processes, and procedures in order to support the students that have experienced pervasive marginalization in our structures.

The framework was introduced during the fall 2020 convocation and have continued to use it to ground our efforts as we continue to design systemic interventions to close equity gaps while promoting opportunities to help us interrogate the impact of our practices as we pursue a campus culture deep-rooted in equity, inclusion, and anti-racism.

Contacts

DISTRICT CONTACT INFORMATION FORM

Required Contacts (at least one contact is required for each of the following roles):

- Project Lead: Dr. Jeffrey Lamb
- Alternate Project Lead: Professor Chantal Lamourelle
- Approver: Chancellor/President: Dr. Annebelle Nery
- Approver: Chief Business Officer: Dr. Bart Hoffman
- Approver: Chief Instructional Officer: Dr. Jeffrey Lamb
- Approver: Chief Student Services Officer: Dr. Vaniethia Hubbard
- Approver: Academic Senate President: Professor James Isbell
- Approver: Guided Pathways Coordinator/Lead: Dr. Vaniethia Hubbard

Equity Plan Reflection

2019-22 ACTIVITIES SUMMARY

- Outreach to DI Groups
- Retention
- Increase Transfer
- Implementation of AB705
- Career Preparedness & Academic Support

KEY INITIATIVES/PROJECTS/ACTIVITIES

2019-22 Activities Summary

- Implement the major principles of The Guided Pathways Framework
- Professional development opportunities for faculty and staff
- Implement technology to support 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
- Applicant / New student initiatives
- Outreach / College reputation
- Financial

Key Initiatives/Projects/Activities

Santa Ana College (SAC) began a journey to improve our internal processes both campus and district wide. We improved our internal processes from request to approval of projects and initiatives that received equity funding. In our new plan, we intend to continue our commitment to review existing Diversity, Equity, and Inclusion research,

examine, collect, and disaggregate data further to understand why gaps may exist and persist. Our journey to equity in action includes our current efforts to identify systems and processes that impede disproportionately impacted students from meeting their educational goals.

During the 2019-2022 academic years, the college funded a wide array of projects from:

Student Services-Counseling, Guardian Scholars, MESA, U-Link, Puente, Student Ambassadors, Digital Dons, Outreach, SAC Promise, General Transfer, Transfer Center, EOPS, Student Help Desk, Asian Pacific Student Program, and UndocuScholars

Academic Affairs-Math, English, Physical Science, and general tutoring, embedded tutors in Math and English, Learning Center, AB 705 Support, OER/ZTC, Distance Education Online Degree Pathways, Distance Education Accessibility, Pathways to Law, Dual Enrollment, Chemistry, Psychology, Fire Science, and Team Learning in Physics

President's Office-Research, Marketing, and Professional Development

School of Continuing Education-Career Education, Student Ambassadors, Community Sites, retention efforts

Other Areas-SAC Days, Universal ID Cards

During the last two years of the COVID-19 pandemic, equity funds were also used to support direct aid to students through AB943. During this same time the college has also funded positions with equity funds. These positions have supported research, scholarships, Student Information Support, and Faculty Coordinators in Academic Affairs, School of Continuing Education, Professional Development, Dual Enrollment, Counseling, Transfer Center, Administrative Services, DSPS, Outreach, Student Activities, and Veterans. In the last cycle of our work, the President made the determination that six of our existing programs demonstrated sustainable and scaled impact that they would no longer need to request equity funds through the annual process. Instead, they became institutionalized programs to automatically receive funding while continuing to evaluate their efforts in annual reporting.

EVIDENCE OF DECREASED DISPROPORTIONATE IMPACT

In 2019, the college created a request, review, and approval process for SEAP funding. The process begins with a mandatory orientation meeting for all who wish to apply for funding. Timelines, forms, and process for data requests are included in the orientation. The formal funding request requires details regarding the project description and alignment with Project Plan Goals, Equity Plan and Guided Pathways. In addition, requestors are asked to specify the metrics to be used for evaluation of the impact of the program on disproportionately impacted student groups. Once submitted, requests are reviewed by a task force using a standardized rubric. All who are granted funds through this process are also required to evaluate and reflect on proposed project goals and the reality of the outcomes by submitting an end-of-year report including measured outcomes.

The funding request process is reviewed and updated on a yearly basis by the entire SEAP Committee, Equity Coordinators for credit and non-credit and approved by the college President and Vice President of Academic Affairs.

As evidenced in a sampling of mid-year reports for 2021-2022 equity-funded projects, 1) embedded tutors in math courses showed increases in completion rates for Latinx and multi-racial students; 2) the Student Ambassador Program showed positive impact for foster youth, low-income students, and students in specific ethnic and racial categories; 3) the SAC Promise Program has demonstrated higher success rates for American Indian/Alaska Native and Asian/Pacific Islander students; 4) embedded tutors in developmental English courses showed higher rates of success for African-American, Latinx, and Pacific Islander students; 5) Our work the Psychology Quantitative Institute found increased success rates for African-American, Latinx, Native American, and Pacific Islander students.

2022-25 PLANNING EFFORTS

Santa Ana College is proud of its efforts during the 2019-22 equity plan cycle. We developed a clear process to request, evaluate, approve, and monitor our equity funded activities. We used an integrated approach that intersected the college goals, Guided Pathways, and equity plan goals. A higher level of transparency grew through updates to our request and rubrics for funding forms, identifying clear links to college goals, and mid-year/end-of-year reports. We evaluated the impact of our efforts and those findings informed future funding which created a higher degree of accountability. Further, we revised the Student Equity Committee name, mission, goals, membership, and subcommittees.

The College will continue to improve our processes and committee structure in the next plan cycle. Based on guidance from the State and our participation in the Student Equity Plan Institute (SEPI), the College intends to focus on our systemic and structural changes in our equity work. Additionally, we committee use our data to inform our programming at a higher level and laser focus on disproportionately impacted student groups (e.g., did our effort(s) impact the 250 Veterans we thought it would?).

We recognize in the 2019-2022 plan, that, at times, we forced the activity or initiative (that we thought would help students) on a perceived metric. We got it backwards. We learned that while a “one-and-done” approach to our work may impact a small number of students, it merely addresses a symptom, not the root cause of a particular problem. Another realization from the last cycle was the practice of funding positions with equity dollars. While it may feel like an operational necessity, in the end, it is not the best use of our funds. As we enter the 2022-2025 planning cycle, we intend to strengthen the collaborative efforts with the college research team to ensure we use data to inform our actions to close equity gaps for students.

We are committed to monitor our programs’ impact at the student level, to support systematic change. Our last plan did not address specific student groups and activities planned were focused to meet the needs of all students. To increase movement towards transformational change we will use the first year of the cycle to engage in appreciative inquiry, explicitly identify and focus on our most disproportionately impacted group and seek ways for those students to be successful, create connections and feeling of support and belonging at SAC.

PANDEMIC ACKNOWLEDGEMENT

Interrupted Work Fully

Catalyzed Work

Delayed Work

The pandemic mobilized the college to provide immediate instruction remotely. At first, the college trained faculty to use Canvas and Zoom software for remote instruction. Immediately the college started distributing laptops and providing technological support to students so that they could continue with their classes online. All professional development training was offered remotely through webinars. Also, faculty were encouraged to complete online teaching certifications with @ONE as demand for online courses exceeded expectations.

The U-Link Transfer program experienced a decline in the number of students who were ready to transfer while at the same time there was an increased rate of students who still needed to complete the attainment of 15-degree applicable units.

Due to the campus shut down and the mandated stay at home order, some of the approved funding could not be expended on time. Considering the circumstances, the SEAP committee allowed approved funding to roll over or be reabsorbed into SEA funds. Some of the unused equity funds were returned and transferred for AB943 emergency aid to help students facing the most need. Also, the college established a drive-through food distribution service through an external partnership to help students facing food insecurities. The awarded programs were required to update their Equity requests adjusting changes in their evaluations.

One of the byproducts of COVID-19 was the increase in student services via remote communication, such as online tutoring, online counseling, interpretation and assistive technology for the Disabled Students Program and Services, digital library resources, online reference help desk, and live communication with students via text and social media. The college learned that Covid-19 magnified the needs of our students and the resources they need to complete their courses. Part of the adjustment catalyzed the work based on student focus.

The School of Continuing Education created the SAC Go pilot offering remote classes. This creation catalyzed online instruction for noncredit and reached a new student population.

The college also increased services to the community by using the campus as a site for COVID testing and vaccinations, Red Cross Blood Drive, the USCIS Drive through Citizenship Ceremony, and a voting center.

SAC for credit campus implemented in response:

During the 2021-22 academic year:

- Over 300 students received AB943 funds, and 7,073 students received CARES Act direct aid (aka "Cash for Credit").
- Over 2000 loaner laptops were provided and hundreds of loaner Wi-Fi hotspots were distributed to students
- Immediately trained faculty to use Canvas and Zoom software for remote instruction
- Distributed laptops and provided technological support to students
- Increased student services, online tutoring, online counseling, interpretation and assistive technology for the Disabled Students Program and Services, digital library resources, online reference help desk, and live communication with students via text and social media
- Implemented Excused Withdrawals (EW) to lessen the possibility of students accumulating non-passing grades and affecting their academic standing
- Unused SEAP funds were transferred for AB943 emergency aid to help students facing the most need
- The SEAP awarded programs were required to update their Equity requests adjusting changes in their evaluations
- Established a drive-through food distribution to help students facing food insecurities. All professional development training was offered remotely through webinars. More faculty completed online teaching certifications as the demand for online courses exceeded expectations

SAC non-credit campus implemented in response:

During the 2021-22 academic year:

In adhering to the AB-132 trailer bill that calls for colleges to establish basic needs centers at their campuses - a new policy

The noncredit Equity Coordinator established the Mobile Food Pantry and is expanding a new student basic needs program:

1. In partnership with Second Harvest of OC, we are offering a Mobile Food Pantry every other Wednesday to 175 students (this is advertised on our Equity page <https://sac.edu/sce/welcome/Pages/Student-Equity.aspx>)
2. A small team of 2 has completed the ServSafe Food safety certificate and has been certified as the food pantry coordinators. We manage the program and are the leads during the distributions. We also keep records of all students and volunteers who participate and report it to the sponsoring agency. To date, we have served over 850+ unique students.

3. The noncredit Associated Student Government (ASG) members, P/T coordinator, and SAC Padres Promotores are collaborating with our mobile food pantry efforts. We are offering them empowering volunteering, leadership, and event promotion opportunities to help them connect with like-minded students, staff, and community.
4. Non-Credit Equity Coordinator wrote an additional Loaner Laptop Program proposal to secure funding to increase the number of students that could receive a loaner by 550. Began to offer portable Wi-Fi devices and have provided to 50 students to date.

[Link to Executive Summary-](#)

Student Populations Experiencing Disproportionate Impact

STUDENT POPULATIONS EXPERIENCING DISPROPORTIONATE IMPACT & SUMMARY OF TARGET OUTCOMES FOR 2022-25

Successful Enrollment

Black or African American

1-year outcome: Inquiry, establish internal and external partnerships, establish metrics that we will use as our baseline data to help inform the development of Year Two (2) and Year Three (3) goals. Note: 2021-2022- 691 Black/African American students enrolled

2-year outcome: Engage in activities to increase enrollment of Black/African American students who successfully enroll from 26 to 34 students (eight students or 28.9% increase)

3-year outcome: Increase successful enrollment of Black/ African American students from 34 to 43 students (nine students or 28.9% increase); Create a community culture where Black/African American students have a sense of belonging at SAC. Expand promising practices to other disproportionately impacted groups by ethnicity (Indigenous, Asian, Filipino, etc.)

Completed Transfer-Level Math & English

Veteran

1-year outcome: Inquiry, establish internal and external partnerships, establish metrics that we will use as our baseline data to establish Year Two (2) and Year Three (3) goals.

2-year outcome: Engage in activities to complete Transfer-Level Math and English by Veteran students from one to two students (one student or 124.7% increase)

3-year outcome: Increase successful completion of Transfer-Level Math and English by Veteran students from two to five students (three students or 124.7% increase); Create a community culture where Veteran students have a sense of belonging at SAC. Expand promising practices to other disproportionately impacted groups by ethnicity (Indigenous, Asian, Filipino, etc.)

Student Populations Experiencing Disproportionate Impact

STUDENT POPULATIONS EXPERIENCING DISPROPORTIONATE IMPACT & SUMMARY OF TARGET OUTCOMES FOR 2022-25

Persistence: First Primary Term to Secondary Term

Male

1-year outcome: Inquiry, establish internal and external partnerships, establish metrics that we will use as our baseline data to establish Year Two (2) and Year Three (3) goals.

2-year outcome: Engage in activities to increase number of male students who persist from primary term to secondary term from 1150 to 1305 students (155 students or 13.5%)

3-year outcome: Increase retention from primary term to secondary term of male students from 1305 to 1482 students (177 students or 13.5%); Create a community culture where Veteran students have a sense of belonging at SAC. Expand promising practices to other disproportionately impacted groups by ethnicity (Indigenous, Asian, Filipino, etc.)

Transfer

Male

1-year outcome: Inquiry, establish internal and external partnerships, establish metrics that we will use as our baseline data to establish Year Two (2) and Year Three (3) goals

2-year outcome: Engage in activities for male students to transfer to a four-year institution in three years from 126 to 146 students (20 students or 15.9% increase)

3-year outcome: Increase the transfer of male students to transfer to a four-year institution in three years from 146 to 169 students (23 students or 15.9 increase); Create a community culture where male students have connection to support services and a sense of belonging at SAC; Create a community culture where male students have connection to support services and a sense of belonging at SAC

Student Populations Experiencing Disproportionate Impact

STUDENT POPULATIONS EXPERIENCING DISPROPORTIONATE IMPACT & SUMMARY OF TARGET OUTCOMES FOR 2022-25

Completion

Male

1-year outcome: Inquiry, establish internal and external partnerships, establish metrics that we will use as our baseline data to establish Year Two (2) and Year Three (3) goals

2-year outcome: Engage in activities for male students to attain the vision for success definition of completion within three years from 203 to 228 students (25 students or 12.5% increase)

3-year outcome: Increase the vision for success definition of completion within three years for male students from 228 to 257 students (29 students or 12.5 increase); Create a community culture where male students have connection to support services and a sense of belonging at SAC

**Populations detailed in [Education Code 78220](#)*

Metric: Successful Enrollment

Population Experiencing the Most Significant Disproportionate Impact: Black/African American

TARGET OUTCOMES FOR 2022-25

Target Outcomes

Timeframe	Measurement Output
<i>Year 1 (2022-23)</i>	Inquiry, establish internal and external partnerships, establish metrics that we will use as our baseline data to help inform the development of Year Two (2) and Year Three (3) goals. Note: 2021-2022- 691 Black/African American students enrolled
<i>Year 2 (2023-24)</i>	Engage in activities to increase enrollment of African American/Black students who successfully enroll from 26 to 34 students (eight students or 28.9% increase)
<i>Year 3 (2024-25)</i>	Increase successful enrollment of Black/ African American students from 34 to 43 students (nine students or 28.9% increase); Create a community culture where Black/African American students have a sense of belonging at SAC. Expand promising practices to other disproportionately impacted groups by ethnicity (Indigenous, Asian, Filipino, etc.)

STRUCTURAL EVALUATION

Instruction

Student Services

Business Services

Other

Structure Evaluation: Friction Points

At its core, the Guided Pathways framework asks for institutional changes that eliminate student friction points, improve student outcomes and close achievement gaps. It requires us to interrogate existing structures, identify changes necessary to reform those structures, and implement those changes to achieve equitable outcomes for our students and communities. As such, this section of the student equity plan is designed to prompt a structural analysis of the myriad aspects of an institution (policies, processes, practices, and culture) that impede equitable student outcomes. Start with a student friction point or an inequitable outcome for a DI student population in learning, experience and/or impact, and reflect on impacted institutional structures, policies, processes, practices, and culture.

Friction Points: Current Structure

- SAC website is not user friendly nor intuitive and very little representation of students nor Black/African American images
- Little to no consistent marketing for the U2 Scholars center and volunteer faculty and staff support

- U2 Scholars center not open daily and is an unknown student resource
- There is not a full-time dedicated person(s) responsible for the daily operations for the U2 Scholars center
- Lack of transportation (other than the bus) for students without a vehicle
- Not certain if bus schedules align with on campus courses offered/schedule
- Deficit mindset vs growth mindset thinking
- Non-specific outreach efforts (where are these students coming from, what are their needs and how do we meet them where they are?)
- A culture of “silence” when discussing racial issues and undertones (especially as it relates to the Santa Ana community at-large)
- No obvious campus community or culture for Black/African American students to be a part of
- Lack of overall awareness of what an inclusive campus community looks like to best support Black/African American students because there is no trust nor consistent on-going relationship building opportunities, system, or process in place to earn student trust and build relationship in order to gain honest feedback

Structure Evaluation

What is the impacted structure/process/policy/practice/culture on your campus related to this selection?

Instruction

- Lose students from outreach to application and application to enrollment process
- Unit values and 6-hour time blocks serve as a barrier for working students
- Not all courses have OER/ZTC options
- No computer nor hot spot to use; we run out of Digital Don loaner laptops computers early in semester before second eight weeks
- Course day/time/modality availability
- Textbook costs
- Lack of support of out of state students to feel welcome or become oriented to culture and environment at SAC and local community
- Low numbers of Black/AA faculty in English and Math
- Unconscious bias in textbooks, curriculum, pedagogy, lectures

Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)

- Lack of access to support services to fill out application to SAC
- Students need support to fill out FASFA
- Lack of access to a point person from filling out the application to registration for courses is needed

- Do not know who to ask for help, no signage, no clearly identified onboarding process of pathway
- Lack of individuals that represent the Black/African American population during onboarding process, at the front registration welcome desk, or on the outreach team
- Counselor impact: directing students to specific courses
- Lack of training for classified staff who are often the initial contact with students
- Lack of culturally sensitive training for tutors, learning center, registration staff and student assistance

Budgeting and Administration (HR, Purchasing, Processes, etc.)

- Lack of individuals that represent the Black/African American population during onboarding process, at the front registration welcome desk, or on the outreach team
- Low numbers of Black/AA faculty in English and Math
- Seemingly no specific outreach or marketing in place to attract Black/African American faculty and classified individuals
- A stronger culture of belonging, value and respect for Black/African American faculty, administrators and classified professionals needs to be created to retain Black/African American talent

STRUCTURE EVALUATION: Ideal Structure

- | | |
|--|--|
| <input checked="" type="checkbox"/> Instruction | <input type="checkbox"/> Business Services |
| <input checked="" type="checkbox"/> Student Services | <input type="checkbox"/> Other |

Structure Evaluation

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population?

Ideal Structure

Instruction

- Curricular content review: (re)design/develop Culturally Responsive Curriculum Audit
- Thematic courses: ENGL with Black/AA emphasis; images in textbooks, classroom, on campus with “micro-affirmations”
- Continue and expand the New Faculty Institute with an equity focus
- Partner with Black/African American faculty from Historically Black Colleges and Universities (HBCU), and four-year universities to serve as a guest lecturer to include an assignment in courses in as many disciplines as possible

- ACUE-type training for faculty

Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)

- Simplify onboarding processes with robust systems of culturally sensitive support; improve the learning experience for students from messaging, onboarding, supports, mentorship, transfer rates
- Increase community partnerships with local, national, and international organizations focused on Black/African American communities to support the creation of a culturally sensitive communities of support on campus where Black students persist and thrive
- Student mentorship programs (current SAC students, SAC Alumni in various disciplines, mentors from community organizations and the workforce as well as from four-year universities to support smooth transition
- Create a climate survey to be administered in the Fall and Spring semesters to evaluate whether or not our efforts are effective for Black/AA students
- Continue and expand the New Faculty Institute with an equity focus.
- Guided Pathway Plan (2.0) with Outreach/Summer Melt/Year 1 and other momentum points (GP)
- Black/AA representation assisting with holistic student services
- Culturally sensitive training especially focused on African American/Black students for tutors, student ambassadors, classified and faculty
- Collaborate with dual enrollment schools to create a Black/AA student cohort within each school to connect to our U2Scholars/SAC Student Clubs
- Increase number of events focused on Black/AA Students
- A formal assessment of the surrounding African American community and exploring opportunities to develop strong external relationships
- Culturally relevant and race-conscious marketing & outreach efforts
- Comprehensive, equity-minded communication plan with reminders to students throughout the enrollment process; direct, empathetic messaging or phone calls to support students

Budgeting and Administration (HR, Purchasing, Processes, etc.)

- Hire Black/AA faculty/tutors in Math, English and tutoring centers
- Faculty Hiring Process: Review, revise hiring practices and guidelines for administrators/classified professionals to foster the support and representation of the Black/AA population on campus
- Support classified staff who “go the extra mile” to support of Black/AA students
- Create a regular discussion group for faculty and staff to discuss, support, learn from one another as they navigate the sensitive issues surrounding race and gender. Create an environment where people feel comfortable making mistakes so that we can have the “courageous conversations” necessary for this work

- Create a climate survey to be administered in the Fall and Spring semesters to evaluate whether or not our efforts are effective; especially for Black/AA students, faculty, classified staff
- Faculty Hiring Process: Review, revise hiring practices and guidelines for administrators/classified professionals to foster the support and representation of the Black/AA population on campus
- Support classified staff who “go the extra mile” to support of Black/AA students
- Culturally relevant and race-conscious marketing & outreach efforts
- Comprehensive, equity- minded communication plan with reminders to students throughout the enrollment process; direct, empathetic messaging or phone calls to support students

PLANNING & ACTION

Intended Audience/Recipient:

- | | |
|--|---|
| <input checked="" type="checkbox"/> Administrator | <input checked="" type="checkbox"/> Partner (PK12, Transfer, other) |
| <input checked="" type="checkbox"/> Faculty | <input checked="" type="checkbox"/> Students |
| <input checked="" type="checkbox"/> Classified Staff | |

Action Steps:

In order to move to an ideal practice, the college will leverage **IEPI PRT grant workplan** related to Guided Pathway Learning and Engagement efforts (especially related to Program Mapping), create **workgroups** within the Enrollment Management Committee and the SEAP Committee to address desired outcomes and practices in this area, review **existing committee structures** to determine which can address the effective practices in this area, **leveraging multiple funding sources**, review **equity components** within Guide Pathways framework (CAGP 2.0) to link these efforts with effective practices in this area.

Action Steps:

- Engage in deep inquiry to assess effective ways SAC may develop race-conscious marketing strategies and retainment practices of staff and students
- Create Onboarding/Matriculation Work Group
- Remove barriers and redesign systems for successful DI group students’ enrollment from outreach, marketing, application, financial aid, to course registration
- Embed culturally relevant pedagogy across the curriculum

Resources: PIO, Outreach; U2 Scholars Team, Academic Affairs, Enrollment Management Committee, Counseling, Marketing Office

Funding: a) Primary Sources: Student Equity & Achievement (SEA) Program; General Fund; State Chancellor’s Office Funding on Equity Initiatives [Basic Needs, Dual

Enrollment/Early College, Outreach/Retention, LGBTQ+, Mental Health); Strong Workforce Program funds; b) Additional Sources: Guided Pathways; Institutional Effectiveness Partnership Initiative (IEPI)

Activities: To increase Successful Enrollment of our Black/African American student applicants, SAC will:

- Increase cultural competency trainings
- Support broadening the hiring recruitment pipeline for more Black/African American representation of staff and faculty
- Establish outreach and recruitment practices specific to enrollment of prospective Black/African American student population, as well as other specifically identified student groups
- Work with Planning, Research, and Institutional Effectiveness department to get additional research and data on Asian student enrollment patterns
- Review website and other outreach materials to make sure they are representative, diverse, and inclusive, including having materials on the website and outreach documents in languages other than English

SUPPORT NEEDED

Support Needed

- Field Guidance & Implementation
- Technical Assistance/Professional Development
- Data & Research
- Policy & Regulatory Actions
- Technology Investments & Tools
- Pilots & Building Communities of Practice

Description of Support Needed

Any Field Guidance and/or Implementation input from the Chancellor's Office is always helpful to hear about effective practices across the system. The same is true for any Pilots and/or Communities of Practice. Continued support from the CCC Tech Center to implement MyPath. Rebuild trust with research community on how the Chancellor's office data is reliable, verifiable, and transparent.

Metric: Completed Transfer-Level Math & English

Population Experiencing the Most Significant Disproportionate Impact: Veterans

TARGET OUTCOMES FOR 2022-25

Timeframe	Measurement Output
<i>Year 1 (2022-23)</i>	Inquiry, establish internal and external partnerships, establish metrics that we will use as our baseline data to establish Year Two (2) and Year Three (3) goals.
<i>Year 2 (2023-24)</i>	Engage in activities to complete Transfer-Level Math and English by Veteran students from one to two students (one student or 124.7% increase)
<i>Year 3 (2024-25)</i>	Increase successful completion of Transfer-Level Math and English by Veteran students from two to five students (three students or 124.7% increase); Create a community culture where Veteran students have a sense of belonging at SAC. Expand promising practices to other disproportionately impacted groups by ethnicity (Indigenous, Asian, Filipino, etc.)

STRUCTURAL EVALUATION

- | | |
|--|--|
| <input checked="" type="checkbox"/> Instruction | <input type="checkbox"/> Business Services |
| <input checked="" type="checkbox"/> Student Services | <input type="checkbox"/> Other |

Structure Evaluation: Friction Points

At its core, the Guided Pathways framework asks for institutional changes that eliminate student friction points, improve student outcomes and close achievement gaps. It requires us to interrogate existing structures, identify changes necessary to reform those structures, and implement those changes to achieve equitable outcomes for our students and communities. As such, this section of the student equity plan is designed to prompt a structural analysis of the myriad aspects of an institution (policies, processes, practices, and culture) that impede equitable student outcomes. Start with a student friction point or an inequitable outcome for a DI student population in learning, experience and/or impact, and reflect on impacted institutional structures, policies, processes, practices, and culture.

Friction Points: Current Structure

- Students may not be aware that they have a qualifying differing ability in order to get appropriate support in school (i.e., PTSD, ADHD)
- Veteran students may not feel comfortable to share their struggles in math or English class before it is too late in the semester to impact their grade
- Little opportunity to create deeper relationship with Veteran mentors to build relationship and trust

- SAC website is not user friendly nor intuitive of where to go for specific math or English supports and very little representation of veteran students' images
- Not much marketing for Veteran Center- an unknown student resource
- Deficit mindset vs growth mindset thinking
- Lack of culturally sensitive training for tutors, learning center, registration staff and student assistance
- Veterans do not always get contacted once they apply to SAC

Structure Evaluation

What is the impacted structure/process/policy/practice/culture on your campus related to this selection?

Instruction

- Lack of individuals that represent the Veteran population in tutoring center or services
- Lack of awareness to referrals to DSPTS for PTSD, Anxiety, Trauma impacts their academic performance
- Course day/time/modality availability
- Lack of support of out of state students to feel welcome or become oriented to culture and environment at SAC and local community
- Not all courses have OER/ZTC options
- It is not clear to students at what point when during the semester to ask for help

Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)

- It is not clear to students at what point when during the semester to ask for help
- Lack of transportation (other than the bus) for students without a vehicle
- Not certain if bus schedules align with on campus courses offered/schedule
- Post 9/11 Veteran benefits barrier awareness and understanding of resources and benefits

STRUCTURE EVALUATION: Ideal Structure

- | | |
|--|--|
| <input checked="" type="checkbox"/> Instruction | <input type="checkbox"/> Business Services |
| <input checked="" type="checkbox"/> Student Services | <input type="checkbox"/> Other |

Structure Evaluation

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population?

Ideal Structure

Instruction

- Curricular content review: (re)design/develop Culturally Responsive Curriculum Audit
- “Just in Time” Benchmark Workshops focused on supporting a specific student need (mid-terms, drop rate in second week, etc.)
- Images in textbooks, classroom, on campus with Veteran representation (Ability, Male and Female images)
- Student mentorship programs specific to Math and English and Veterans
- ACUE-type training for faculty
- Faculty to receive Veteran training to serve as an ally as well as learn of common behaviors experienced by Veterans (claustrophobic, cursing, loud, anxiety) may be misunderstood behaviors

Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)

- Create “communities of support”
- Student mentorship programs specific to Math and English and Veterans
- Conduct a culturally sensitive training with focus on Veteran students for all campus tutors
- Faculty Hiring Process: Review and revise hiring practices and guidelines for administrators and classified professionals to foster the support and representation of the Veteran population on campus beyond faculty.
- Support classified professionals to support of Veteran students.
- Create a climate survey to evaluate whether or not these efforts are effective; survey the Veteran student populations to find out more about who they are and what they need
- New Faculty Institute (PD/Equity)
- Guided Pathway Plan (2.0) with Outreach/Summer Melt/Year 1 and other momentum points (GP)
- Holistic Student Support Services
- Ed Plan link to Course Schedule development
- Increase number of events focused on Veteran Students
- Support classified professionals to support of Veteran students

Budgeting and Administration (HR, Purchasing, Processes, etc.)

- Faculty Hiring Process: Review and revise hiring practices and guidelines for administrators and classified professionals to foster the support and representation of the Veteran population on campus beyond faculty
- Hire Veteran faculty in Math and English and as tutors in Veterans, Learning Resource Center and Math Center

- Create a regular discussion group that is a safe space for faculty and staff to discuss, support, and learn from one another as they navigate the sensitive issues surrounding ability, race and gender

PLANNING & ACTION

Intended Audience/Recipient:

- | | |
|--|---|
| <input checked="" type="checkbox"/> Administrator | <input checked="" type="checkbox"/> Partner (PK12, Transfer, other) |
| <input checked="" type="checkbox"/> Faculty | <input checked="" type="checkbox"/> Students |
| <input checked="" type="checkbox"/> Classified Staff | |

Action Steps:

In order to move to an ideal practice, the college will leverage **IEPI PRT grant workplan** related to Guided Pathway Learning and Engagement efforts (especially related to Program Mapping), create **workgroups** within the Enrollment Management Committee and the SEAP Committee to address desired outcomes and practices in this area, review **existing committee structures** to determine which can address the effective practices in this area, **leveraging multiple funding sources**, review **equity components** within Guide Pathways framework (CAGP 2.0) to link these efforts with effective practices in this area.

Action Steps:

- Engage in deep inquiry to assess effective ways SAC may develop marketing strategies focused on Veteran student population
- Create Onboarding/Matriculation Work Group
- Remove barriers and redesign systems for successful enrollment of Veteran students from outreach, application, marketing, financial aid, course registration and implementation of events with the intention to increase a stronger sense of belonging and holistic community of support
- Embed culturally relevant pedagogy across the curriculum

Resources: Public Information Officer, Outreach, Academic Affairs, Enrollment Management Committee, Counseling, Marketing Office, Research, U2Scholars Team, Affinity Centers, Veteran Community Organizations

Funding: a) Primary Sources: Student Equity & Achievement (SEA) Program; General Fund; State Chancellor’s Office Funding on Equity Initiatives (Basic Needs, Outreach/Retention, LGBTQ+, Mental Health); Strong Workforce Program funds; b) Additional Sources: Guided Pathways; Institutional Effectiveness Partnership Initiative (IEPI)

Activities: To increase completion of Transfer-Level Math and English for Veteran students, SAC will:

Review prior/existing funded activities for Veteran students (Non-Credit options)

AB 705 Monitoring Group

- Offer facilitated conversations leading to curricular and pedagogical change
- Identify advocates and allies
- Survey to identify Veteran faculty and staff
- Review adjunct pool for Veteran faculty
- Hire Rancho Academy Graduates
- Connect with Veteran Centers at CSU/UC Institutions as well as community organizations and businesses for mentorship opportunities
- Work with People & Culture to align and refine equitable practices from the start of the hiring process
- Invite Math and English faculty from other colleges with successful Veteran student completion rates to visit/train
- Continue to elevate professional development for Math/English faculty
- Engage in Appreciative Inquiry: What is currently working?
- Link to equitable practices within the Faculty Institute
- Connect Math and English SAC faculty with Veteran students to hear issues/concerns and to devise strategies and approaches to help students succeed
- Develop a Cross-Disciplinary Community of Practice (COP) of support for Veteran students
- Revise BP 7120(Faculty Hiring Procedures) to allow for skill sets that indicate support for Veteran students
- Training for classified staff which includes open discussion of challenges and solutions
- Training for all tutors in culturally sensitive approaches to teaching and tutoring
- Faculty to receive Veteran training to serve as an ally as well as learn of common behaviors experienced by Veterans (claustrophobic, cursing, loud, anxiety) may be misunderstood behaviors

SUPPORT NEEDED

Support Needed

- Field Guidance & Implementation
- Technical Assistance/Professional Development
- Data & Research
- Policy & Regulatory Actions
- Technology Investments & Tools
- Pilots & Building Communities of Practice

Description of Support Needed

Any Field Guidance and/or Implementation input from the Chancellor's Office is always helpful to hear about effective practices across the system. The same is true for any Pilots and/or Communities of Practice. Continued support from the CCC Tech Center to implement MyPath. Rebuild trust with research community on how the Chancellor's office data is reliable, verifiable, and transparent.

Metric: Retention from Primary Term to Secondary Term

Population Experiencing the Most Significant Disproportionate Impact: Males

TARGET OUTCOMES FOR 2022-25

Target Outcomes

Timeframe	Measurement Output
<i>Year 1 (2022-23)</i>	Inquiry, establish internal and external partnerships, establish metrics that we will use as our baseline data to establish Year 2 and Year 3 goals.
<i>Year 2 (2023-24)</i>	Engage in activities to increase number of male students who persist from primary term to secondary term from 1150 to 1305 students (155 students or 13.5%)
<i>Year 3 (2024-25)</i>	Increase retention from primary term to secondary term of male students from 1305 to 1482 students (177 students or 13.5%); Create a community culture where Veteran students have a sense of belonging at SAC. Expand promising practices to other disproportionately impacted groups by ethnicity (Indigenous, Asian, Filipino, etc.)

STRUCTURAL EVALUATION

Instruction

Student Services

Business Services

Other

Structure Evaluation: Friction Points

At its core, the Guided Pathways framework asks for institutional changes that eliminate student friction points, improve student outcomes and close achievement gaps. It requires us to interrogate existing structures, identify changes necessary to reform those structures, and implement those changes to achieve equitable outcomes for our students and communities. As such, this section of the student equity plan is designed to prompt a structural analysis of the myriad aspects of an institution (policies, processes, practices, and culture) that impede equitable student outcomes. Start with a student friction point or an inequitable outcome for a DI student population in learning, experience and/or impact, and reflect on impacted institutional structures, policies, processes, practices, and culture.

Friction Points: Current Structure

- Need for clearer steps for students to take to get support services and geared towards male population
- Isolating experiences: (e.g., students do not get invited to study groups)
- Unidentified DSPS students in first semester

- Need for time-management support
- Need to work and unsure how to work and go to school
- Unaware of Apprenticeship and Internship opportunities
- No identified momentum points during the semester nor potential awareness of supports available

Structure Evaluation

What is the impacted structure/process/policy/practice/culture on your campus related to this selection?

Instruction

- Not feeling that they belong
- Curriculum does not feel relevant
- Low Success rates in first semester
- “Life” gets in the way
- Unidentified DSPS students in first semester

Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)

- May not have an Education Plan to serve as a guide
- Little to no support with registration process from semester to semester
- Lack of advisement/counseling from semester to semester
- Lack of awareness about financial resources so may withdraw from school due to limited financial resources

STRUCTURE EVALUATION: Ideal Structure

- | | |
|--|--|
| <input checked="" type="checkbox"/> Instruction | <input type="checkbox"/> Business Services |
| <input checked="" type="checkbox"/> Student Services | <input type="checkbox"/> Other |

Structure Evaluation

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population?

Ideal Structure

Instruction

- Develop a First-Year Experience program
- Develop opportunities for formal and informal peer to peer and faculty/staff to student mentorship
- Identify student allies who could be trained and receive “badges” or certificates
- Require students to attend faculty Office Hours
- Develop required activities that lead to retention that students must opt out of
- Kudos in Starfish early alert
- Create connection points with faculty, students, and staff
- Professional development training on strategies to remove stereotype threat of males and to remove stigmas around asking for help

Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)

- Create space(s) for community, such as, expanding affinity centers
- Access to financial and instructional support resources/materials
- Male focused events and activities of support
- Students should meet with a counselor (get advisement) at least twice a term
- Amplify the voices/experiences of successful male students
- Opportunities for different races of male students to intersect and learn from each other

PLANNING & ACTION

Intended Audience/Recipient:

- | | |
|--|---|
| <input checked="" type="checkbox"/> Administrator | <input checked="" type="checkbox"/> Partner (PK12, Transfer, other) |
| <input checked="" type="checkbox"/> Faculty | <input checked="" type="checkbox"/> Students |
| <input checked="" type="checkbox"/> Classified Staff | |

Action Steps:

In order to move to an ideal practice, the college will leverage **IEPI PRT grant workplan** related to Guided Pathway Learning and Engagement efforts (especially related to Program Mapping), create **workgroups** within the Enrollment Management Committee and the SEAP Committee to address desired outcomes and practices in this area, review **existing committee structures** to determine which can address the effective practices in this area, **leveraging multiple funding sources**, review **equity components** within Guide Pathways framework (CAGP 2.0) to link these efforts with effective practices in this area.

Action Steps:

- Engage in deep inquiry to assess effective ways SAC may develop marketing strategies focused on male student population
- Create Onboarding/Matriculation Work Group
- Remove barriers and redesign systems for successful enrollment of male students from outreach, application, marketing, financial aid, course registration and implementation of events with the intention to increase a stronger sense of belonging and holistic community of support
- Embed culturally relevant pedagogy across the curriculum

Resources: Public Information Officer, Outreach, Academic Affairs, Enrollment Management Committee, Counseling, Marketing Office, Research, Affinity Centers, Male-centric Community Organizations

Funding: a) Primary Sources: Student Equity & Achievement (SEA) Program; General Fund; State Chancellor’s Office Funding on Equity Initiatives (Basic Needs, Outreach/Retention, LGBTQ+, Mental Health); Strong Workforce Program funds; b) Additional Sources: Guided Pathways; Institutional Effectiveness Partnership Initiative (IEPI)

Activities: To increase Persistence: First Primary Term to Secondary Term of male students, SAC will:

- Develop a First-Year Experience program
- Define what student mentorship looks like (hours per week, strategies for meetings, office hours, etc.)
- Increase understanding of and training on the full functionality of Starfish for faculty and classified staff
- Improve and expand Program Mapping
- Lean into our use of Early Alerts in Starfish
- Fully define and implement a Case Management approach for male student-centered support
- Increase role and engagement of male students within our Affinity Centers
- Expand student Success Team advisement
- Evaluate program requirements agreements
- Review recent notes and resources from Guided Pathways 2.0 Summit on holistic student supports and determine what applies and implement at Santa Ana College
- Identify momentum points of successful students in Starfish (to include specific ones that impact students)

SUPPORT NEEDED

Support Needed

- Field Guidance & Implementation
- Technical Assistance/Professional Development
- Data & Research
- Policy & Regulatory Actions
- Technology Investments & Tools
- Pilots & Building Communities of Practice

Description of Support Needed

Any Field Guidance and/or Implementation input from the Chancellor's Office is always helpful to hear about effective practices across the system. The same is true for any Pilots and/or Communities of Practice. Continued support from the CCC Tech Center to implement MyPath. Rebuild trust with research community on how the Chancellor's office data is reliable, verifiable, and transparent.

Metric: Completion

Population Experiencing the Most Significant Disproportionate Impact: Males

Areas of Completion

- Adult Ed/Noncredit Completion Degree Completion
 Certificate Completion

TARGET OUTCOMES FOR 2022-25

Target Outcomes

Timeframe	Measurement Output
<i>Year 1 (2022-23)</i>	Inquiry, establish internal and external partnerships, establish metrics that we will use as our baseline data to establish Year 2 and Year 3 goals.
<i>Year 2 (2023-24)</i>	Engage in activities for male students to attain the vision for success definition of completion within three years from 203 to 228 students (25 students or 12.5% increase)
<i>Year 3 (2024-25)</i>	Increase the vision for success definition of completion within three years for male students from 228 to 257 students (29 students or 12.5 increase); Create a community culture where male students have connection to support services and a sense of belonging at SAC. Expand promising practices to other DI Groups.

STRUCTURAL EVALUATION

- Instruction Business Services
 Student Services Other

Structure Evaluation: Friction Points

At its core, the Guided Pathways framework asks for institutional changes that eliminate student friction points, improve student outcomes and close achievement gaps. It requires us to interrogate existing structures, identify changes necessary to reform those structures, and implement those changes to achieve equitable outcomes for our students and communities. As such, this section of the student equity plan is designed to prompt a structural analysis of the myriad aspects of an institution (policies, processes, practices, and culture) that impede equitable student outcomes. Start with a student friction point or an inequitable outcome for a DI student population in learning, experience and/or impact, and reflect on impacted institutional structures, policies, processes, practices, and culture.

Friction Points: Current Structure

The college has seen historically that males are disproportionately impacted related to degree and certificate completion serving as a barrier for transfer. We believe that

societal influences and socio-cultural pressures serve as the main point of friction having a negative impact on our male students. There are, as well, specific spaces where the SAC can improve on processes, policy, and practices to support these students.

Structure Evaluation

What is the impacted structure/process/policy/practice/culture on your campus related to this selection?

Instruction

- In a survey of men of color, most participants shared that when they tried to speak in class they were often interrupted or ignored

Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)

- **Societal influence in need of evaluation and support:** Male students need to work to support themselves and/or family
- **Societal influence in need of evaluation and support:** Head of household responsibilities
- **College Systems:** Male students need more information on time to completion and feel they do not receive the support they need to complete
- Lack of measurement in place for accountability for programs that may not have successful outcomes for male students
- Survey students to gain a sense of belonging
- No intentionality in highlighting unique needs of male students

STRUCTURE EVALUATION: Ideal Structure

- | | |
|--|--|
| <input checked="" type="checkbox"/> Instruction | <input type="checkbox"/> Business Services |
| <input checked="" type="checkbox"/> Student Services | <input type="checkbox"/> Other |

Structure Evaluation

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population?

Ideal Structure

Instruction

- Review service areas and identify cultural centers where we can better serve this population
- Cultural awareness & sensitivity training is needed for faculty focused on males

- Learning communities and linked courses for these students with allied instructors
- Evaluate course completion rates of students receiving basic needs support was XX and XX % of these students pass their classes with a C or above
- Strengthen, expand, and leverage internal groups such as “Men of Color”

Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)

- Intentional outreach that are male student centered – Collaborate with Affinity Centers at high schools
- Building more intentional relationships within our campus community and programs that serve a higher proportion of males (automotive, fire technology, etc.)
- Enrollment in Affinity Centers as an element of early decision
- Diversify staffing of Outreach dept/team and ambassadors so that there is male representation and informed outreach training
- Review gaps in our community. Assure front line staff reflects the community they hope to reach. (Could be said about other groups such as LGBTQIA or disabled, etc.)
- Program Mapping to facilitate degree completion
- Recruit & advertise within these communities (HBCUs, develop a pipeline to employment?)
- Identify male centered community groups- Fraternities, 100BlackMenOC, Males in Education, etc. to serve as peer mentors
- Identify ways to create connection among males at SAC to build stronger relationships

Budgeting and Administration (HR, Purchasing, Processes, etc.)

- Intentional marketing to recruit male classified/staff/faculty professionals
- Training in hiring practices Diversity, Equity, and Inclusion

PLANNING & ACTION

Intended Audience/Recipient:

- | | |
|--|---|
| <input checked="" type="checkbox"/> Administrator | <input checked="" type="checkbox"/> Partner (PK12, Transfer, other) |
| <input checked="" type="checkbox"/> Faculty | <input checked="" type="checkbox"/> Students |
| <input checked="" type="checkbox"/> Classified Staff | |

Action Steps:

In order to move to an ideal practice, the college will leverage **IEPI PRT grant workplan** related to Guided Pathway Learning and Engagement efforts (especially related to Program Mapping), create **workgroups** withing the Enrollment Management Committee

and the SEAP Committee to address desired outcomes and practices in this area, review **existing committee structures** to determine which can address the effective practices in this area, **leveraging multiple funding sources**, review **equity components** within Guide Pathways framework (CAGP 2.0) to link these efforts with effective practices in this area.

Action Steps:

- Engage in deep inquiry to assess effective ways SAC may develop marketing strategies focused on male student population
- Create Onboarding/Matriculation Work Group
- Remove barriers and redesign systems for successful enrollment of male students from outreach, application, marketing, financial aid, course registration and implementation of events with the intention to increase a stronger sense of belonging and holistic community of support
- Embed culturally relevant pedagogy across the curriculum

Resources: PIO, Outreach; U2Scholars Team, Academic Affairs, Enrollment Management Committee, Counseling, Marketing Office

Funding: a) Primary Sources: Student Equity & Achievement (SEA) Program; General Fund; State Chancellor's Office Funding on Equity Initiatives (Basic Needs, Outreach/Retention, LGBTQ+, Mental Health); Strong Workforce Program funds; b) Additional Sources: Guided Pathways; Institutional Effectiveness Partnership Initiative (IEPI)

Activities: To increase male students to attain the vision for success definition of completion within three years rates SAC will:

- Innovate, develop, implement, and co-create a pilot male-centric transfer cohort program with four-year universities
- Re-evaluate and complete of Program Mapping
- Linking Education Plans to align and build out schedule
- Continue use of electronic Education Plans on website
- Make course catalog revisions as needed
- Implement phone campaign to male near completers in effort to re-engage to obtain their degrees to transfer
- Implement solutions of Bottle-Neck Study
- Starfish Retention Score

Athletics Engagement/Collaboration - Affinity group presentations/event for male athletes. Services and support programs (EOPS), get them enrolled. In-person. Embed these presentations in athletics onboarding/welcome/orientation events

Male-centered Workshops and Events - Where every support program has time to present and share. Campus-wide/all potential and current U2scholars. Summer event –

after acceptance but before start of semester. Mini Student Success Event in spring and/or summer

Record & reshare information around support programs – Canvas - module that can be shared with embedded videos. Could this be shared via Starfish? Resources module in Canvas – embed videos here. How can we harness the power of our campus-wide Canvas Template? A pre-developed announcement? Determine when to share this information

Communication- Develop a better communication plan around informing students about all the programs on campus

U2Scholars Umoja-lead advocacy training around HBCUs- Establish clearer pathways connected to Affinity Groups & four-year partnerships, including HBCUs. Ex. Fullerton has Black Student Union (Men of Color, Men in Education, field trips to campus)

Establish more male focused intentional activities- More HBCUs admissions presentations – mentorship programs from these partners Develop Mentor/Mentee program - Enroll current black transfer students, approach them to consider being mentors – enroll next fall '23- Mentor/Mentee program for transfer > transfer guides. (SAC credit, current U2Scholar students, to noncredit via transition course)

Research- Explore the intersection between gender and race/ethnicity. We believe that, in this way, we will be able to better focus our support

SUPPORT NEEDED

Support Needed

- Field Guidance & Implementation
- Technical Assistance/Professional Development
- Data & Research
- Policy & Regulatory Actions
- Technology Investments & Tools
- Pilots & Building Communities of Practice

Description of Support Needed

Any Field Guidance and/or Implementation input from the Chancellor's Office is always helpful to hear about effective practices across the system. The same is true for any Pilots and/or Communities of Practice. Continued support from the CCC Tech Center to implement MyPath. Rebuild trust with research community on how the Chancellor's office data is reliable, verifiable, and transparent.

Metric: Transfer

Population Experiencing the Most Significant Disproportionate Impact: Males

TARGET OUTCOMES FOR 2022-25

Target Outcomes

Timeframe	Measurement Output
<i>Year 1 (2022-23)</i>	Inquiry, establish internal and external partnerships, establish metrics that we will use as our baseline data to establish Year 2 and Year 3 goals.
<i>Year 2 (2023-24)</i>	Engage in activities for male students to transfer to a four-year institution in three years from 126 to 146 students (20 students or 15.9% increase)
<i>Year 3 (2024-25)</i>	Increase the transfer of male students to transfer to a four-year institution in three years from 146 to 169 students (23 students or 15.9 increase); Create a community culture where male students have connection to support services and a sense of belonging at SAC. Expand promising practices to other DI Groups.

STRUCTURAL EVALUATION

- | | |
|--|--|
| <input checked="" type="checkbox"/> Instruction | <input type="checkbox"/> Business Services |
| <input checked="" type="checkbox"/> Student Services | <input type="checkbox"/> Other |

Structure Evaluation: Friction Points

At its core, the Guided Pathways framework asks for institutional changes that eliminate student friction points, improve student outcomes and close achievement gaps. It requires us to interrogate existing structures, identify changes necessary to reform those structures, and implement those changes to achieve equitable outcomes for our students and communities. As such, this section of the student equity plan is designed to prompt a structural analysis of the myriad aspects of an institution (policies, processes, practices, and culture) that impede equitable student outcomes. Start with a student friction point or an inequitable outcome for a DI student population in learning, experience and/or impact, and reflect on impacted institutional structures, policies, processes, practices, and culture.

Friction Points: Current Structure

- Lack of awareness and use of transfer services
- Lack of awareness and use of ASSIST
- Lack of awareness of financial aid resources at the four-year
- Unaware of the "Blue and Gold Opportunity"
- Lack of information on transfer requirements
- No "touchpoints" along their academic journey

- Lack of connection to support service staff
- Unaware that must apply for transfer
- Lack of career awareness and workforce requirements-students may not be aware that their career of choice may need an Associate and/or Bachelor degree

Structure Evaluation

What is the impacted structure/process/policy/practice/culture on your campus related to this selection?

Instruction

- Male students use their education to build skills (certificates) get into workforce and may not transfer
- Men of color survey, majority of participants shared that when they tried to speak in class, they were often interrupted or ignored

Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)

- Not all students have a comprehensive Education Plan
- Black/African American students are primarily men in athletes but may not have high level of engagement to discuss their future plans
- Lack of awareness of Affinity Centers
- Low number of male students in support service programs such as EOPS and SSTI
- Lack of information on transfer requirements
- No "touchpoints" along their academic journey

STRUCTURE EVALUATION: Ideal Structure

- | | |
|--|--|
| <input checked="" type="checkbox"/> Instruction | <input type="checkbox"/> Business Services |
| <input checked="" type="checkbox"/> Student Services | <input type="checkbox"/> Other |

Structure Evaluation

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population?

Ideal Structure

Instruction

- Partner with coaches and other “influencers” as part of the in-reach to male students
- Build more intentional relationships within our campus community among faculty and students in programs that serve a higher proportion of males (automotive, fire technology, etc.); connect with male students to create opportunities to increase relationship
- Cultural awareness & sensitivity training is needed for faculty focused on males
- Learning communities and linked courses for these students with allied instructors from other higher institutions of higher learning
- Evaluate course completion rates of students with faculty receiving basic needs support was XX and XX % of these students pass their classes with a C or above

Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.

- Introduce AST opportunities upon enrollment and at every counseling appointment
- Co-create clearer pathways connected to Affinity Centers and four-year institutions through partnerships, including HBCUs. Ex. Fullerton has Black Student Union, field trip there
- Do more of these intentional activities. HBCUs admissions presentations - Umoja-lead advocacy training around HBCU- related programs?
- Develop a transfer male cohort to include SAC Mentor/Mentees and transfer Mentor duties to representative at four-year institution
- Develop transfer guide program to provide clear guidance for SAC credit students, current Affinity Center students, and from noncredit to credit
- Every athlete is required to see an athletic counselor and has an ed plan, depending on their goal whether transfer or completion.
- Expand U-Link program
- Provide Career Planning services
- Increase financial aid awareness for four-year institutions
- Identify male centered community groups- Fraternities, 100BlackMenOC, Males in Education, etc. to support mentor pilot program within Affinity Centers
- Intentionality in transfer-related programs with specific emphasis in the target population
- Share information about promising programs ‘requirements, within athletic counseling appointments (Raise awareness where the students are)
- Increase regular and consistent In-reach opportunities related to engagement with Affinity Centers and other promising programs
- Enrollment in Affinity Centers as an element of early decision

- Diversify staffing of Outreach dept/team and ambassadors so that there is male representation and informed outreach training
- Review gaps in our community. Assure front line staff reflects the community they hope to reach. (Could be said about other groups such as LGBTQIA or disabled, etc.)
- Re-evaluate Program Mapping to facilitate degree completion
- Recruit & advertise within these communities (HBCUs, develop a pipeline to employment?)
- Identify ways to create connection among males at SAC to build stronger relationships

Budgeting and Administration (HR, Purchasing, Processes, etc.)

- Intentional marketing to recruit male classified/staff/faculty professionals
- Training in hiring practices Diversity, Equity, and Inclusion

PLANNING & ACTION

Intended Audience/Recipient:

- | | |
|--|---|
| <input checked="" type="checkbox"/> Administrator | <input checked="" type="checkbox"/> Partner (PK12, Transfer, other) |
| <input checked="" type="checkbox"/> Faculty | <input checked="" type="checkbox"/> Students |
| <input checked="" type="checkbox"/> Classified Staff | |

Action Steps:

In order to move to an ideal practice, the college will leverage **IEPI PRT grant workplan** related to Guided Pathway Learning and Engagement efforts (especially related to Program Mapping), create **workgroups** within the Enrollment Management Committee and the SEAP Committee to address desired outcomes and practices in this area, review **existing committee structures** to determine which can address the effective practices in this area, **leveraging multiple funding sources**, review **equity components** within Guide Pathways framework (CAGP 2.0) to link these efforts with effective practices in this area.

Action Steps:

- Engage in deep inquiry to assess effective ways SAC may develop marketing strategies focused on male student population
- Create Onboarding/Matriculation Work Group
- Remove barriers and redesign systems for successful enrollment of male students from outreach, application, marketing, financial aid, course registration and implementation of events with the intention to increase a stronger sense of belonging and holistic community of support
- Embed culturally relevant pedagogy across the curriculum

Resources: PIO, Outreach; U2Scholars Team, Academic Affairs, Enrollment Management Committee, Counseling, Marketing Office

Funding: a) Primary Sources: Student Equity & Achievement (SEA) Program; General Fund; State Chancellor's Office Funding on Equity Initiatives (Basic Needs, Outreach/Retention, LGBTQ+, Mental Health); Strong Workforce Program funds
b) Additional Sources: Guided Pathways; Institutional Effectiveness Partnership Initiative (IEPI)

Activities: To increase transfer rates of males SAC will:

- Scale programs that have proven to be successful; MESA, UTC, and U-Link
- Communicate with students via call/text/social media rather than email
- Establish a Male Advocacy Group aligned with Affinity Centers and athletics; group would be charged with developing and managing the pilot Male mentor/mentee program
- Partner with statewide Umoja and other Affinity Centers for Professional Development; will support future cohort models in academics
- Student Success Event – event name TBD - will require funds and a planning committee. Utilize multicultural offices to support this work.
- Create a Male-focused Technical Planning Committee - with support from Distance Education, Business Operations, Counseling, Guided Pathway Faculty Leads, Research to evaluate needs for our programs, such as need for digital interest forms, entry through CCC Apply or our Welcome Letter
- Track transfer data for males by ethnicity to define baseline
- Regularly conduct and track outcomes of student satisfaction surveys (gather qualitative data and define baseline of male student satisfaction)
- Develop dashboard that tracks, Vision for Success Metrics for every program and disaggregated by special populations

SUPPORT NEEDED

Support Needed

- Field Guidance & Implementation
- Technical Assistance/Professional Development
- Data & Research
- Policy & Regulatory Actions
- Technology Investments & Tools
- Pilots & Building Communities of Practice

Description of Support Needed

Any Field Guidance and/or Implementation input from the Chancellor's Office is always helpful to hear about effective practices across the system. The same is true for any Pilots and/or Communities of Practice. Continued support from the CCC Tech Center to

implement MyPath. Rebuild trust with research community on how the Chancellor's office data is reliable, verifiable, and transparent.

ADDENDUM

The 2022-25 Student Equity Plan Task Force identified a few materials you may find useful to review as you develop your plans. These materials may provide helpful context, research, or resources you may wish to reference as you engage your local teams in the process. This is not intended to be a comprehensive list.

Planning Resources:

- [Diversity, Equity, Inclusion, and Accessibility \(DEIA\) Glossary of Terms](#), CCCCCO DEI Workgroup, November 2020
- [California Community College Student Equity Plan Review: A Focus on Racial Equity](#), Center for Urban Education, Rossier School of Education, University of Southern California (Chase, Felix, & Bensimon, 2020)
- [Joint Analysis of the Enacted 2021-22 Budget](#), CCCCCO, July 2021

Recommended Reading:

- [CCCCCO June 2020 Call to Action](#)
- [CCCCCO November 2020 Call to Action](#)
- [Improving Racial Equity in Community College: Developing a Plan, Implementing the Vision](#) (Felix, 2021)
- [Progress & Potential: Considering the Question of Racial Equity in CA AB705](#), USC Center for Race & Equity (Cooper, Kurlaender, & Bensimon, 2021)
- [Integrating Racial Equity into Guided Pathways](#), Student Success Center Network (Bragg, Wetzstein, & Bauman, 2019)
- [California Community College #RealCollege Survey](#), The Hope Center (Goldrick-Rab, Baker-Smith, Coca, & Looker, 2019)
- [The State of Higher Education for Latinx Californians](#), Campaign for College Opportunity (November 2021)
- [The State of Higher Education for Black Californians](#), Campaign for College Opportunity (February 2021)

Recommended Viewing:

- [Nurturing a Student-Centered Campus Climate: Enrollment, Persistence, and Lessons from 2020](#) (November 2021 CCC Board of Governors Meeting)
- [Designing for Student Success: Building a Student-Centered Financial Aid and Basic Needs Ecosystem](#) (October 2021 CCC Board of Governors Meeting)
- [CCCCCO Call to Action Webinar](#) (June 3, 2020)