Santa Ana College
2019-2022 Equity Plan
Executive Plan Summary

Santa Ana College (SAC), which turned 100 years old in 2015, serves over 18,000 students each semester at its main campus in Santa Ana, California and 7,000 firefighter and law enforcement professionals in Orange County and throughout California. The college prepares students for transfer to four-year institutions and provides invaluable workforce training and customized training for business and industry. In addition, another 11,000 students are served through the college's School of Continuing Education located at Centennial Education Center, Remington Education Center, the Adult Education Center on the Santa Ana College campus, among others. Ranked as one of the nation's top two-year colleges awarding associate degrees to Latino and Asian students, the college is also recognized throughout the state for its comprehensive workforce training programs for nurses, firefighters, law enforcement and other medical personnel. SAC is one of two comprehensive colleges within *Rancho Santiago Community College District.*

Santa Ana College faculty, staff and administrators are proud to serve the institution's surrounding communities. Educators, community and business leaders, municipal partners, entrepreneurs, and philanthropists coordinate to create a college that has as its mission the attainment of the educational goals and dreams of an entire region. The Student Equity initiative at Santa Ana College is designed to make the attainment of these dreams and goals incumbent upon the hard work and character of our students and not income, gender, ethnicity, disability status, foster youth status, LGBTQ identity, previous military service, nor any other qualifying characteristic. The goal is to have a campus where student success is the center of our every activity and is the measure by which we determine the college's success.

The Santa Ana College Equity Plan represents a collaborative process of inquiry, coordination and planning and reflects our efforts to bring together plans and activities from various academic, student service, and administrative divisions. It is the promise of the members of our institution to work together across all boundaries to supply the best possible campus for our students to receive an education. Many of the activities presented in the plan cross between Research, Continuing Education, Student Services, Academic Affairs, and Administrative Services and are designed to eliminate boundaries and provide support to our students though Guided Pathways. We are committed to creating an equity-minded culture that will allow us to engage in strategic practices leading to student completion.

If you would like more information about Santa Ana College's Equity Plan, please contact Dr. Jeff Lamb (Lamb_Jeffrey@sac.edu) or Dr. Fernando Ortiz (Ortiz_Fernando@sac.edu).

Student Equity Plan Summary

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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 has developed its new strategic plan, which provides a framework for overall direction for SAC.

Executive Summary

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

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% ▶‖◀
Hispanic or Latino	Male	Retained from Fall to Spring at the Same College	5780	7121	+23.2% ▶‖◀
Hispanic or Latino	Female	Retained from Fall to Spring at the Same College	6655	6184	-7.08% ◀ ▶

Demographic	Gender	Metric	Baseline	Goal	Equity Change
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% ▸‖◂
Some other race	Male	Completed Both Transfer-Level Math and English Within the District in the First Year	5	14	+180% ▸‖◂

Demographic	Gender	Metric	Baseline	Goal	Equity Change
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% ▶‖◀
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% ▶‖◀

Demographic	Gender	Metric	Baseline	Goal	Equity Change
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

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

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

Accounting of Student Equity funding for 2015-16, 2016-17 and 2017-18

Table 1 - Expenses related to equity activities prior years

Total 15-16 Expenses for Honors Program $3,992.95
Total 15-16 Expenses for Distance Ed. $21,143.28
Total 15-16 Expenses for Academic Computing $12,693.34
Total 15-16 Expenses for Business Applications $2,771.08
Total 15-16 Expenses for Computer Science $2,763.43
Total 15-16 Expenses for Engineering $1,615.00
Total 15-16 Expenses for Paralegal $4,418.20
Total 15-16 Expenses for Counseling $158,518.53
Total 15-16 Expenses for MESA $34,215.46
Total 15-16 Expenses for Summer Scholars $25,335.83
Total 15-16 Expenses for Transfer Center $241,758.71
Total 15-16 Expenses for Fresh Exp $29,351.55
Total 15-16 Expenses for Learning Support Ctr. $146,442.93
Total 15-16 Expenses for Human Svcs. & Tech Ctr. $7,238.37
Total 15-16 Expenses for Fire Tech $19,454.43
Total 15-16 Expenses for Welding $3,602.99
Total 15-16 Expenses for Library Services $24,361.71
Total 15-16 Expenses for Mathematics $221,703.30
Total 15-16 Expenses for Math Study Center $104,700.60
Total 15-16 Expenses for Biology $1,090.00
Total 15-16 Expenses for Continuing Ed $51,093.70
Total 15-16 Expenses for Student Svcs. $660,320.52
Total 15-16 Expenses for Professional Dev. $253,659.90
Total 15-16 Expenses for A&R Office $90,092.56
Total 15-16 Expenses for EOPS $131,348.08
Total 15-16 Expenses for Assessment $659.64
Total 15-16 Expenses for High Tech Ctr. DSPS $10,237.07
Total 15-16 Expenses for Health & Wellness Ctr. $2,333.38
Total 15-16 Expenses for Scholarship Office $31,494.08
Total 15-16 Expenses for Student Support Svcs. $28,796.46
Total 15-16 Expenses for Student Affairs $72,838.68
Total 15-16 Expenses for Student Activities $45,623.40
Total 15-16 Expenses for Veterans Resource Ctr. $23,956

Total 16-17 Expenses for College Advancement $12,745.20

Total 16-17 Expenses for Marketing $65,133.06
Total 16-17 Expenses for Academic Support SAC $48,571.93
Total 16-17 Expenses for Honors Program SAC $1,829.35
Total 16-17 Expenses for Distance Ed. $110,754.53
Total 16-17 Expenses for Business Division $7,774.40
Total 16-17 Expenses for Academic Computing $1,749.65
Total 16-17 Expenses for Business Administration $4,274.80
Total 16-17 Expenses for Engineering $67,435.21
Total 16-17 Expenses for Business Admin. $2,992.21
Total 16-17 Expenses for Counseling $73,955.32
Total 16-17 Expenses for Counseling Instruction $6,736.93
Total 16-17 Expenses for MESA $122,641.05
Total 16-17 Expenses for Transfer Center $252,983.13
Total 16-17 Expenses for Fresh Exp $104,002.45
Total 16-17 Expenses for Kinesiology $3,578.45
Total 16-17 Expenses for Fine & Performing Arts $496.62
Total 16-17 Expenses for Photography $5,696.63
Total 16-17 Expenses for Learning Support Center $7,554.59
Total 16-17 Expenses for Psychology $12,736.25
Total 16-17 Expenses for Family & Consumer Studies $30,934.65
Total 16-17 Expenses for Fire Tech $19,898.07
Total 16-17 Expenses for Human Development $4,031.65
Total 16-17 Expenses for Manufacturing Tech $8,171.63
Total 16-17 Expenses for Sci, Math, Health Sci $5,338.50
Total 16-17 Expenses for Mathematics $293,713.97
Total 16-17 Expenses for Math Study Center $86,521.78
Total 16-17 Expenses for Biology $3,270
Total 16-17 Expenses for Continuing Ed $95,602.12
Total 16-17 Expenses for Student Services $880,041.21
Total 16-17 Expenses for Professional Dev. $206,375.68
Total 16-17 Expenses for A&R Office $104,483.41
Total 16-17 Expenses for EOPS $188,888.67
Total 16-17 Expenses for Assessment $1,677.55
Total 16-17 Expenses for DSPS Office $178.07
Total 16-17 Expenses for High Tech Ctr. DSPS $29,485.91
Total 16-17 Expenses for Health & Wellness Ctr. $13,653.35
Total 16-17 Expenses for Scholarship Office $33,354.66
Total 16-17 Expenses for Student Support Svcs. $22,325.86
Total 16-17 Expenses for Student Affairs Office $63,212.49
Total 16-17 Expenses for Orientation /Coor/Trai $60,974.38
Total 16-17 Expenses for School & Community Partnershp $2,535.30
Total 16-17 Expenses for Student Activities $108,599.50

Total 16-17 Expenses for Veterans Resource Ctr. $12,243.75

Total 17-18 Expenses for College Advancement $39,215.83

Total 17-18 Expenses for Project Management $36,241.25

Total 17-18 Expenses for Public Affairs/Gov Rel $98,756.69

Total 17-18 Expenses for SAC Research $181,092.17

Total 17-18 Expenses for SAC Research $12,675.15

Total 17-18 Expenses for Academic Support SAC $16,404.66

Total 17-18 Expenses for Academic Affairs $21,311.55

Total 17-18 Expenses for Distance Ed $116,982.88

Total 17-18 Expenses for Distance Ed $9,442.62

Total 17-18 Expenses for Accounting $11,796.79

Total 17-18 Expenses for Counseling $88,577.77

Total 17-18 Expenses for Ctr. for Teacher Ed $2,511.03

Total 17-18 Expenses for MESA $54,143.10

Total 17-18 Expenses for Transfer Center $269,102.78

Total 17-18 Expenses for ULINK $6,797.73

Total 17-18 Expenses for Puente $5,940.95

Total 17-18 Expenses for Fresh Exp/Learning $81,195.72

Total 17-18 Expenses for Learning Support Center $973.12

Total 17-18 Expenses for Manufacturing Tech $4,109.94

Total 17-18 Expenses for Sci, Math, Health Sci $13,142.98

Total 17-18 Expenses for Mathematics $111,946.22

Total 17-18 Expenses for Math Study Center $49,456.64

Total 17-18 Expenses for Biology $2,180.00

Total 17-18 Expenses for Continuing Ed $36,713.48

Total 17-18 Expenses for Stidemt Services $221,045.85

Total 17-18 Expenses for Professional Dev. $169,400.50

Total 17-18 Expenses for A&R Office $104,807.13

Total 17-18 Expenses for EOPS $128,067.31

Total 17-18 Expenses for Assessment $1,461.31

Total 17-18 Expenses for High Tech Ctr. DSPS $30,971.38

Total 17-18 Expenses for Health & Wellness Ctr. $399.19

Total 17-18 Expenses for Scholarship Office $30,503.17

Total 17-18 Expenses for Student Support Svcs. $13,694.33

Total 17-18 Expenses for Student Affairs Office $76,934.72

Total 17-18 Expenses for Orientatn/Coor/Train $74,228.50

Total 17-18 Expenses for School & Community Partn $26,762.70

Total 17-18 Expenses for Student Activities $114,382.23

Total 17-18 Expenses for Veterans Resource Center $80,717.71

Assessment of Progress

Goal 1:
Increase number of students who transition from SAC non-credit (School of Continuing Education) High School Diploma programs (ABE, GED, Tuition Free High School Diploma, CTE, ESL, and GED) to SAC credit (activities include SCE Career Center activities) or who are prepared to successfully enter the workforce.

Transition from Non-Credit to Credit

	13-14	14-15	15-16	16-17	17-18
# of SAC-SCE students at SAC	1054	1050	833	1052	987
# of SAC-SCE students at SCC	39	40	54	49	45

Source: 12 Measures of Success, RSCCD Research Office

	14-15	15-16	16-17	17-18
# of Tuition Free High School Diploma at SAC	208	223	222	212

Source: RSCCD Data Warehouse, SEAT file

Goal 2:
Increase the percentage of students who complete an English or mathematics transfer-level course within the first year of college.

Completed both English and Math Transfer level within the first year within the district

	2014-2015	2015-2016	2016-2017	2017-2018
# Completing	218	270	292	334
Cohort Count	3388	3291	3559	3060
% Completing	6%	8%	8%	11%

Source: Calpassplus.org Launchboard

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First Time Freshman Cohort	Transfer Level English completed within one year	Transfer Level Math completed within one year
Fall 2014	22%	13%
Fall 2015	24%	15%
Fall 2016	28%	14%
Fall 2017	28%	16%

Source: RSCCD Data Warehouse

Goal 3:

Increase percentage of students who attain fifteen degree-applicable units by the third semester.

Table 2- number of 1st time students completing 15 or more units

Number of First Time Students completing 15 or more units (Grade C or better) within the first three terms (Fall to Fall)									
Cohort	Fall 2014	Fall 2015	Fall 2016	Fall 2017					
	69	148	115	130					
Source: RSCCD Data Warehouse, SEAT file									

Goal 4:

Decrease the average amount of time that it takes for students to complete degrees or certificates.

Goal 5:

Increase the percentage of students who become transfer-ready, attain transfer degrees, or transfer.

Table 3 - % of degree / cert / transfer seeking students starting first time and tracked for 6 years who completed degree, cert

of transfer

Percentage of degree, certificate and/or transfer-seeking students starting first time and tracked for six years who completed a degree, certificate or transfer-related outcomes.

Completion Overall	2007-2008		2008-2009		2009-2010		2010-2011		2011-2012	
	Cohort Size	Cohort Rate	Cohort Size	Cohort Rate	Cohort Size	Cohort Rate	Cohort Size	Cohort Rate	Cohort Size	Cohort Rate
All	1,987	46.6%	1,916	44.3%	2,161	45.2%	2,102	44.4%	2,191	43.9%
Female	1,000	47.5%	939	43.0%	1,072	45.9%	1,082	44.2%	1,089	47.1%
Male	987	45.7%	977	45.4%	1,080	44.4%	1,009	44.6%	1,093	40.8%
< 20 years old	1,605	48.3%	1,532	46.3%	1,718	46.0%	1,692	46.5%	1,792	45.1%
20 to 24 years old	197	39.1%	192	37.0%	224	42.9%	227	37.9%	227	35.7%
25 to 39 years old	137	39.4%	129	34.1%	141	48.2%	116	32.8%	110	48.2%
40+ years old	48	39.6%	63	36.5%	78	28.2%	67	34.3%	62	32.3%
African American	48	54.2%	39	41.0%	18	55.6%	19	26.3%	36	41.7%
Native	12	41.7%	16	43.8%	ed	50.0%	Suppressed	33.3%	ed	0.0%
Asian	194	64.4%	219	64.8%	242	54.1%	190	52.6%	206	57.8%
Filipino	30	60.0%	28	46.4%	15	60.0%	15	40.0%	10	50.0%
Hispanic	1,223	40.1%	1,230	38.9%	1,430	40.6%	1,250	39.5%	1,504	40.4%
Pacific Islander	13	38.5%	21	38.1%	11	45.5%	Suppressed	66.7%	ed	50.0%
White	326	54.3%	289	51.6%	212	56.1%	217	55.3%	230	53.9%
Source: Student Success Scorecard										