

SEA Annual Report

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Awaiting Submittal

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Awaiting Submittal

Disproportionately Impacted (DI) Student Groups

Demographic	Gender	Metric	Baseline	Goal	Equity Change
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% ◀ ▶
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% ◀ ▶
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% ◀ ▶
Black or African American	Male	Completed Both Transfer-Level Math and English Within the District in the First Year	0	3	+200% ◀ ▶
Hispanic or Latino	Male	Completed Both Transfer-Level Math and English Within the District in the First Year	117	351	+200% ◀ ▶
Asian	Male	Enrolled in the Same Community College	1134	1304	+14.99% ◀ ▶
Asian	Female	Enrolled in the Same Community College	1387	1595	+15% ◀ ▶

Disproportionately Impacted (DI) Custom Student Groups

No population groups selected.

Overall Student Groups

No population groups selected.

Activities

Asian : Female : Enrolled in the Same Community College

Related Activity from Student Equity Plan

Applicant / New student initiatives

Categories

- Outreach to K-12 and community partners
- Student Recruitment

Implementation Status

Implementation in progress

Asian : Male : Enrolled in the Same Community College

Related Activity from Student Equity Plan

Applicant / New student initiatives

Categories

- Outreach to K-12 and community partners
- Student Recruitment

Implementation Status

Implementation in progress

Black or African American : Female : Attained the Vision Goal Completion Definition

Related Activity from Student Equity Plan

Implement the major principles of The Guided Pathways Framework

Categories

- Co-requisite courses
- Orientation/Welcome activities
- Professional development

Implementation Status

Implementation in progress

Black or African American : Female : Completed Both Transfer-Level Math and English Within the District in the First Year

Related Activity from Student Equity Plan

Restructure courses and course sequences

Categories

- Co-requisite courses
- Embedded Tutoring
- Supplemental instruction

Implementation Status

Implementation in progress

Black or African American : Female : Retained from Fall to Spring at the Same College

Related Activity from Student Equity Plan

Improve communication with and the distribution of information to students

Categories

- Orientation/Welcome activities
- Other (Specify)
- Professional development

Implementation Status

Implementation in progress

Other Category

Created career clusters (meta majors)

Black or African American : Male : Attained the Vision Goal Completion Definition

Related Activity from Student Equity Plan

Revise existing programs and create new ones that support student success

Categories

- Orientation/Welcome activities
- Other (Specify)
- Professional development

Implementation Status

Implementation in progress

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Black or African American : Male : Completed Both Transfer-Level Math and English Within the District in the First Year

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Implementation Status

Implementation in progress

Expenditures

Year 1 Expenditures

2018-19 Allocation

\$8,810,142

Expenditure Type	Year 1 Amount	Percentage of Allocation
1000 - Instructional Salaries	\$2,172,353	24.66%
2000 - Non-Instructional Salaries	\$2,807,860	31.87%
3000 - Employee Benefits	\$2,081,309	23.62%
4000 - Supplies and Materials	\$64,000	0.73%
5000 - Other Operating Expenses and Services	\$186,414	2.12%
6000 - Capital Outlay	\$2,934	0.03%
7000 - Other Outgo	\$0	0%
Total Expenditures	\$7,314,870	83.03%
Year 2 Forecast	\$1,495,272	16.97%
Total	\$8,810,142	
Remaining Allocation	\$0	0%

Category Spending

Category Spending

2018-20 Expenditures

\$8,810,142

Activity Category	Percent	Amount
Counseling	31%	\$2,731,144
Professional development	4%	\$352,406
Tutoring	2%	\$176,203
Orientation/Welcome activities	5%	\$440,507
Classified	42%	\$3,700,260
Embedded Tutoring	3%	\$264,304
First Year experience	0%	\$0
Basic needs support (food, transportation, housing)	0%	\$0
Other (Specify)	13%	\$1,145,318
Sub-Totals	100%	\$8,810,142
Uncategorized	0%	\$0
Total	100%	\$8,810,142

Other Spending

Employee salaries and materials/supplies that support all activity categories.

Success Story (optional)

Story Title

Two day orientation

Responsible Person

Ortiz, Fernando (ortiz_fernando@sac.edu)

Success Story

SACDays (SAC = Success at College) is a two-day orientation event on the Santa Ana College campus which takes place the week before the start of the fall semester. Incoming and continuing students are encouraged to participate in a series of orientation sessions and workshops to help them succeed in college. Examples of workshops include; study skills, getting to know your professor and utilizing office hours, how to use your textbooks, survive and thrive in online classes, basic grammar review, basic math review, balancing work and college, calculating your GPA, importance of positive mindset, and many more.

Research has shown positive outcomes for SACDays attendees. Namely, a recent analysis of average number of units attempted showed that students who attend SACDays are more likely to enroll as full-time students the semester immediately after attending SACDays. To ensure that the data are not confounded, this comparison excludes students who attend SACDays and are also EOPS students, who are also likely to enroll in a higher number of units independent of a SACDays-type orientation.

According to SACDays coordinator, it is possible that SACDays attendees may be encouraged to enroll in more units based on exposure to a Career and Academic Pathway orientation (which is the Guided Pathways meta-major alignment at Santa Ana College). At these sessions, students are informed of student support services, available careers in their Career and Academic Pathway, the importance of staying on their path in order to complete their degree or certificate, and contact information for those needing further resources. Attendees also had the opportunity to participate in workshops that highlighted the Differences Between High School and College, Study Skills and Strategies for Success, College Success, and the college's Honors Program.

Outcomes

Comparison of New and Continuing Student SACDays Attendees

2016 Cohort, New Students (Attended SACDays Fall 2016, first term at SAC Fall 2016):

Average total units attempted: Fall 2016=12.0, Spring 2017=12.3, Fall 2017=11.2, Spring 2018=9.9

2016 Cohort, Continuing Students (Attended SACDays Fall 2017, first term at SAC Fall 2016):

Average total units attempted: Fall 2016 (pre-SACDays)=6.1, Spring 2017 (pre-SACDays)=9.1, Fall 2017=12.1, Spring 2018=11.2

2017 Cohort, New Students (Attended SACDays Fall 2017, first term at SAC Fall 2017):

Average total units attempted: Fall 2017=12.4, Spring 2018=11.2, Fall 2018=10.2, Spring 2019=9.2

2016 Cohort, Continuing Students (Attended SACDays Fall 2018, first term at SAC Fall 2017):

Average total units attempted: Fall 2017 (pre-SACDays)=5.9, Spring 2018 (pre-SACDays)=7.2, Fall 2018=9.6, Spring 2019=9.2

2018 Cohort, New Students (Attended SACDays Fall 2018, first term at SAC Fall 2018):

Average total units attempted: Fall 2018=12.4, Spring 2019=10.6

Challenges (optional)

Description of Challenge

Santa Ana College offers many programs for all students. A challenge is that we are finding that some of our programs are being disproportionately utilized.

Digital Dons Laptop Loan Program; 53.5% of program participants are female Latinx students (38.5% of students).

Learning Center; 12.6% of program participants are female Asian students (7.0% of students).

SACDays Student Onboarding Orientation; 47.7% of program participants are female Latinx students (38.5% of students).

SAC Promise; 52.0% of program participants are female Latinx students (38.5% of students).

Summer Scholars Transfer Institute; 57.2% of program participants are female Latinx students (38.5% of students).

U-Link Transfer Program; 53.1% of program participants are female Latinx students (38.5% of students).

In addition, for Fall 2018 credit students, 73% did not participate in any high touch programs and 53% did not participate in any high touch programs and did not take advantage of/receive any primary resources.

Categories

- Bootcamps
- First Year experience
- Learning communities
- Orientation/Welcome activities
- Student Success workshops

- Technology access for students
- Textbook access
- Transportation
- Tutoring

Responsible Person

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