

2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

- 1. Assess your college's previous program efforts:**
- a. In the table below, list progress made toward achieving the goals outlined in your 2015-16 SSSP, Student Equity, and BSI plans. Expand the table as needed so that all of your goals are included.**

2015-16 Success Goals- From the 2015-16 Student Equity Plan	Progress
1. Create an integrated plan for SSSP, BSI, and Student Equity plans, including comprehensive budget and evaluation plan for all three.	<ul style="list-style-type: none"> • Completed as of Fall 2017
2. Implement a series of college-wide efforts that are expected to engage all constituency groups at SAC to improve equality of opportunity across all of the five specific areas for students from all target groups.	<ul style="list-style-type: none"> • Ongoing
3. Create a program and institutional review process that fosters an equity mindset on the campus.	<ul style="list-style-type: none"> • Completed as of Fall 2017 • Disaggregation and analysis of student achievement data required in Annual Program Review
4. There will be an increase in the percentage of students under the age of 20 enrolling at SAC by increasing the number of Santa Ana and Garden Grove Unified High School students by 10%.	<ul style="list-style-type: none"> • Number of SAUSD and GG students in Fall 2013- 3409 • Number of SAUSD and GG students in Fall 2016- 3802 • 11.5% increase
5. There will be a 20% decrease in the gap of successful course completion between Latino students and the highest performing student sub-group.	<ul style="list-style-type: none"> • Gap between Asian and Latino students in Fall 2013- 19.1% • Gap between Asian and Latino students in Fall 2016-16.9% • Decrease of 11.5%
6. There will be an increase in the English basic skills completion rate for Latinos by 10% by 2020.	<ul style="list-style-type: none"> • BSC for Latinos in 2011- 37.8% • BSC for Latinos in 2014-38.1% • Increase of 1%
7. There will be an increase in the Math basic skills completion rate for Latinos by 20% by 2020.	<ul style="list-style-type: none"> • BSC for Latinos in 2011- 21.2% • BSC for Latinos in 2014- 24.2% • Increase by 14.2%
8. The gap in certificate attainment between the Santa Ana College population and certificate attainment for Veterans and Foster Youth will be eliminated.	<ul style="list-style-type: none"> • Foster Youth- 2009- 22.2% (18), 2011- 6.5% • Veteran- 2009- 27.8% (18), 2011- 27.2% (11) • Gap is still significant.

<p>9. There will be a 20% decrease in the transfer gap between Latino students and the highest performing subgroup.</p>	<ul style="list-style-type: none"> • Transfer Gap - Gap has decreased from 33% to 30%. However, the number of overall transfers has decreased with the overall percentage also decreasing.
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Goal	Progress
<p>SSSP - Orientation Total of first time college students receiving orientation: 8,241 Target was 6,823; 120% of population served (exceeded target)</p>	<ul style="list-style-type: none"> • Increased # of orientation sessions throughout the year • Increased length and staffing for orientation sessions • Increased # of N45 Orientation Classes
<p>SSSP - Assessment Total of first time college students receiving placement testing: 6,516 Target was 6,823; 95% of target served</p>	<ul style="list-style-type: none"> • Increased/improved space for computer based and pencil/paper placement testing • Added equipment to increase computer stations • Added personnel to help accommodate increased placement testing • Follow up emails were sent to students who did not complete placement testing, and holds were placed on their records
<p>SSSP - Counseling, Advising and Education Planning Services Total of first time college students receiving counseling/advising services: 8,406 (excluding "other services") Target was 6,823; 123% of target population met (exceeded target) Total 10,164 education plans were developed (5,107 abbreviated; 5,051 comprehensive) Target for education plans was 6,823; 75% of target met for abbreviated; 74% of target met for comprehensive education plans</p>	<ul style="list-style-type: none"> • Continued efforts to add more FT counselors and adjunct counseling hours • Increased "in-reach" of counseling services by locating counselors where students can more readily engage their services (Examples of new locations included the Assessment Center, Learning Center, Math Center, Career/CTE Center) • Holds placed for abbreviated education plan; however, only notices are sent for comprehensive education plans
<p>SSSP - Follow-Up Targeted populations included:</p> <ul style="list-style-type: none"> • At-risk entering freshmen • Students on Probation • Undecided Majors • Guardian Scholars • S4S Peer Mentor Program 	<ul style="list-style-type: none"> • Initiated Special Projects to follow up with at-risk populations, led by a counselor/facilitator for up to 25 hours/week

Goal	Progress
<p>BSI</p> <p>1. Create and implement integrated academic support services for all students with standardized training and evaluation of tutors in the Learning Center, Math Center and non-credit tutoring. (credit & non-credit)</p>	<ul style="list-style-type: none"> • Partially accomplished. There is a need to extend integration and standardization. Integrated academic support services available at SAC Learning Center. Online tutor training modules have been developed and customized as needed for specific disciplines. All SAC tutors are evaluated annually according to standards provided by the Student Business Office
<p>BSI</p> <p>2. We will see a five-year increase of 5% in the number of students who advance from 2 or fewer levels below transfer to qualify for transfer-level mathematics.</p> <p>3. We will see a five-year increase of 2% in the number of students who advance from 2 or fewer levels below transfer to qualify for transfer-level English. (credit)</p> <p>4. We will see a five-year increase of 2% in the number of students enrolled in EMLS classes who advance to transfer-level English. (credit)</p>	<ul style="list-style-type: none"> • Math <ul style="list-style-type: none"> • 1-year cohort +64% • 2-year cohort +29% • English <ul style="list-style-type: none"> • 1-year cohort -10.8% • 2-year cohort -10% • EMLS <ul style="list-style-type: none"> • 1-year cohort -2% • 2-year cohort -3%
<p>BSI</p> <p>5. Increase transition of non-credit students to credit programs. (non-credit)</p> <p>6. Increase completion and persistence through the non-credit ESL, English and math developmental sequences. (non-credit)</p> <p>7. Increase comprehensive counseling services to non-credit students. (non-credit)</p>	<ul style="list-style-type: none"> • Progress: Non-credit Academic ESL track created. Non-credit Transition to College course offered 2016-17. Held articulation discussions with credit ESL faculty. • Progress: Non-credit Academic ESL track created. • Progress: Comprehensive counseling services expanded in non-credit to include ESL embedded lessons for students.

b. To what do you attribute your overall success or lack thereof? (This answer can be in narrative or bullet; 100 words maximum)

- Long-standing, college-wide mindset and eagerness to see students be successful.
- Interest in inquiry and recent increase in support for inquiry with SAC's new Research Office.
- Intentionality and transparency in departmental cross-dialog. Breaking away from silos.
- BSI funding to start many initiatives, i.e. Math Redesign, embedded counseling in ESL and basic skills classes and in learning centers.
- Opportunity to engage in planning and coordination efforts due to new requirement to do integrated planning.

c. In the table below, identify one goal from your 2015-16 plans that intersects SSSP, Student Equity, and BSI and describe the integration activities. (Note: For the 2017-19 plan, integrated goals are required.)

- Overall Coordination: The Dean of Counseling, Student Equity Coordinator and BSI/Faculty Professional Development Coordinator have worked in close collaboration on Multiple Measures through joint participation on the Student Success & Equity Committee and Basic Skills Strand A. These individuals also regularly attend budget meetings to coordinate SSSP, Student Equity and BSI expenditures.
- The coordinators of SSSP, BSI and Student Equity have met regularly with the head of the Assessment Center to evaluate and determine courses of action for the implementation of multiple measures.

Goal	Activities in each program that serve the goal listed		
	SSSP	Student Equity	BSI
<u>EPP#1 Multiple Measures</u> : Improve the accuracy of placement to reduce the number of students who place below college-level English and Math by developing Multiple	Pre-assessment workshops are done at feeder high schools by assessment counselor to prepare and inform students of resources available	Provided introductory workshop with John Hetts and CAI workshops with SAC Assessment Coordinator and credit and non-credit basic skills	Co-funded some Student Equity activities.. Finalized direct articulation agreements between SAC School of Continuing Education high school courses and college courses.

<p>Measures models for English, Math, ESL, and Reading and use high school grades and non-credit Math course grades to inform Math, ESL and English course placement.</p>	<p>and changes in assessment. An updated assessment letter was created to inform students of final placement after multiple measures is applied.</p>	<p>and ESL faculty. Intersegmental meetings with SAC Math and English faculty and area high school faculty leading to direct articulation of high school math and English courses to SAC Math and English programs. Boot camps and assessment retesting for math placement. Funded overtime for admissions and records to process waivers and allow students access to new placements.</p>	<p>Centralized assessment services for ABE, ESL, and ASE. Multiple measures is one of the primary goals of the Basic Skills and Student Outcomes Transformation Grant.</p>
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2. Describe one strategy or activity that your college has implemented that is resulting in significant gains in student completion or closing of achievement gaps. The Chancellor’s Office will use this information to assist in dissemination of effective practices to other colleges.

In Fall of 2011, the Santa Ana College Math Department, in conjunction with Strand A of our Basic Skills Initiative, began an inquiry into the redesign of its elementary and intermediate algebra pathways. The department noted that a large proportion of students who began in Basic Skills would not complete Intermediate Algebra or transfer level math within three years of their first math course. Students were routinely completing the transfer pathway at a rate of approximately 12% if they were placed in basic skills. Rates of completion of intermediate algebra were similarly depressed. Consequently, these students would not complete degrees.

The math department noted maintaining the traditional elementary and intermediate algebra sequence would mean that only 75% of all students would ever attempt intermediate algebra after successfully completing elementary. Only 25% of successful elementary completers would take intermediate algebra in the immediately following complete semester. The mathematics was simple: 50% completion in elementary times 25% throughput to intermediate algebra

times 55% successful completion of intermediate algebra meant that there was a 6.9% chance that a student who started in elementary algebra would successfully complete intermediate in a school year. So the first challenge was structural, improving successful completion of intermediate algebra required eliminating the exit point between elementary and intermediate algebra.

The second major change was pedagogical. The department noted that the skills for STEM students was not the same as for those entering the social sciences. . Furthermore, the mathematics required for these two different pathways was different. Hence, the preparation for those courses needed to be different. So, the math department created two separate courses that emphasized the different mathematics for statistics (Humanities and Social Sciences) and for algebra-intensive programs of study (Business and STEM). In addition to this major departure, the department also began using technology to individualize instruction to students depending on their areas of need and including instructional assistants in the classroom.

In Fall 2015, Santa Ana College went to full scale and eliminated elementary algebra. In Spring 2016, intermediate algebra was eliminated and all algebra courses were Redesign. The results have been overwhelmingly positive. Students completing a transfer-level course after starting in basic skills math have increased from 8.2% to 12.8%. Completion of intermediate algebra in a single year has increased from 30.3% to 49.7%. In addition, two-year basic skills completion rates have risen from 17% to 22.7%. When we compare only students who began in elementary or intermediate algebra, the results are even more impressive. Traditionally, between 63% and 65% of all basic skills math students started in elementary or intermediate algebra. One-year Intermediate Algebra completion rates for these students increased from 43.5% to 63.1% from Fall 2014 to Fall 2015. One-year transfer course completion rates increased from 12.7% to 19.1% for the same students. Two-year intermediate algebra completion rates rose from 63.8% to 79.2%. And two-year basic skills completion rates increased from 22.7% to 43.4%.

The work of the Elementary and Intermediate Algebra was a collaborative transformation that included all of the members of the campus. The math department spent 5 years researching, planning, developing and advocating for the proposed change. Counseling and Outreach have engaged in a systematic process to inform our campus community and our local high schools of the important change and its implications. Our administration has embraced the whole scale change in scheduling and outfitting of rooms that this endeavor required. And each year, almost 4000 students are impacted by the change.

- 3. Establish integrated student success goals to be completed/achieved by June 30, 2019, along with corresponding activities designed to achieve those goals. Goals must be outcomes-based, using system-wide outcomes metrics. (Please see separate chart for this question.)**

Goal	Activities in each program that serve the goal listed			Goal Area
	SSSP	Student Equity	BSI	
<p>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</p>	<ul style="list-style-type: none"> • Funding of Outreach Staff • Early Decision Counseling • Dedicated EMLS Counseling Hours • Student for Student (S4S) Peer mentor program • Non-credit to credit transition workshops • Develop comprehensive Ed Plans to include student transition goals • Develop waiver processes for articulated SCE courses. • Provide placement testing services at SCE. 	<ul style="list-style-type: none"> • Funding of CalWorks student assistants to provide outreach and peer mentorship. 	<ul style="list-style-type: none"> • Funding of curriculum revision to streamline pathways into credit courses. • Articulated pathways from non-credit to credit in English, math, CTE and VBUS. • Embedded non-credit counseling in ASE, ESL, and ABE to assist in transition activities and pathways. • Facilitate the transition activities and articulation agreements between non-credit and credit ESL/EMLS curricula and HS • Faculty Inquiry Group with Composition and Academic ESL teachers to determine an entry point for ESL 	<ul style="list-style-type: none"> <input type="checkbox"/> Access <input checked="" type="checkbox"/> Retention <input type="checkbox"/> Transfer <input checked="" type="checkbox"/> ESL/Basic Skills Completion <input type="checkbox"/> Degree & Certificate Completion <input checked="" type="checkbox"/> Other: Transition

			students into the Composition courses which lead to a pathway to English 101.	
<p>Goal 2: Increase the percentage of students who complete an English or mathematics transfer-level course within the first year of college.</p>	<ul style="list-style-type: none"> • Assessment Center work with Multiple Measures • Counseling hours in the Math Center • Counselor presentation in Basic Skills classrooms • Assessment Center Counselors at the High Schools • Early Decision Counseling • Freshmen Experience Program 	<ul style="list-style-type: none"> • Outreach to high school campuses to supply guidance on math coursework • Multiple Measures development and implementation • Development and implementation of SAC Days to foster student success for incoming freshmen • Redesign of Elementary and Intermediate Algebra courses to accelerate students and provide better defined pathways. • Dual Enrollment 	<ul style="list-style-type: none"> • Provide & evaluate highly integrated academic support services with standardized tutoring, including supplemental instruction & embedded tutoring. • Participate in coordinating recruitment of high school seniors to Freshman Experience Program (FEP) • Continue FEP cohort activities and collaborative faculty planning in linked math-counseling and English counseling 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Access <input checked="" type="checkbox"/> Retention <input type="checkbox"/> Transfer <input checked="" type="checkbox"/> ESL/Basic Skills Completion <input type="checkbox"/> Degree & Certificate Completion <input type="checkbox"/> Other: _____

		<ul style="list-style-type: none"> • Funding for increased services in the Santa Ana College Math Center. • Continue professional development for math faculty teaching redesigned beginning & intermediate algebras pathways • Monitor success in redesigned math courses. • Student Assistants are provided for all Elementary/Intermediate Algebra classes. • Faculty Inquiry Group for STEM Redesign 	<p>courses. Provide professional development for FEP faculty.</p> <ul style="list-style-type: none"> • Redesign & accelerate basic skills English courses • Explore options for redesigning credit ESL (EMLS) curricula. 	
<p>Goal 3: Increase percentage of students who make an informed decision to declare a major by the third semester or by the attainment of fifteen degree-applicable units</p>	<ul style="list-style-type: none"> • Let's Decide program of one-on-one counseling sessions with undecided majors culminating with a comprehensive education plan. • Provide Career workshops 	<ul style="list-style-type: none"> • Funding for peer mentors and ambassadors to guide incoming students. 		<ul style="list-style-type: none"> <input type="checkbox"/> Access <input checked="" type="checkbox"/> Retention <input checked="" type="checkbox"/> Transfer <input type="checkbox"/> ESL/Basic Skills Completion <input type="checkbox"/> Degree & Certificate Completion <input type="checkbox"/> Other: _____

	<p>targeted towards undecided majors.</p> <ul style="list-style-type: none"> • S4S peer mentor follow up from orientations • Classroom presentations on the Let's Decide program • N45 Freshmen Orientation course to follow up on Education plan made during Early Decision 			
<p>Goal 4: Decrease the average amount of time that it takes for students to complete degrees or certificates.</p>	<ul style="list-style-type: none"> • Comprehensive Educational Plan Counseling • Counseling provided at Learning Center, Math Center, Athletics, Bridge to Engineering • On Track to Success program targeting Probation students • Probation Workshops 	<ul style="list-style-type: none"> • Expansion of EOPS and EOPS services • Digital Dons technology program • Dual Enrollment • Freshmen Experience Program 		<ul style="list-style-type: none"> <input type="checkbox"/> Access <input type="checkbox"/> Retention <input type="checkbox"/> Transfer <input checked="" type="checkbox"/> ESL/Basic Skills Completion <input checked="" type="checkbox"/> Degree & Certificate Completion <input type="checkbox"/> Other: _____

<p>Goal 5: Increase the percentage of students who become transfer-ready, attain transfer degrees, or transfer.</p>	<ul style="list-style-type: none"> • Puente Program • ULink Program • Counseling hours to provide follow up services and educational plans at Math Center, Learning Center, Athletics, Bridge to Engineering, MESA, University Transfer Center, Center for Teacher Education 	<ul style="list-style-type: none"> • Expansion of EOPS and EOPS services • MESA Research and Transfer Trips • Transfer Trips for at-risk students • Summer Scholars Transfer Institute (SSTI) • Freshman Experience Program 		<ul style="list-style-type: none"> <input type="checkbox"/> Access <input type="checkbox"/> Retention <input checked="" type="checkbox"/> Transfer <input type="checkbox"/> ESL/Basic Skills Completion <input checked="" type="checkbox"/> Degree & Certificate Completion <input type="checkbox"/> Other: _____
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4. How will your college accomplish integration of matriculation, instruction, and student support to accomplish you student success goals? Include in your answer how your college will ensure coordination across student equity-related categorical programs or campus-based programs. (500 words max)

The Santa Ana College Student Success and Equity Committee is a shared governance committee that integrates broad college-wide efforts towards fundamental and transformative change and seeks to weave student success and equity into the fabric of our institution. This committee will ensure the integration of matriculation, instruction and student support to complete student success goals. The committee is co-chaired by the Dean of Student Affairs and the Student Equity Coordinator . Three foundational pillars of this committee are the Student Success and Support Program, the Student Equity program and the Basic Skills Initiative program, creating a synergy of faculty, staff and students and administrators working at a common purpose towards both program specifics and shared goals.

Further program coordination necessary to implement specific objectives and budget planning is facilitated by the co-chairs of the Student Success and Equity Committee and the coordinators of each of these programs. These members

meet and collaborate frequently as they also lead their respective task forces in implementation of goals and objectives governed by specific program mandates and regulations.

Significant overlap of institution wide goals allows for a more integrated approach. The College Council is the governing committee to oversee the institution wide goals and have approved the 2017-2019 Integrated Plan. Also, to ensure the campus is aware of and receives feedback on the 2017-2019 Integrated Plan, presentations will be made to the Academic Senate, Associated Student Government and Board of Trustees.

In addition, the Coordinators of Student Equity and Student Success Support Program are part of the campus steering committee for Guided Pathways. Santa Ana College is one of 20 colleges chosen to be part of the Guided Pathways Demonstration Project. In participating in the Project, Santa Ana College has started campus meetings to design and implement Guided Pathways. Guided Pathways is a planning framework for colleges to bring together and scale effective programs, services, activities that currently exist into structures that include all students. The Guided Pathways framework will help colleges integrate the best aspects of all initiatives into cohesive strategies that will help more students get to and through college. The work of this integrated plan and the Student Success and Equity Committee will facilitate our campus' transition to Guided Pathways.

5. If your college has noncredit offerings, describe how you are including these offerings in moving students through to their goals, including post-secondary transitions and employment (250 words max)

Noncredit has developed two articulated courses to prepare and transition students to math and English credit courses. These new courses were partially supported by BSI funds for curriculum development and instructional materials. BSI also supports embedded counseling lessons for ESL, ABE, and HSS students. Counselors provide individual counseling sessions in the ESL classrooms to enhance the integration of proactive counseling support services with instruction. The goal of the lessons is to inform students about their educational options at noncredit and credit focusing on creating transition pathways. Students are given information to assist them develop their personal, career, and academic goals, which will eventually lead into a comprehensive Educational Plan. Educational Plans are developed in the classroom with each counselor assigned individual students to assist in identifying academic goals. According to our SARS, in 2016-17 a total of 2323 student contacts were made during the six-week lesson. A total of 21 classrooms developed educational plans in the classroom for a total of 318 educational plans. In addition to ESL embedded lessons, Student Success Lessons were given in the HSS/ABE/GED labs during the spring 2017 semester. At Centennial Education Center, CEC, 700 students participated in these counselor-led lessons. At Adult Education Center,

AEC, (SAC B33), 264 students participated in these lessons. Counselors provided individual counseling sessions in the classrooms to enhance the integration of proactive counseling support services with instruction. At CEC, 488 students received individual counseling services and at AEC 79 students received individual counseling services.

6. Describe your professional development plans to achieve your student success goals. (100 words max)

- Foster a more inclusive, student-centered culture through equity-focused professional development.
- Foster learner-centered instructional practices through classroom research, faculty-driven workshops, peer coaching and attendance at targeted professional conferences
- Provide professional development by SAC experts in redesigned math and English courses that are one-level below transfer.
- Provide data forums by SAC Research Office.
- Provide faculty trainings by SAC experts in Reading Apprenticeship and Distance Education, including use of OER and Canvas.
- Develop standardized tutor training and evaluation in all learning centers.
- Introduce and implement strengths-based education.
- Improve student completion rates through activities conducted by a professional learning community.

7. How and how often will you evaluate progress toward meeting your student success goals for both credit and noncredit students? You could analyze milestones, momentum points, leading indicators, or any other metric you find appropriate for your college. (100 words max)

We will be collecting and evaluating data at the end of each semester and school year. Programs that are funded by SSSP, BSI and Equity will be evaluated based upon the momentum points that have been prescribed according to our longer term goals and the key progress indicators for the Guided Pathways. The SAC Research Department will aid in the collection and dissemination of the results. The Student Success and Equity Committee and the College Council will be responsible for reviewing our evaluated progress towards our goals.

8. For multi-college districts, how will you coordinate your efforts for SSSP, Student Equity and BSI with other colleges in your district to achieve your student success goals? (100 words max)

Since the inception of the statewide student success and student equity initiatives, collaboration between the two colleges of the Rancho Santiago Community College District, Santa Ana College and Santiago Canyon College, has been an integral part of the planning process. The two colleges continue to collaborate on joint issues such as admissions and registration procedures, probation and dismissal policies, MIS data collection, degree audit, electronic Student Educational Plan development and changes in board policies and administrative regulations. In addition, both colleges have worked together in the Common Assessment Initiative (CAI) with joint meetings and workgroups across the two colleges of Math and English faculty as well as administrators, IT, research and counselors.

- 9. Using the document “BSI SE SSSP Integrated Budget Plan 2017-2018” and your 2017-2018 annual allocation amounts, provide a budget plan specifying how you will utilize your BSI, SE, and SSSP funds to help achieve your student success goals.**

Please see attached budget template.

- 10. Each college must create an executive summary that includes, at a minimum, the Student Equity goals for each required student group, the activities the college will undertake to achieve these goals, and the resources budgeted for these activities. The executive summary for this plan must also include an accounting of how Student Equity funding for 2014-15, 2015-16, and 2016-17 was expended and an assessment of the progress made in achieving the identified goals from prior year plans. The summary must also include the name of the college or district official to contact for further information. The executive summary must be posted to the college website. Provide a link to your college’s executive summary below:**

We are privileged to serve Santa Ana and its 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 work of Student Equity at Santa Ana is to make the attainment of these dreams and goals incumbent upon the hard work and content of the character of our students and not income, gender, ethnicity, disability status, previous military service, or 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 Integrated Plan represents a year-long process of inquiry, coordination and planning conducted by the entirety of the Santa Ana College community. Hundreds of faculty, staff, students and administrators supplied

input as to how to make our college a more equitable and student-success centered campus. The new Integrated Plan brings together plans and activities from every academic, student service and administrative division. 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 within the plan cross between Research, Continuing Education, Student Services, Academic Affairs, and Administrative Affairs in order to eliminate boundaries and provide support to our students.

As detailed in question 1, progress has been made towards the closing of our equity gaps. This is particularly the case for Basic Skills math and course completion. However, the changes that we have made are only now really beginning to take effect on an institutional level. The changes that are needed, the advent of multiple measures, the wholesale redesign of our basic skills program, and our future work with Guided Pathways are either in the planning stages or, as is the case with multiple measures and basic skills, have yet to make an impact on degree and certificate attainment. Furthermore, Student Equity has made large investments in technology and bridging the digital divide and these investments are providing the infrastructure that will eventually change our campus culture.

The 2017-19 Integrated Plan is a continuation of a promise and the planning activities set forth in 2014-16 Student Equity, SSSP and BSI plans. But it is a significant expansion as well. Whereas, the Santa Ana community was only becoming aware of what equity was and how it played a role in our students' success, we have a far greater understanding and many more tools to conduct the work of equity. The Integrated Plan was written by faculty and administrative leaders of SSSP, Student Equity, BSI, non-credit BSI and non-credit SSSP.

The following enumerate the activities and expenditures for Student Equity at Santa Ana:

Success Indicator: Access	
14-15 Goals	
SAC expert faculty and staff will provide annual training to outside agencies staff (Veterans Services Agency; OCDE; OC Social Services Agency; Dept. of Rehabilitation etc.) and feeder schools, including articulation meetings with SCE faculty regarding the matriculation process at SAC for historically underserved populations (foster youth, special needs, and veterans).	Produce increased quality written and electronic materials for use by agencies and schools working with these targeted populations. Outcome: Marketing materials specifically targeting historically underserved populations will be developed for use by agencies and schools. Materials and Website will be focus tested prior to implementation. Outcomes will be measured by analytics annually.

15-16 Goals		
A1. Improve access to SAC for historically underserved populations through interaction with outside agencies and schools (including SCE) serving these populations.	A2. Increase information, awareness about SAC and its specialized programs by building a more robust pre-orientation process to historically underserved populations complementing the Student Success and Support Program (3SP) efforts.	
Activity	Funding Year	Total Funding
Provide wrap-around services for Foster Youth	14-18	\$33,137
Development and implementation of Universal ID's for all RSCCD students	16-18	\$79,632
Increase Access in Continuing Education for undocumented students	17-18	\$7,183
Provide bus passes and laptop use for Upward Bound students to increase matriculation to college.	16-17	\$34,470
Fund cultural and consciousness raising activities for students via Associated Students and Interclub Council	16-18	\$300,762
Provide opportunity for high school students to earn college credit while in high school with counseling and pathways courses offered at their school site.	15-18	\$401,659
Outreach to disproportionately impacted subgroups within the community and at community high schools	14-18	\$266,380
Improve accessibility to electronic and instructional resources for disabled students by bringing in personnel to insure compliance and access to electronic and instructional resources	14-18	\$39,468
Increase access to resources for veterans in the Veterans Resource Center by bringing staffing to capacity	15-18	\$114,380
Improve the ability of the scholarship office to find and deliver awards to disproportionately impacted students by conducting systematic research and using that research to target and pursue disproportionately impacted subgroups	15-18	\$76,074
Make the conditions in welding labs more equitable for female welders by providing female instructional assistants	15-17	\$36,957
Expand the hours of operation for the Learning Center, Library, Math Center and Academic Computing Center to provide low-income and working students access to study areas, computers and instructional support	15-17	\$82,060
Increase matriculation to the campus of low-income, Latinos by providing a summer life-writing program	15-16	\$4,478
SAC expert faculty and staff will provide annual training to outside agencies staff (Veterans Services Agency; OCDE; OC Social Services Agency; Dept. of Rehabilitation etc.) and feeder schools, including articulation meetings with SCE faculty, regarding the matriculation process at SAC for historically underserved populations (foster youth, special needs, and veterans).	14-17	\$17,382

Success Indicator: Course Completion

14-15 Goals

Provide academic support services for target population students to increase retention and successful course completion.	Create accelerated developmental education pathways.
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15-16 Goals

Provide academic support services for target population students to increase retention and successful course completion.	Create accelerated developmental education pathways.
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To provide an equity-centered process for at-risk students allowing students to have all course materials at the start of classes by providing Open Educational Resources (OER). A no cost solution for students to have access to all materials necessary for course success on day-one would improve their course engagement, retention, and success.	
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Activity	Funding Year	Total Funding
Provide for supplemental instruction for STEM courses	17-18	\$20,339
Increase resources in the Learning Center to provide instructional support to disproportionately impacted students in gatekeeper courses	14-18	\$261,741
Increase resources in the Math Center to provide instructional support to disproportionately impacted students in mathematics	14-18	\$218,656
Expand experiential opportunities to students in sciences, business and math	15-16	\$11,050
Expand and refine the Online Educational Resources at the campus to provide students and faculty with low-cost or no-cost textbook options	15-18	\$252,489
Expand and improve distance education offerings for disproportionately impacted groups non-traditional students	15-18	\$80,670
Conduct a pre-semester Math Jam to prepare disproportionately impacted students to be successful in difficult transfer-level math course	15-17	\$33,913
Increase books in SAC library that are associated with gatekeeper courses and courses with the highest disproportionate impact.	14-15	\$14,479

Success Indicator: Basic Skills Completion

14-15 Goals

To determine why students are not succeeding in Basic Skills and ESL classes through the student voice.	To improve student equity in degree-applicable course completion by students who completed Basic Skills Math, English or ESL levels below transfer
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15-16 Goals		
Develop an equitable and student-success centered assessment and placement system.	Improve student equity in degree-applicable course completion by students who completed Basic Skills Math, English, or ESL levels below transfer.	
Activity	Funding Year	Total Funding
Improve ESL education at Continuing Education off-site locations by providing for laptop carts for areas without technology access	16-17	\$51,564
Bring the redesigned elementary and intermediate algebra pathway to full implementation providing impacted students with an accelerated and more targeted pathway to course completion	14-18	\$888,878
Bring together non-credit ESL, EMLS and English faculty to discuss and plan strategies for improving transition from non-credit to credit ESL and develop a comprehensive English reading, writing and language program	14-17	\$44,654
Offer Math Boot Camps (2 weeks) to high school students, veterans, and other equity impacted populations to ensure accurate assessment and placement of students. (See Pasadena City College Pathways Program)	15-16	\$7,039

Success Indicator: Degree and Certificate Completion		
14-15 Goals		
Provide training to all PT/FT counselors regarding degree and certificate requirements and career opportunities.	To develop best practices for increasing degree and certificate completion.	
Activity	Funding Year	Total Funding
Create and disseminate Career Pathways templates for upcoming Guided Pathways Initiative	16-17	\$34,325
Provide informed and compassionate counselling to disproportionately impacted communities including foster youth	15-16	\$186,784
Provide peer mentoring to students who are struggling academically in order to improve persistence to degree and certificate completion	15-18	\$29,450
Improve Instructional Assistance in Human and Manufacturing Technology to improve instruction and increase student involvement	15-17	\$46,480
Improve experiential learning by improving and expanding SAC internship program for disproportionately impacted students	15-18	\$59,453
Provide training to all PT/FT counselors regarding degree and certificate requirements and career opportunities.	14-15	Completed using SSSP
Increase use of degree and certificate audit program to support target student completion.	14-15	Completed
Implement a program to help onboard incoming freshmen into college life called SAC Days	16-18	\$6,483

Success Indicator: Transfer		
14-15 Goals		
Bring staffing and staff/counselor training in the University Transfer Center to adequate levels to support equity initiatives.	Provide enhanced financial aid application and follow-up assistance to students in the targeted subgroups as they work toward and achieve transfer.	
Expand support services to targeted subgroups needing alternatives to the traditional educational model.	Develop effective, early, and sustained college-wide and community communication regarding opportunities in higher education, purposefully reaching out to targeted subgroups.	
Increase transfer to universities for all groups, specifically among the targeted subgroups		
15-16 Goals		
Bring staffing and staff/counselor training in the University Transfer Center to adequate levels to support equity initiatives.	Provide enhanced financial aid application and follow-up assistance to students in the targeted subgroups as they work toward and achieve transfer.	
Expand support services to targeted subgroups needing alternatives to the traditional educational model.	Develop effective, early, and sustained college-wide and community communication regarding opportunities in higher education, purposefully reaching out to targeted subgroups.	
Increase transfer to universities for all groups, specifically among the targeted subgroups.		
Activity	Funding Year	Total Funding
Expand EOPS to 200 more students, thereby improving transfer success to disproportionately impacted communities	14-15 15-16 16-18	\$375,249
Coordinate with MESA to provide opportunities for leadership, research and mentoring to improve transfer for disproportionately impacted communities in STEM 3	14-15 15-16 16-17	\$350,366
Expand Transfer Center Activities to support impacted students in exploring transfer opportunities and developing skills necessary to succeed at 4-year institutions	15-16	\$878,818
Support Freshmen Experience in improving outcomes and persistence for first-year students	15-16	\$250,922
Assist the honors program in helping impacted students towards transfer	15-16	\$4,887
Expand the Transfer Mentor Program by 25% each year to a goal of 150 annually, targeting identified equity subgroups.	14-15	\$32,289
Fund the Summer Scholars Transfer Institute	14-15	\$167,371
Expansion of services for the Bridge to Engineering Program which takes disproportionately impacted students and progresses them towards degrees and transfer in engineering	15-16	\$78,043

Overall and Multiple Success Indicator Activities

Student Equity at Santa Ana College is committed to providing the necessary technology, marketing and research infrastructure necessary to conduct the work of Equity.

Activity	Funding Year	Total Funding
Student Equity Coordination <ul style="list-style-type: none"> • Student Equity Coordinator • Student Equity Staff • Conferences • Hospitality and Non-Instructional Supplies • Marketing and Printing 	14-18	\$1,130,669
Professional Development <ul style="list-style-type: none"> • Professional Development Coordinator • Professional Development support • Speakers • Conferences and travel • Faculty Stipends • Hospitality and Non-Instructional Supplies • Marketing and Printing 	14-18	\$1,012,582
Research Analysis <ul style="list-style-type: none"> • Research Director • 2 Research Analysts • Research Software and Hardware • Conference and Travel • Non-Instructional Supplies • Marketing and Printing 	14-18	\$714,642
Marketing <ul style="list-style-type: none"> • Outreach to low-income and non-traditional groups 	14-18	\$357,999
Technology and Software <ul style="list-style-type: none"> • Technological Project Manager • Digital Dons Laptop Loan Program • Universal ID program • Student Portal 	14-18	\$961,870
CEC Equity Coordination <ul style="list-style-type: none"> • CEC Student Equity Coordinator • Outreach to Undocumented students • Technology Update for Off-site program 	15-18	\$190,869

If you need more information regarding Student Equity at Santa Ana or Santa Ana's integrated plan, then please contact George Sweeney at Sweeney_george@sac.edu.

11. What support is needed from the Chancellor's Office (e.g., webinars, workshops, site visits, etc.) and on what topics (e.g., budget, goal setting, expenditures, data visualization, etc.) would help you to accomplish your goals for student success and the closing of achievement gaps?

- a. System-wide discussion of how to preserve the holistic and exploratory mission of education in the pathways model.
- b. Continuation of webinars and workshops that support cultural competence and growth mindset for the entire college community.
- c. Site visit or webinars on evaluating campus culture and institutional processes that may be barriers to student success and equity.
- d. Models for assessing progress on above topics.
- e. Advising on ways to align campus research to metrics in the Student Success Scorecard.

12. Identify one individual to serve as the point of contact for our college (with an alternate) for the Integrated Plan and provide the following information for that person:

Name: George Sweeney
Title: Student Equity Coordinator
Email Address : Sweeney_George@sac.edu
Phone: (714) 564-6527

Alternate Point of Contact:
Name: Maria Dela Cruz
Title: Associate Dean of Counseling
Email Address: DeLa_Cruz_Maria@sac.edu
Phone: (714) 564-6093



Instructions Page

Integrated Budget Template: BSI, Student Equity, and SSSP for fiscal reporting period July 1, 2017 - June 30, 2018

Colleges must include anticipated district expenditures in their budget and program plan.

For assistance in completing this report, please email:

integratedplanning@cccco.edu



This workbook contains two spreadsheets in the following order:

- 1 Instructions
- 2 Planned Expenditures

Basic instructions:

You may enter data in the Planned Expenditures spreadsheet only. Use the tab key to move around in each spreadsheet. You will be able to enter whole numbers only (no cents).

Be careful not to delete any formulas as it will impact the entire spreadsheet.
If you need additional assistance, please contact the Chancellor's Office using the email address above.

-  Yellow-colored cells indicate where you need to input data.
-  Gray-colored cells indicate a formula and cannot be modified.

To print entire workbook: Go to File, Print, Entire Workbook. Select double-sided.

**Integrated Budget Template: BSI, Student Equity, and SSSP
for fiscal reporting period July 1, 2017 - June 30, 2018**

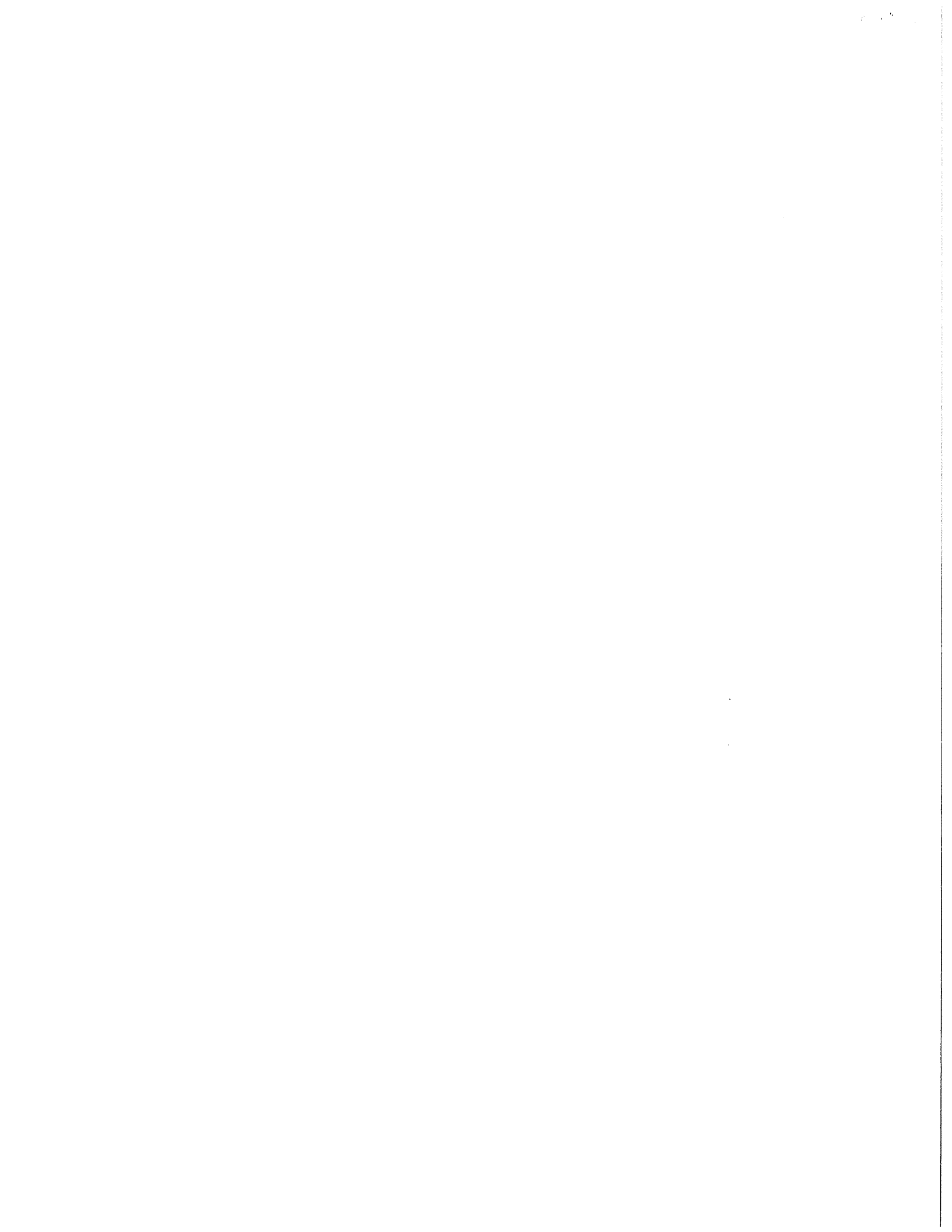
Rancho Santiago CCD
Santa Ana College

Planned Expenditures

Report planned expenditures by program allocation and object code as defined by the California Community Colleges (CCC) Budget and Accounting Manual. Although they appear in the CCC Budget and Accounting Manual, not all expenditures listed are appropriate. Refer to program funding guidelines for more information.

Object Code	Category	Basic Skills Initiative	Student Equity	Credit SSSP	Credit SSSP - Match	Noncredit SSSP	Noncredit SSSP - Match	
1000	Academic Salaries	\$ 314,698	\$ 257,485	\$ 1,630,147	\$ 2,416,253	\$ 480,348	\$ 505,039	
2000	Classified and Other Nonacademic Salaries	\$ 43,319	\$ 993,856	\$ 1,376,533	\$ 863,243	\$ 648,660	\$ 558,728	
3000	Employee Benefits	\$ 105,616	\$ 530,071	\$ 1,252,889	\$ 1,439,457	\$ 426,605	\$ 531,296	
4000	Supplies & Materials	\$ 9,520	\$ 31,847	\$ 17,340		\$ 14,000		
5000	Other Operating Expenses and Services	\$ 29,675	\$ 295,107	\$ 273,308		\$ 14,000		
6000	Capital Outlay		\$ 4,750			\$ 3,882		
7000	Other Outgo		\$ 30,000					
	Program Totals	\$ 502,828	\$ 2,143,116	\$ 4,550,217	\$ 4,718,953	\$ 1,587,495	\$ 1,595,063	
					Match		Match	
								BSI, SE, & SSSP Budget Total
								\$ 8,783,656

*Note: the text "Match" or "Mismatch" should appear at the bottom of each match column to assist in ensuring your allocation to match ratio is at least 1 to 1.





2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

Part III – Approval and Signature Page

College: Santa Ana College District: Rancho Santiago Community College District

Board of Trustees Approval Date: December 4, 2017

We certify the review and approval of the 2017-19 Integrated Plan by the district board of trustees on the date shown above. We also certify that the goals, strategies and activities represented in this plan meet the legislative and regulatory intent of the Student Success and Support (credit and noncredit), Student Equity, and Basic Skills programs and that funds allocated will be spent according to law, regulation and expenditure guidelines published by the California Community College Chancellor’s Office.

 Linda D. Rose, Ed.D. Chancellor/President	<u>12/4/17</u> Date	<u>Rose_Linda@sac.edu</u> Email Address
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 Michael T. Collins, Ed.D. Chief Business Officer	<u>12/6/17</u> Date	<u>Collins_MichaelT@sac.edu</u> Email Address
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 Carol Comeau Chief Instructional Officer	<u>12/6/17</u> Date	<u>Comeau_Carol@sac.edu</u> Email Address
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 Frances Gusman Chief Student Services Officer	<u>12/4/17</u> Date	<u>Gusman_Frances@sac.edu</u> Email Address
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 Monica Zarske President, Academic Senate	<u>12/6/17</u> Date	<u>Porter_Monica@sac.edu</u> Email Address
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