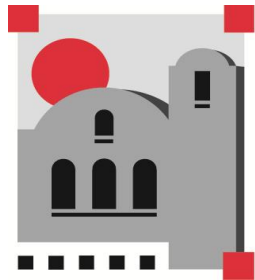


2014



SANTA ANA COLLEGE



STUDENT EQUITY PLAN

December 2014

SANTA ANA COLLEGE STUDENT EQUITY PLAN

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Santa Ana College Student Equity Plan Signature Page

District: Rancho Santiago Community College District


Date Approved by Board of Trustees: _____

College President: 

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Sara Lundquist, Ph.D.

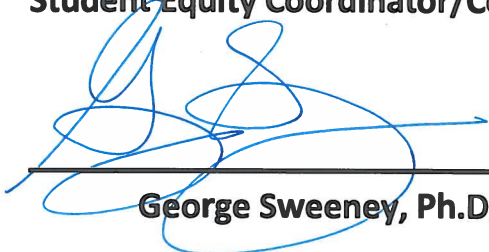
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EXECUTIVE SUMMARY

Santa Ana College Student Equity Executive Summary 2014

Santa Ana College is privileged to serve a community that places the American dream of education and prosperity at the center of its identity, and continuously mobilizes resources to make that dream come true at every stage of life for its residents. Educators, community and business leaders, municipal partners, entrepreneurs and philanthropists all join together to make Santa Ana College a place where success for each successive generation of students is not predicted by income, gender, ethnicity, disability status, previous military service, or any qualifying characteristic other than the ability to benefit from higher education and the desire to excel. As the open door to higher educational opportunity regionally, SAC has created a proud tradition of being equity and success-centered for decades and in the form of this Student Equity Plan offers the most comprehensive and substantial educational achievement plan in its history.

This plan was co-created by a team of over 50 college leaders and students who worked tirelessly on both specialized and comprehensive strategies that together have the power to transform the outcomes of Santa Ana College by shrinking achievement gaps among the highest performing groups of students and those left behind in the five target areas of Access, ESL/Basic Skills, Course Completion, Degree and Certificate Attainment, and University Transfer.

The creation of the plan required extensive research, an analysis of current assets and strategies, and the development of a roadmap that would help us realize measurable improvements in equality of outcomes over the next three years—all in close coordination with Santa Ana College’s Student Success and Support Program Plan. A summary of the broad goals established by each of the five areas is listed below and followed by a description of the resources that were dedicated to the development of the plan and a summary of the findings that informed our strategic equity priorities as we brought the plan to life at Santa Ana College.

Target Populations

As specified in Education Code Section 78220, this plan targets equity work established by analyzing the access, progress, and outcomes for the groups of students listed below.

- Current or former foster youth
- Students with disabilities
- Low-income students
- Veterans
- Ethnic groups (American Indian/Alaskan Native, Asian, Black/African American, Hispanic/Latino, Native Hawaiian/Pacific Islander, White)

Goals

Once the team identified disproportionate impact within each indicator, goals were established to ensure an equity-centered infrastructure to build the institutional capacity necessary to achieving the proposed goals and to gather strategies that cut across all domain areas and encompass college-wide equity efforts.

Goal 1: Overall

- O1. Create a leadership team representing all stakeholder groups that will help to build critical equity-centered institutional capacity to achieve the goals of the plan and provide basic support resources.
- O2. 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.

Goal 2: Access

- 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.

Goal 3: ESL and Basic Skills Completion

- B1. Determine why students are not succeeding in Basic Skills and ESL classes through the student voice.
- B2. Student Focused Goal: Improve student equity in degree-applicable course completion by students who completed Basic Skills Math, English, or ESL levels below transfer.

Goal 4: Course Completion

- C1. Provide academic support services for target population students to increase retention and successful course completion.
- C2. Create accelerated developmental education pathways.
- C3. 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.

Goal 5: Degree and Certificate Completion

- D1. Develop best practices for increasing degree and certificate completion.

Goal 6: Transfer

- E1. Bring staffing and staff/counselor training in the University Transfer Center to adequate levels to support equity initiatives.
- E2. Provide enhanced financial aid application and follow-up assistance to students in the targeted subgroups as they work toward and achieve transfer.
- E3. Expand support services to targeted subgroups needing alternatives to the traditional

educational model.

- E4.** Develop effective, early, and sustained college-wide and community communication regarding opportunities in higher education, purposefully reaching out to targeted subgroups.
- E5.** Increase transfer to universities for all groups, specifically among the targeted subgroups.

Activities and Outcomes

Santa Ana College formulated activities using a constellation of current programs positioned for growth and expansion while simultaneously identifying areas where new efforts are needed to address the disproportionate impacts that our data revealed. The following activities are noted for each indicator, followed by examples of anticipated outcomes.

Overall O1

O1.1 Make the needed governance, organizational, and strategic planning changes needed to migrate equity work into the core of the institution.

- Outcomes:
 - Changes will be documented in SAC's governance structure that specify the locus of participatory governance related to equity.
 - A Task Force comprised of specialty teams will be created to implement the Student Educational Plan (SEP) in the five target areas.
 - Strategic planning documents, including SLO's & Program Effectiveness Review work, will include equity metrics and strategies.

O1.2 Establish leadership positions, including some support staff that will be dedicated to the successful implementation of SAC's Student Equity Plan overall.

- Outcome:
 - Leadership positions will be established and filled at the faculty and management levels, with some dedicated support.

O1.3 Dedicate resources for professional development at SAC, including an overall steering/advisory group that represents all stakeholders & includes a segment designed for PT faculty.

- Outcomes:
 - Leadership positions will be established and filled.
 - Faculty and staff Professional Development teams will be up and running.

O1.4 Hire a FT Researcher to provide needed data.

- Outcome:
 - A Researcher will be hired and active.

O1.5 Establish funding to underwrite equity-centered Professional Development and related meetings, including targeted activities for PT faculty (may include conference participation).

- Outcomes:
 - The fund will be established and utilized through the new equity-centered conference request form.
 - Utilization of the fund and related college impacts will be documented.

O1.6 Provide Reading Apprenticeship Training for faculty and follow up workshops to sustain training.

- Outcome:
 - Instructors trained in Reading Apprenticeship will implement a minimum of one strategy in one or more classes and report on the effectiveness of the strategy as measured by increased scores in pre- and post-testing. Impact measures will be established for students subsequent to faculty completion of training.

O1.7 Establish a materials account to ensure that staff have the materials needed to support plan implementation.

- Outcome:
 - Equity account is established and used to support plan activities.

Overall O2

O2.1 Hold two town hall meetings and a convocation to engage the entire campus community in a conversation about equity.

- Outcome:
 - 90% of FT faculty and 10% of FT classified employees will voluntarily attend at least one town hall meeting or convocation a year.

O2.2 Faculty and staff will participate in professional development about equity that increases awareness as it relates to the SAC community.

- Outcomes:
 - Faculty and staff will show increased awareness of equity issues as measured by pre- and post-surveys.
 - Self-selected faculty/staff will create and implement an equity related activity as measured by a presentation at SAC.
 - The conference request process at SAC will be adjusted to require both a cover sheet identifying the equity & student success benefits of the conference and a brief report documenting highlights and committing to share knowledge & materials.

O2.3 Create a hub for cross-cultural awareness activities and resources within the Office of Student Life.

- Outcome:
 - Documented participation and measurable impact in student surveys.

O2.4 Conduct research and develop a marketing plan informed by and focused on target populations.

- Outcomes:
 - Research findings will be summarized and analyzed.
 - Phase One implementation plan activated in 2015-2016.

O2.5 Increase evening and weekend hours for core services in student services, the Learning Center, the library, Math Center, & the Academic Computing Center.

- Outcomes:
 - Schedule changes go into effect spring 2015, and are fine-tuned and maintained thereafter.
 - Documentation of expanded access achieved and academic gains.

O2.6 Implement improved tracking for math, learning, transfer, academic computing & career centers.

- Outcome:
 - Continuously accessible data on usage and target population impact for each of the participating centers.

O2.7 Explore Blackboard Learn software for integrated, & real time access to student data to maximize equity & success.

- Outcome:
 - Cohorts of disproportionately impacted academic & service areas would begin to utilize the

tool for targeted interventions and progress checks on at-risk students if implemented.

O2.8 Explore the creation of a Freshman Welcome Center specializing in target populations.

- Outcomes:
 - A single stop hub for freshman students would be activated at SAC.
 - Focus on equity target groups would yield high participation rates and improved persistence and success.

O2.9 Fully incorporate equity into Program Review and SLO analysis at the department level, while maintaining comparative aggregated data sets to inform strategic analysis and departmental action, as appropriate.

- Outcomes:
 - Equity elements will be incorporated into the above academic planning activities on a continuous basis.
 - An expanded equity-centered database will be established and regularly updated for faculty use.

O2.10 Establish an enrollment management plan that specifies pathways to completion, including the ability for students to start college with access to the core courses they need.

- Outcomes:
 - Existence of pathways widely available to students.
 - Documentation of incoming student access to critical courses.

Access A1

A1.1 SAC faculty and staff will provide annual training to outside agency staff (Veterans Services Agency; Orange County Department of Education; Orange County Social Services Agency; Dept. of Rehabilitation etc.) and feeder schools, including articulation meetings with School of Continuing Education(SCE) faculty, regarding the matriculation process at SAC for historically underserved populations (foster youth, special needs, and veterans).

- Outcomes:
 - 100 individuals representing community agencies and schools serving the targeted populations will complete the training within the first 3 years.
 - Show increased knowledge of SAC's matriculation process and services to students as measured by post training survey.

A1.2 Produce increased quality written and electronic materials for use by agencies and schools working with these targeted populations.

- Outcomes:
 - 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.

Access A2

A2.1 Create and Sustain an Annual "Foster Youth to College Day" at SAC.

- Outcomes:
 - 100 prospective foster youth will attend the Foster Youth to College Day event each year.

- The number of foster youth enrolled at SAC will increase by at least 20% within the first 3 years. Baseline: 199 (2014) to 250 by 2017.
- The number of foster youth that opt into the Foster Youth support service at SAC will increase by 100% within the first 3 years. Baseline: 30 (2014) to 60 by 2017.

A2.2 SAC counselors will collaborate with high school counselors in service area (SAUSD, GGUSD, and AUHSD) to meet individually or in small groups with foster youth and special education students at each high school.

- Outcomes:
 - The number of foster youth, DSPS, and adult students from SCE at SAC will increase as detailed below within the first 3 years as measured by enrollment data analysis.
 - Foster Youth - Baseline: 199 to 250 by 2017
 - DSPS - Baseline: 903 to 1,100 by 2017
 - Adult pop: Baseline 51 to 75 by 2014

A2.3 Implement a once-per-semester “Transition Day” for non-credit population targeting ABE.

- Outcome:
 - The number of adult students transitioning from non-credit to credit will increase by at least 30% within the first 3 years. Baseline: 51 in 2014 to 75 by 2017

A2.4 Implement a daylong orientation for targeted populations during the summer before their first semester to create linkages to services prior to the first term and develop an academic plan.

- Outcomes:
 - Historically underserved students will begin their college career with a full academic plan and connection to targeted support services.
 - Foster Youth - Baseline: 38 to 100 by 2017
 - DSPS - Baseline: 903 to 1,100 by 2017
 - Veterans - Baseline: 350 to 1,000 by 2017

A2.5 Engage veterans students as outreach team to help community of veterans know the opportunities for them in college

- Outcome:
 - Number of veterans enrolling at SAC will increase by 30% within the first 3 years. Baseline: 700 in 2014 rising by approximately 100 per year to 1,000 by 2017

A2.6 Provide targeted outreach and workshops regarding scholarships to historically underserved populations.

- Outcomes:
 - Number of low-income students, foster youth, veterans, and DSPS receiving scholarships will increase within the first 3 years.
 - Foster Youth Scholarship Workshops - Baseline: 0 to 5 by 2017
 - DSPS (20%) Scholarship Workshops– Baseline: 13 to 15
 - Veterans (50%) Scholarship Workshops– Baseline: 10 to 15

A2.7 Provide the opportunity for high school students to earn college credit while in high school with counseling courses offered at their school site.

- Outcome:
 - 1,000 high school seniors will enroll in a 3 unit SAC counseling course, offered at their school site. Two courses will be offered each semester at 6 comprehensive high schools.

A2.8 Increase DSPS orientation to twice yearly (Flex week and midsummer)

- Outcome:
 - 10% DSPS enrollment increase within 3 years.

Basic Skills/ESL B1

B1.1 Create, administer, and analyze a survey and interview protocol to gain student a perspective on success from the vantage point of targeted student groups.

- Outcome:
 - The survey will provide guidance for the development of activities that address disparities in successful outcomes for basic skills and ESL classes, and will inform the college overall.

B1.2 Design and implement activities to improve success rates in basic skills and ESL classes after reviewing the SAC equity research report and the survey analysis of student voice.

- Outcome:
 - A minimum of three equity enhancing activities will be created, implemented, and evaluated by formative and summative evaluation. Activities may include but are not limited to curriculum redesign, supplemental instruction, and other academic support services.

Basic Skills/ESL B2

B2.1 Offer Math Boot Camps to high school students, veterans, and other equity impacted populations to ensure accurate assessment and placement of students.

- Outcome:
 - A minimum of 40% of participants who complete boot camp will move up one level in math placement as measured by the pre and post placement scores.

B2.2 Research best practices in English Boot Camps and design curriculum for English Boot Camp.

- Outcomes:
 - Establish a curriculum for an English Boot Camp that reflects best practices as described by the National Council of Teachers of English.
 - Once established, a minimum of 40% of participants will move up one level in their English placement as measured by pre and post placement scores.

Course Completion C1

C1.1 Learning Center Coordinator

- Outcome:
 - The Learning Center will provide tutoring & Directed Learning Activities (DLA) services for SAC & SCE students. Students served will average 500 per week . 80% of students surveyed will rate their experience in the Learning Center as Good or Excellent & those receiving tutoring will Agree or Strongly Agree that they received the assistance that they needed.

C1.2 Senior Clerk (19 hour)

- Outcome:
 - A Senior Clerk would manage attendance data and staff scheduling and coordination. These are clerical tasks presently handled by the Learning Center Coordinator.

- C1.3 Expanded academic support services will be offered targeting equity populations in SAC's Learning Center.**
- Outcome:
 - Students receiving tutoring 3 or more visits will have a higher completion rate than students who do not receive tutoring.
- C1.4 Hire more Math Center Tutors**
- Outcome:
 - The impact of this augmentation will be tracked according to target equity populations.
- C1.5 Hire one additional Instructional Assistant**
- Outcome:
 - The impact of this augmentation will be tracked according to target equity populations.
- C1.6 Improve course textbook availability in the Reserve Collection textbook section and fund collections needed by target populations (this effort will be part of a college-wide initiative to expand student access to required academic texts).**
- Outcome:
 - Utilization will be tracked on a semesterly basis in relation to target populations.
- C1.7 Academic Endzone (Academic Support Program for SAC Student Athletes) will provide supplemental instruction for targeted population students who are athletes. System to track and assess academic progress for a student population with a higher transfer requirement along with an NCAA regulated time restraint. Students will be monitored through course completion, degree completion, and transfer.**
- Outcomes:
 - Course completion percentages and transfer level course GPA will rise with the new NCAA standards of a 2-4 and 4-2-4 transfer student.
 - Student population (current football team) is recognized as a target group by age (100%) and by ethnicity (70%)
 - Desired outcomes include expansion to other sports that have similar target percentages.
 - Outreach to identified population and recruitment will continue and be monitored.
- C1.8 Add a mechanism to Update WebAdvisor to require students to indicate the reason they are dropping the course, including the capacity to automatically notify the instructor.**
- Outcome:
 - Rich and immediate data will become available to inform follow-up and intervention work to support course completion.

Course Completion C2

- C2.1 Secure and prepare the classrooms needed to offer these new classes.**
- Outcomes:
 - Six classrooms will be ready for Fall '15 full implementation of Math 083 and Math 084.
 - Students in the redesigned classes will be able to access the online learning component of their classes as well as receive support from the Math Center tutors.
- C2.2 Create a Redesign Coordinator position**

- Outcome:
 - The Redesign coordinator will successfully facilitate the full redesign implementation including interfacing with all impacted programs, services, and departments.

C2.3 Create 2 Course Coordinator positions

- Outcome:
 - The Course Coordinators for Math 083 & Math 084 will manage the courses (including developing and maintaining related software, assessments, training, and working with the FT and PT staff).

C2.4 Provide training for all new and part time faculty who will teach the new courses.

- Outcome:
 - Faculty will understand the philosophy, pedagogy, software, and assessment practices of the new courses and use the courses as a vehicle for achieving equity goals for transfer.

C2.5 Provide student tutors in the redesigned classrooms.

- Outcome:
 - Immediate feedback and support, a major tenet of redesign, will be provided for students and achievement gaps will be reduced for target populations.

Course Completion C3

C3.1 Provide Open Educational Resource (OER) course materials for SAC students focused on courses that affect successful course completion in the groups disproportionately impacted (18-24 yrs., African-American, Hispanic, Pacific Islander and Foster Youth).

- Outcomes:
 - Availing the target population to all course materials is expected to reduce the equity gap for course completion and success, as it is suspected that 65%¹ of students do not purchase textbooks at SAC.
 - Possible target courses include Psychology 100, Anthropology 100, Biology 109 and more.

C3.2 Invite faculty to replace course materials with OER, focusing on the highest impact courses with the largest number of target population students served.

- Outcomes:
 - For 1 course assume: 25 students/section, Textbook cost is \$100³ = \$2,500 textbook savings per course.
 - For 20 courses: = \$50,000 textbook savings for just one section of 20 courses.
 - It is expected that in following semesters more sections will adopt the use of the OER materials with the assistance of faculty for an exponential savings to students.

Degree & Certificates D1

D1.1 Counseling

D1.1a Provide training to all PT/FT counselors regarding degree and certificate requirements and career opportunities.

D1.1b Plan the best possible way to create optimal counselor/FT classroom faculty collaboration for student success.

- Outcome:
 - Documented increased success for target populations, linked to SSSP accountability

measures with special attention to equity targets.

D1.2 Completion: Increase use of degree and certificate audit program to support target student completion.

- Outcome:
 - Documented increased services to target populations and improved course/certificate/degree completion.

Transfer E1

E1.1 Hire a full-time Student Services Coordinator to expand core pre-transfer services to target populations.

- Outcome:
 - A minimum of 1,000 currently underserved students will be helped; progress growth will be documented.

E1.2 Expand transfer information sessions (Counseling N45) to new pre-transfer students not affiliated with a support program.

- Outcome:
 - A minimum of 200 new students will benefit from transfer information sessions currently offered to students in specialized programs.

E1.3 Increase transfer counseling resources for currently underserved students. (1 full-time equivalent of hourly counselors).

- Outcome:
 - 700 pre-transfer students not in specialized programs will receive continuous transfer guidance.

E1.4 Offer Transfer workshops on critical topics continuously.

- Outcome:
 - 700 more students will have access to critical transfer support services, annually.

E1.5 Intensive training will be provided to all counselors on increasingly complex transfer issues.

- Outcome:
 - 100% of the counseling division will attend scheduled training annually and 45 counselors will attend related conferences.

E1.6 Provide training and resources for full- and part-time counselors on opportunities and services for DSPS transfer students.

- Outcomes:
 - Counselors will indicate increased knowledge of DSPS transfer programs and services via survey.
 - A webpage for students and staff with information for this population will be developed.

Transfer E2

E2.1 Hire a financial aid specialist at the University Transfer Center who will focus on transfer support to target equity populations.

E.2.1a Offer workshops such as “Funding your education at SAC, after transfer, and beyond into

professional/graduate schools” for parents and students.

- Outcome:
 - At least 250 resident students & 250 AB540 students will be contacted and assisted in the financial aid application process to award (pre & post transfer) annually.

E2.2 Implement warnings and safeguards so students save enough financial aid (especially Cal Grant B) for after transfer.

E.2.2a Mandatory orientations for financial aid recipients

E.2.2b Warnings before students accept awards on WebAdvisor, for example

E.2.2c Document how many students deny awards while at SAC to inform legislators of the impact of limitations.

- Outcomes:
 - 250 students attend orientations annually and 75 % will indicate ‘significant new information on how to best use financial aid for higher education’ when surveyed.
 - A report will be generated annually, detailing the number of students who qualify for Pell and Cal Grants but deny them to save enough for after transfer, for dissemination to decision making bodies.

Transfer E3

E3.1 Conduct surveys and round table talks with identified student subgroups to see how we can assist them to transfer, and work to assure courses are offered when these populations can take them (i.e. evenings/weekends/online) and in advantageous formats (i.e. accelerated/online).

- Outcomes:
 - 100 students from targeted equity groups will participate in surveys.
 - Increased nontraditional course sections will be available.

Transfer E4

E4.1 Identify and implement ways for SAC to effectively communicate with current and former students.

E.4.1a Produce, print, and widely disseminate a regular newsletter from the UTC.

E.4.1b Consult with experts on technological options for communications.

- Outcomes:
 - All SAC transfer-bound students will be effectively notified of deadlines and critical opportunities.
 - A database of former SAC students who have transferred will be established.
 - SAC, SAUSD, and community partners will be aware of transfer issues and successes at SAC.

E4.2 Train new and existing SAC faculty on transfer facts and trends at the New Faculty Institute, through Flex workshops, and other venues.

- Outcome:
 - 40 - 60 SAC faculty will document new knowledge regarding transfer policies and procedures annually. transfer policies and procedures when surveyed after presentations, each academic year.

Transfer E5

E5.1 Expand the Transfer Mentor Program by 25% each year to a goal of 150 annually, targeting identified equity subgroups.

- Outcomes:
 - At least 90% of TMP students will successfully transfer.
 - 400 SAUSD middle school students, 800 HS students, and 2,700 SAC students will benefit from presentations related to transfer annually.

E5.2 Fund the Summer Scholars Transfer Institute

- Outcome:
 - 100+ students will complete a transfer level course in 10 days.

E5.3 Provide exposure to transfer institutions through site visits.

- Outcome:
 - 500 students will participate and commit to transfer.

E5.4 Expand honors course offerings for target students.

- Outcome:
 - The number of honors transfer students from targeted equity groups will increase each year by 15%.

E5.5 Fund conferences for underrepresented STEM students.

- Outcome:
 - At least 50 STEM students from target groups will participate annually.

E5.6 Expand transfer counseling in EOPS.

- Outcome:
 - Expanded service delivery will be documented.

Resources

The Rancho Santiago Community College District received a Student Equity allocation of \$1,611,247 for the 2014-2015 year. We entered into a collegial process for dividing the funds between the two colleges by adapting the state funding formula to locally available data. The result was a distribution of \$1,188,918 to Santa Ana College. This plan deploys those funds in support of specific activities and further leverages a robust team of college personnel who will co-lead the work campus-wide and a constellation of categorical funding streams where complementary work is carefully coordinated for maximum impact.

Summary of Findings

The following section provides an overview of the findings that emerged from a comprehensive review of student success through the lens of equity in relation to target populations. This information and the compendium of campus-based research that follows informed the goals that we framed, the strategies that we detailed, and the progress we anticipate as we activate and sustain our equity plan at Santa Ana College.

Summary of Findings – Equity Groups and Identified Disproportionate Impact

	Subgroup	# 1 ACCESS (Compared to SAC Service Area)	#2 COURSE COMPLETION	#3 BASIC SKILL PROGRESSION	#4 DEGREE/CT	#5 TRANSFER
ETHNICITY	African-American	Disproportionate impact	Success Rate: No Disproportionate Impact Retention Rate: No Disproportionate Impact	Math: Disproportionate Impact English: Disproportionate Impact ESL: n is too small to draw any valid conclusion (n<30)	Degree: Disproportionate Impact Certificate: Disproportionate Impact	n is too small to draw any valid conclusion (n<30)
	Asian/ Pacific / Filipino	Disproportionate impact	Success Rate: Disproportionate Impact (Only Pacific Islander) Retention Rate: No Disproportionate Impact	Math: No disproportionate Impact English: No Disproportionate impact ESL: No Disproportionate Impact	Degree: No Disproportionate impact Certificate: Disproportionate Impact (Only Pacific Islander)	Disproportionate Impact (Only Pacific Islander)
	Latino/ Hispanic	Disproportionate impact	Success Rate: Disproportionate Impact Retention Rate: No Disproportionate Impact	Math: Disproportionate Impact English: Disproportionate Impact ESL: Disproportionate Impact	Degree: Disproportionate Impact Certificate: No Disproportionate Impact	Disproportionate Impact
	Native American/ Alaskan	Limited or no data available	Success Rate: No Disproportionate Impact Retention Rate: No Disproportionate Impact	N is too small to draw any valid conclusion (n<30) for all categories	N is too small to draw any valid conclusion (n<30) for all categories	n is too small to draw any valid conclusion (n<30)
	White	Disproportionate Impact	Success Rate: No Disproportionate Impact Retention Rate: No Disproportionate Impact	Math: Disproportionate Impact English: Disproportionate Impact ESL: n is too small to draw any valid conclusion (n<30)	Degree: No Disproportionate impact Certificate: No Disproportionate Impact	No Disproportionate Impact
	Other (incl. Decline to state and Unreported)	No Disproportionate Impact	Success Rate: No Disproportionate Impact Retention Rate: No Disproportionate Impact	Math: Disproportionate Impact English: Disproportionate Impact ESL: n is too small to draw any valid conclusion (n<30)	Degree: No Disproportionate Impact Certificate: Disproportionate Impact	No Disproportionate Impact
AGE	17 and under	Disproportionate Impact	Success Rate: No Disproportionate Impact Retention Rate: No Disproportionate Impact	Math: No Disproportionate Impact English: No Disproportionate Impact ESL: No Disproportionate Impact	Degree: No Disproportionate Impact Certificate: No Disproportionate Impact	No Disproportionate Impact

Summary of Findings – Equity Groups and Identified Disproportionate Impact

	Subgroup	# 1 ACCESS (Compared to SAC Service Area)	#2 COURSE COMPLETION	#3 BASIC SKILL PROGRESSION	#4 DEGREE/CT	#5 TRANSFER
	18 - 21	No Disproportionate Impact	Success Rate: Disproportionate Impact Retention Rate: No Disproportionate Impact	Math: No Disproportionate Impact English: No Disproportionate Impact ESL: No Disproportionate Impact	Degree: No Disproportionate Impact Certificate: No Disproportionate Impact	No Disproportionate Impact
	22 - 25	No Disproportionate Impact	Success Rate: Disproportionate Impact Retention Rate: No Disproportionate Impact	Math: No Disproportionate Impact English: No Disproportionate Impact ESL: No Disproportionate Impact	Degree: No Disproportionate Impact Certificate: No Disproportionate Impact	No Disproportionate Impact
	26 - 29	No Disproportionate Impact	Success Rate: No Disproportionate Impact Retention Rate: No Disproportionate Impact	Math: No Disproportionate Impact English: No Disproportionate Impact ESL: Disproportionate Impact	Degree: No Disproportionate Impact Certificate: No Disproportionate Impact	Disproportionate Impact
	30 - 39	Disproportionate Impact	Success Rate: No Disproportionate Impact Retention Rate: No Disproportionate Impact	Math: No Disproportionate Impact English: No Disproportionate Impact ESL: Disproportionate Impact	Degree: No Disproportionate Impact Certificate: No Disproportionate Impact	n is too small to draw any valid conclusion (n<30)
	40 - 49	Disproportionate Impact	Success Rate: No Disproportionate Impact Retention Rate: No Disproportionate Impact	Math: No Disproportionate Impact English: No Disproportionate Impact ESL: Disproportionate Impact	Degree: No Disproportionate Impact Certificate: No Disproportionate Impact	n is too small to draw any valid conclusion (n<30)
	50 and above	Disproportionate Impact	Success Rate: No Disproportionate impact Retention Rate: No Disproportionate Impact	Math: n is too small to draw any valid conclusion (n<30) English: n is too small to draw any valid conclusion (n<30) ESL: Disproportionate Impact	n is too small to draw any valid conclusion (n<30)	n is too small to draw any valid conclusion (n<30)
GENDER	Female	No Disproportionate Impact	Success Rate: No Disproportionate impact Retention Rate: No Disproportionate Impact	Math: No Disproportionate Impact English: No Disproportionate Impact ESL: No Disproportionate Impact	Degree: No Disproportionate Impact Certificate: No Disproportionate Impact	No Disproportionate Impact

Summary of Findings – Equity Groups and Identified Disproportionate Impact

	Subgroup	# 1 ACCESS (Compared to SAC Service Area)	#2 COURSE COMPLETION	#3 BASIC SKILL PROGRESSION	#4 DEGREE/CT	#5 TRANSFER
	Male	Disproportionate Impact	Success Rate: No Disproportionate Impact Retention Rate: No Disproportionate Impact	Math: No Disproportionate Impact English: Disproportionate Impact ESL: No Disproportionate Impact	Degree: Disproportionate Impact Certificate: No Disproportionate Impact	No Disproportionate Impact
DISABILITY	Non-DSPS	Limited or no data available	Limited or no data available	Math: No Disproportionate Impact English: No Disproportionate Impact ESL: No Disproportionate Impact	Degree: No Disproportionate Impact Certificate: No Disproportionate Impact	No Disproportionate Impact
	DSPS	Limited or no data available	Limited or no data available	Math: No Disproportionate Impact English: Disproportionate Impact ESL: n is too small to draw any valid conclusion (n<30)	Degree: Disproportionate Impact Certificate: No Disproportionate Impact	No Disproportionate Impact
SPECIAL POPULATIONS	Foster Youth	Limited or no data available	Success Rate: Disproportionate Impact Retention Rate: No disproportionate Impact	Limited or no data available	N is too small to draw any valid conclusion (n<30)	n is too small to draw any valid conclusion (n<30)
	Low-Income	Limited or no data available	Limited or no data available	Math: No Disproportionate Impact English: No Disproportionate Impact ESL: No Disproportionate Impact	Degree: No Disproportionate Impact Certificate: No Disproportionate Impact	n is too small to draw any valid conclusion (n<30), or limited data available
	Veterans	Limited or no data available	Success Rate: No Disproportionate Impact Retention Rate: No Disproportionate Impact	Limited or no data available	Degree: No Disproportionate Impact Certificate: No Disproportionate Impact	Disproportionate Impact

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CAMPUS-BASED RESEARCH

Overview of Campus-Based Research

Santa Ana College began preliminary work on its Student Equity plan in the winter of 2014 and made a number of organizational and governance changes to advance the effort. Specifically, SAC's Participatory Governance Model was modified in spring 2014 to expand the scope of the Student Success Committee to provide leadership and guidance to equity work. To broadcast this expansion of scope, the committee was officially renamed the SAC Student Success and Equity Committee and is now fully functioning.

In addition, a significant amount of research and professional development was undertaken to apply the model to our available data and to search out best practices and model programs (including the validation of work in progress at SAC itself) to create a broad-based review of related work to guide our strategic planning and help us identify and address priorities. To accomplish this, the college created a Student Equity Task Force under the auspices of its Student Success and Equity Committee and the Task Force was divided into five areas with a sixth area created for overall coordination, research, and support. Each team met on numerous occasions and received research data and briefings to guide the plan development, culminating in a planning symposium and special consultation with both students and the Academic Senate for input and recommendations enroute to finalization.

The following summary, by equity plan area, provides a snapshot of disproportionate impact findings and encompasses the research that was undertaken, including a brief analysis of findings.

Summary of Disproportionate Impact Findings

Indicators	Sub-Category	Groups Disproportionately Impacted
ACCESS	Participation Rates	19 or less, 30 to 39, 40 to 49, 50 to 59, 60+, African American, Asian, Hispanic, White, Female
Course Completion	Credit Course, Success	18-24, Pacific Islander, Hispanic, Foster Youth, Non-Veteran
	Credit Course, Retention	None
	Degree Applicable Credit Courses, Success	18-24, Pacific Islander, Hispanic, Foster Youth
	Degree Applicable Credit Courses, Retention	None
	Credit Transferrable Courses, Success	Pacific Islander, Foster Youth
	Credit Transferrable Courses, Retention	None
	Credit Vocational Courses, Success	18-24, Hispanic, Pacific Islander, Foster Youth
	Credit Vocational Courses, Retention	None
Basic Skill Progression	Basic Skills Credit Course, Success	18-29, Hispanic, Veteran
	Basic Skills Credit Course, Retention	None
	ESL Completion	Male, 25+, Hispanic
	English Completion	Male, African-American, Hispanic, Disabled
	Math Completion	African-American, Hispanic, White
Degree/CT	Degree & Certificate Completion, Persistence	Veteran
	Degree & Certificate Completion, 30 units earned	African-American, Hispanic
	Degree & Certificate Completion, earned AA degree	Male, 25+, African-American, Hispanic, Disabled
	Degree & Certificate Completion, Earned Certificates	Filipino, African-American, Non-Veterans
Transfer	Transfer to Four Year Universities	25-29, Filipino, Hispanic, non-recipient of Fin. Aid, Veteran

Santa Ana College
ACCESS: Participation Rates (Credit Enrollment Students and City of Santa Ana Population)

	Fall 2013 Credit Students	City of Santa Ana (2010 census)	Enrollment %	City of Santa Ana Population %	Participation Rate	80 percent index
Total Count	25674	324528				
Age						
19 or Less	4596	113585	17.9%	35.0%	4.0%	21.3%
20 - 29	11110	58415	43.3%	18.0%	19.0%	100.0%
30 to 39	4791	51924	18.7%	16.0%	9.2%	48.5%
40 to 49	3402	42188	13.3%	13.0%	8.1%	42.4%
50 to 59	1337	29215	5.2%	9.0%	4.6%	24.1%
60 +	438	29201	1.7%	9.0%	1.5%	7.9%
Ethnicity						
African-American	485	4868	1.9%	1.5%	10.0%	8.8%
Asian	2339	32453	9.1%	10.0%	7.2%	6.4%
Hispanic	12815	253132	49.9%	78.0%	5.1%	4.5%
White	4520	29208	17.6%	9.0%	15.5%	13.7%
Other	5515	4867	21.5%	1.5%	113.3%	100.0%
Gender						
Female	14862	159019	57.9%	49.0%	9.3%	100.0%
Male	10812	165509	42.1%	51.0%	6.5%	69.9%

ANALYSIS: All categories aside from 20-29 years of age and female are disproportionately impacted. These other groups are less likely to have participated in SAC than the relevant reference group.

* Subgroup with less than 30 participants; findings must be interpreted with caution

Disproportionate Impact

Source: RSCCD Research Department (student data); American Community Survey, Census 2010 (city of Santa Ana data).

Santa Ana College
ESL and BASIC SKILLS COMPLETION: ESL Completion

Students who enrolled first time in 2006-2007 in a ESL course coded below transfer level AND successfully completed a college-level ESL course within six years (2012-2013).

ESL	Student Cohort	% of Cohort	# Completed	% Completed	Completion Rate	80 Percent Index
	489		117			
Gender						
Male	186	38.0%	40	34.2%	21.5%	84.6%
Female	303	62.0%	77	65.8%	25.4%	100.0%
Age						
0-19	71	14.5%	32	27.4%	45.1%	100.0%
20-24	117	23.9%	44	37.6%	37.6%	83.4%
25-49	265	54.2%	36	30.8%	13.6%	30.1%
50 or more	36	7.4%	5	4.3%	13.9%	30.8%
Ethnicity						
Asian	207	42.3%	73	62.4%	35.3%	100.0%
Filipino*	2	0.4%	1	0.9%	50.0%	141.8%
African American*	3	0.6%	1	0.9%	33.3%	94.5%
Hispanic	257	52.6%	37	31.6%	14.4%	40.8%
American Indian/Alaskan Native*	0	0.0%	0	0.0%		-
Pacific Islander*	2	0.4%	1	0.9%	50.0%	141.8%
White*	11	2.2%	2	1.7%	18.2%	51.6%
Unknown*	7	1.4%	2	1.7%	28.6%	81.0%
Disabled						
Yes*	25	5.1%	7	6.0%	28.0%	118.1%
No	464	94.9%	110	94.0%	23.7%	100.0%
Economically Disadvantaged						
Yes	265	54.2%	67	57.3%	25.3%	100.0%
No	224	45.8%	50	42.7%	22.3%	88.3%

ANALYSIS: Students 25+ years of age and Hispanics are disproportionately impacted. These groups are less likely to complete ESL courses than the relevant reference group.

* Subgroup with less than 30 participants; findings must be interpreted with caution

Disproportionate Impact

Note: in the race category for 80-percent index, Asian was selected as the highest performing group since Filipino and Pacific Islander did not have enough students to make it a viable comparison subgroup.

Compiled by the RSCCD Research Department using Chancellor's Office Data on Demand

Santa Ana College
ESL and BASIC SKILLS COMPLETION: English Completion

Students who enrolled first time in 2006-2007 in a ENGLISH course coded below transfer level AND successfully completed a college-level English course within six years (2012-2013).

ENGLISH	Student Cohort	% of Cohort	# Completed	% Completed	Completion Rate	80 Percent Index
	1285		464			
Gender						
Male	649	50.5%	207	44.6%	31.9%	78.9%
Female	636	49.5%	257	55.4%	40.4%	100.0%
Age						
0-19	819	63.7%	301	64.9%	36.8%	92.7%
20-24	275	21.4%	89	19.2%	32.4%	81.6%
25-49	179	13.9%	71	15.3%	39.7%	100.0%
50 or more*	12	0.9%	3	0.6%	25.0%	63.0%
Ethnicity						
Asian	111	8.6%	60	12.9%	54.1%	100.0%
Filipino*	27	2.1%	18	3.9%	66.7%	123.3%
African American	40	3.1%	11	2.4%	27.5%	50.9%
Hispanic	943	73.4%	323	69.6%	34.3%	63.4%
American Indian/Alaskan Native*	5	0.4%	1	0.2%	20.0%	37.0%
Pacific Islander*	10	0.8%	1	0.2%	10.0%	18.5%
White	104	8.1%	32	6.9%	30.8%	56.9%
Unknown	45	3.5%	18	3.9%	40.0%	74.0%
Disabled						
Yes	95	7.4%	27	5.8%	28.4%	77.4%
No	1190	92.6%	437	94.2%	36.7%	100.0%
Economically Disadvantaged						
Yes	823	64.0%	289	62.3%	35.1%	92.7%
No	462	36.0%	175	37.7%	37.9%	100.0%

ANALYSIS: Males, African Americans, Hispanics, and disabled students are disproportionately impacted. These groups are less likely to complete college-level English courses than the relevant reference group.

* Subgroup with less than 30 participants; findings must be interpreted with caution

Disproportionate Impact

Note: in the race category for 80-percent index, Asian was selected as the highest performing group since there were very few Filipino students to make it a viable comparison subgroup.

Compiled by the RSCCD Research Department using Chancellor's Office Data on Demand


Santa Ana College
ESL and BASIC SKILLS COMPLETION: Math Completion

Students who enrolled first time in 2006-2007 in a MATH course coded below transfer level AND successfully completed a college-level math course within six years (2012-2013).

MATH	Student Cohort	% of Cohort	# Completed	% Completed	Completion Rate	80 percent index
	1141		451			
Gender						
Male	515	45.1%	193	42.8%	37.5%	90.9%
Female	626	54.9%	258	57.2%	41.2%	100.0%
Age						
0-19	615	53.9%	256	56.8%	41.6%	100.0%
20-24	297	26.0%	104	23.1%	35.0%	84.1%
25-49	210	18.4%	87	19.3%	41.4%	99.5%
50 or more*	19	1.7%	4	0.9%	21.1%	50.6%
Ethnicity						
Asian	98	8.6%	57	12.6%	58.2%	100.0%
Filipino*	20	1.8%	8	1.8%	40.0%	68.8%
African American	40	3.5%	14	3.1%	35.0%	60.2%
Hispanic	792	69.4%	301	66.7%	38.0%	65.3%
American Indian/Alaskan Native*	10	0.9%	5	1.1%	50.0%	86.0%
Pacific Islander*	5	0.4%	1	0.2%	20.0%	34.4%
White	134	11.7%	50	11.1%	37.3%	64.2%
Unknown	42	3.7%	15	3.3%	35.7%	61.4%
Disabled						
Yes	73	6.4%	31	6.9%	42.5%	100.0%
No	1068	93.6%	420	93.1%	39.3%	92.6%
Economically Disadvantaged						
Yes	685	60.0%	277	61.4%	40.4%	100.0%
No	456	40.0%	174	38.6%	38.2%	94.4%

ANALYSIS: African American, Hispanic, and White students are disproportionately impacted. These groups are less likely to complete college-level math than the relevant reference group.

* Subgroup with less than 30 participants; findings must be interpreted with caution

 Disproportionate Impact

Compiled by the RSCCD Research Department using Chancellor's Office Data on Demand

Santa Ana College
COURSE COMPLETION: Success in Credit Courses, Fall 2013

	Enrollment Count	Success Count	% of Enrollment	% of Success	Success rate	80 Percent Index
Santa Ana College Total	54,663	35,813				
Gender						
Female	27,237	17,352	49.8%	48.5%	63.7%	94.6%
Male	27,426	18,461	50.2%	51.5%	67.3%	100.0%
Age						
1 to 17	1,485	977	2.7%	2.7%	65.8%	82.3%
18 & 19	12,434	7,143	22.7%	19.9%	57.4%	71.9%
20 to 24	18,035	10,624	33.0%	29.7%	58.9%	73.7%
25 to 29	7,012	4,839	12.8%	13.5%	69.0%	86.4%
30 to 34	4,872	3,598	8.9%	10.0%	73.9%	92.4%
35 to 39	3,374	2,691	6.2%	7.5%	79.8%	99.8%
40 to 49	4,660	3,724	8.5%	10.4%	79.9%	100.0%
50 +	2,791	2,217	5.1%	6.2%	79.4%	99.4%
Ethnicity						
African-American	1,501	954	2.7%	2.7%	63.6%	82.1%
American Indian/Alaskan Native	331	233	0.6%	0.7%	70.4%	90.9%
Asian	9,706	6,883	17.8%	19.2%	70.9%	91.6%
Hispanic	29,255	17,288	53.5%	48.3%	59.1%	76.3%
Pacific Islander	313	169	0.6%	0.5%	54.0%	69.7%
Unknown	2,909	2,039	5.3%	5.7%	70.1%	90.5%
White Non-Hispanic	10,648	8,247	19.5%	23.0%	77.5%	100.0%
Foster Youth						
Yes	304	152	0.6%	0.4%	50.0%	76.2%
No	54,359	35,661	99.4%	99.6%	65.6%	100.0%
Veterans						
Yes	2,970	2,470	5.4%	6.9%	83.2%	100.0%
No	51,693	33,343	94.6%	93.1%	1	77.6%

ANALYSIS: Cohort students 18-24 years of age, Pacific Islander, Hispanic, Foster Youths, and Non-Veterans are disproportionately impacted. These groups are less likely to achieve credit course success than the relevant reference

* Subgroup with less than 30 participants; findings must be interpreted with caution


Disproportionate Impact


Note: Data compiled by the RSCCD Research Department using Chancellor's Office Data on Demand. Veterans and Foster Youth data were replicated based on Chancellor's Office definition used for other categories above. Lists of Veterans and foster Youth provided by the SAC Admissions and Financial Aid Office.

Santa Ana College
COURSE COMPLETION: Retention in Credit Courses, Fall 2013

	Enrollment Count	Retention	% of Enrollment	% of Retention	Retention Rate	80 Percent Index
Santa Ana College Total	54,663	43,984				
Gender						
Female	27,237	21,582	49.8%	49.1%	79.2%	97.0%
Male	27,426	22,402	50.2%	50.9%	81.7%	100.0%
Age						
1 to 17	1,485	1,255	2.7%	2.9%	84.5%	95.6%
18 & 19	12,434	9,695	22.7%	22.0%	78.0%	88.2%
20 to 24	18,035	13,843	33.0%	31.5%	76.8%	86.9%
25 to 29	7,012	5,660	12.8%	12.9%	80.7%	91.4%
30 to 34	4,872	4,037	8.9%	9.2%	82.9%	93.8%
35 to 39	3,374	2,961	6.2%	6.7%	87.8%	99.3%
40 to 49	4,660	4,067	8.5%	9.2%	87.3%	98.8%
50 +	2,791	2,466	5.1%	5.6%	88.4%	100.0%
Ethnicity						
African-American	1,501	1,179	2.7%	2.7%	78.5%	90.3%
American Indian/Alaskan Native	331	279	0.6%	0.6%	84.3%	96.9%
Asian	9,706	7,961	17.8%	18.1%	82.0%	94.3%
Hispanic	29,255	22,692	53.5%	51.6%	77.6%	89.2%
Pacific Islander	313	223	0.6%	0.5%	71.2%	81.9%
Unknown	2,909	2,389	5.3%	5.4%	82.1%	94.4%
White Non-Hispanic	10,648	9,261	19.5%	21.1%	87.0%	100.0%
Foster Youth						
Yes	304	224	0.6%	0.5%	73.7%	91.5%
No	54,359	43,760	99.4%	99.5%	80.5%	100.0%
Veterans						
Yes	2,970	2,735	5.4%	6.2%	92.1%	100.0%
No	51,693	41,249	94.6%	93.8%	1	86.7%

ANALYSIS: No identifiable/sizeable groups are disproportionately impacted.

 * Subgroup with less than 30 participants; findings must be interpreted with caution

 Disproportionate Impact

Data compiled by the RSCCD Research Department using Chancellor's Office Data on Demand. Veterans and Foster Youth data were replicated based on Chancellor's Office definition used for other categories above. Lists of Veterans and foster Youth provided by the SAC Admissions and Financial Aid Office.

Santa Ana College
COURSE COMPLETION: Success in Credit Basic Skills Courses, Fall 2013

	Enrollment Count	Success Count	% of Enrollment	% Success	Success Rate	80 Percent Index
Santa Ana College Total	3,344	1,981				
Gender						
Female	1,946	1,190	58.2%	60.1%	61.2%	100.0%
Male	1,398	791	41.8%	39.9%	56.6%	92.5%
Age						
1 to 17	154	93	4.6%	4.7%	60.4%	80.1%
18 & 19	1,324	717	39.6%	36.2%	54.2%	71.8%
20 to 24	771	440	23.1%	22.2%	57.1%	75.6%
25 to 29	279	164	8.3%	8.3%	58.8%	77.9%
30 to 34	252	167	7.5%	8.4%	66.3%	87.8%
35 to 39	168	109	5.0%	5.5%	64.9%	86.0%
40 to 49	225	162	6.7%	8.2%	72.0%	95.4%
50 +	171	129	5.1%	6.5%	75.4%	100.0%
Ethnicity						
African-American	58	33	1.7%	1.7%	56.9%	80.0%
American Indian/Alaskan Native*	10	7	0.3%	0.4%	70.0%	98.5%
Asian	574	408	17.2%	20.6%	71.1%	100.0%
Hispanic	2,429	1,360	72.6%	68.7%	56.0%	78.8%
Pacific Islander*	16	8	0.5%	0.4%	50.0%	70.3%
Unknown	86	46	2.6%	2.3%	53.5%	75.3%
White Non-Hispanic	171	119	5.1%	6.0%	69.6%	97.9%
Foster Youth						
Yes*	24	8	0.7%	0.4%	33.3%	56.1%
No	3,320	1,973	99.3%	99.6%	59.4%	100.0%
Veterans						
Yes	59	30	1.8%	1.5%	50.8%	85.6%
No	3,285	1,951	98.2%	98.5%	59.4%	100.0%

ANALYSIS: Students 18-29 years of age, Hispanics, Unknown ethnicities, and veterans are disproportionately impacted. These groups are less likely to complete Credit (Basic Skills) courses than the relevant reference group.

* Subgroup with less than 30 participants; findings must be interpreted with caution

Disproportionate Impact


Data compiled by the RSCCD Research Department using Chancellor's Office Data on Demand. Veterans and Foster Youth data were replicated based on Chancellor's Office definition used for other categories above. Lists of Veterans and foster Youth provided by the SAC Admissions and Financial Aid Office.

Santa Ana College
COURSE COMPLETION: Retention in Credit Basic Skills Courses, Fall 2013

	Enrollment Count	Retention Count	% of Enrollment	% of Retention	Retention Rate	80 Percent Index
Santa Ana College Total	3,344	2,616				
Gender						
Female	1,946	1,547	58.2%	59.1%	79.5%	100.0%
Male	1,398	1,069	41.8%	40.9%	76.5%	96.2%
Age						
1 to 17	154	128	4.6%	4.9%	83.1%	92.9%
18 & 19	1,324	1,022	39.6%	39.1%	77.2%	86.3%
20 to 24	771	593	23.1%	22.7%	76.9%	86.0%
25 to 29	279	209	8.3%	8.0%	74.9%	83.7%
30 to 34	252	197	7.5%	7.5%	78.2%	87.4%
35 to 39	168	135	5.0%	5.2%	80.4%	89.8%
40 to 49	225	179	6.7%	6.8%	79.6%	88.9%
50 +	171	153	5.1%	5.8%	89.5%	100.0%
Ethnicity						
African-American	58	44	1.7%	1.7%	75.9%	89.6%
American Indian/Alaskan Native*	10	8	0.3%	0.3%	80.0%	94.5%
Asian	574	486	17.2%	18.6%	84.7%	100.0%
Hispanic	2,429	1,875	72.6%	71.7%	77.2%	91.2%
Pacific Islander*	16	11	0.5%	0.4%	68.8%	81.2%
Unknown	86	61	2.6%	2.3%	70.9%	83.8%
White Non-Hispanic	171	131	5.1%	5.0%	76.6%	90.5%
Foster Youth						
Yes *	24	19	0.7%	0.7%	79.2%	100.0%
No	3,320	2,597	99.3%	99.3%	78.2%	98.8%
Veterans						
Yes	59	43	1.8%	1.6%	72.9%	93.0%
No	3,285	2,573	98.2%	98.4%	78.3%	100.0%

ANALYSIS: No identifiable/sizeable groups are disproportionately impacted.

* Subgroup with less than 30 participants; findings must be interpreted with caution


 Disproportionate Impact


Data compiled by the RSCCD Research Department using Chancellor's Office Data on Demand. Veterans and Foster Youth data were replicated based on Chancellor's Office definition used for other categories above. Lists of Veterans and foster Youth provided by the SAC Admissions and Financial Aid Office.

Santa Ana College
COURSE COMPLETION: Success in Credit Degree Applicable Courses, Fall 2013

	Enrollment Count	Success Count	% of Enrollment	% of Success	Success Rate	80 Percent Index
Santa Ana College Total	51,088	33,617				
Gender						
Female	25,180	16,064	49.3%	47.8%	63.8%	94.2%
Male	25,908	17,553	50.7%	52.2%	67.8%	100.0%
Age						
1 to 17	1,320	874	2.6%	2.6%	66.2%	82.4%
18 & 19	11,028	6,352	21.6%	18.9%	57.6%	71.6%
20 to 24	17,232	10,154	33.7%	30.2%	58.9%	73.3%
25 to 29	6,710	4,654	13.1%	13.8%	69.4%	86.3%
30 to 34	4,586	3,399	9.0%	10.1%	74.1%	92.2%
35 to 39	3,182	2,558	6.2%	7.6%	80.4%	100.0%
40 to 49	4,415	3,543	8.6%	10.5%	80.2%	99.8%
50 +	2,615	2,083	5.1%	6.2%	79.7%	99.1%
Ethnicity						
African-American	1,432	910	2.8%	2.7%	63.5%	82.0%
American Indian/Alaskan Native	319	224	0.6%	0.7%	70.2%	90.6%
Asian	9,114	6,459	17.8%	19.2%	70.9%	91.4%
Hispanic	26,692	15,803	52.2%	47.0%	59.2%	76.4%
Pacific Islander	296	160	0.6%	0.5%	54.1%	69.7%
Unknown	2,810	1,980	5.5%	5.9%	70.5%	90.9%
White Non-Hispanic	10,425	8,081	20.4%	24.0%	77.5%	100.0%
Foster Youth						
Yes	52	23	0.1%	0.1%	44.2%	67.2%
No	51,036	33,594	99.9%	99.9%	65.8%	100.0%
Veterans						
Yes	242	158	0.5%	0.5%	65.3%	99.2%
No	50,846	33,459	99.5%	99.5%	65.8%	100.0%

ANALYSIS: Cohort students 18-24 years of age, Pacific Islander, Hispanic, and Foster Youths are disproportionately impacted. These groups are less likely to complete degree applicable credit courses

 Subgroup with less than 30 participants; findings must be interpreted with caution


 Disproportionate Impact


Data compiled by the RSCCD Research Department using Chancellor's Office Data on Demand. Veterans and Foster Youth data were replicated based on Chancellor's Office definition used for other categories above. Lists of Veterans and foster Youth provided by the SAC Admissions and Financial Aid Office.

Santa Ana College
COURSE COMPLETION: Retention in Credit Degree Applicable Courses, Fall 2013

	Enrollment Count	Retention Count	% of Enrollment	% of Retention	Retention Rate	80 Percent Index
Santa Ana College Total	51,088	41,444				
Gender						
Female	25,180	19,931	49.3%	48.1%	79.2%	96.7%
Male	25,908	21,213	50.7%	51.2%	81.9%	100.0%
Age						
1 to 17	1,320	1,117	2.6%	2.7%	84.6%	95.9%
18 & 19	11,028	8,594	21.6%	20.7%	77.9%	88.3%
20 to 24	17,232	13,220	33.7%	31.9%	76.7%	86.9%
25 to 29	6,710	5,429	13.1%	13.1%	80.9%	91.7%
30 to 34	4,586	3,806	9.0%	9.2%	83.0%	94.0%
35 to 39	3,182	2,802	6.2%	6.8%	88.1%	99.8%
40 to 49	4,415	3,868	8.6%	9.3%	87.6%	99.3%
50 +	2,615	2,308	5.1%	5.6%	88.3%	100.0%
Ethnicity						
African-American	1,432	1,124	2.8%	2.7%	78.5%	90.1%
American Indian/Alaskan Native	319	269	0.6%	0.6%	84.3%	96.8%
Asian	9,114	7,459	17.8%	18.0%	81.8%	94.0%
Hispanic	26,692	20,688	52.2%	49.9%	77.5%	89.0%
Pacific Islander	296	211	0.6%	0.5%	71.3%	81.9%
Unknown	2,810	2,315	5.5%	5.6%	82.4%	94.6%
White Non-Hispanic	10,425	9,078	20.4%	21.9%	87.1%	100.0%
Foster Youth						
Yes	52	40	0.1%	0.1%	76.9%	94.8%
No	51,036	41,404	99.9%	99.9%	81.1%	100.0%
Veterans						
Yes	242	200	0.5%	0.5%	82.6%	100.0%
No	50,846	41,244	99.5%	99.5%	81.1%	98.1%

ANALYSIS: No groups are disproportionately impacted.

 Subgroup with less than 30 participants; findings must be interpreted with caution


 Disproportionate Impact


Data compiled by the RSCCD Research Department using Chancellor's Office Data on Demand. Veterans and Foster Youth data were replicated based on Chancellor's Office definition used for other categories above. Lists of Veterans and foster Youth provided by the SAC Admissions and Financial Aid Office.

Santa Ana College
COURSE COMPLETION: Success in Credit Transferrable Courses, Fall 2013

	Enrollment Count	Success Count	% of Enrollment	% of Success	Success Rate	80 Percent Index
Santa Ana College Total	38,081	23,630				
Gender						
Female	19,884	12,380	52.2%	52.4%	62.3%	100.0%
Male	18,197	11,250	47.8%	47.6%	61.8%	99.3%
Age						
1 to 17	1,008	688	2.6%	2.9%	68.3%	94.4%
18 & 19	9,233	5,411	24.2%	22.9%	58.6%	81.1%
20 to 24	14,606	8471	38.4%	35.8%	58.0%	80.2%
25 to 29	4,923	3,198	12.9%	13.5%	65.0%	89.9%
30 to 34	2,965	2,016	7.8%	8.5%	68.0%	94.1%
35 to 39	1,698	1,223	4.5%	5.2%	72.0%	99.7%
40 to 49	2,301	1,663	6.0%	7.0%	72.3%	100.0%
50 +	1,347	960	3.5%	4.1%	71.3%	98.6%
Ethnicity						
African-American	1,065	605	2.8%	2.6%	56.8%	81.1%
American Indian/Alaskan Native	218	138	0.6%	0.6%	63.3%	90.4%
Asian	6,966	4,813	18.3%	20.4%	69.1%	98.7%
Hispanic	20,990	12,079	55.1%	51.1%	57.5%	82.2%
Pacific Islander	220	102	0.6%	0.4%	46.4%	66.2%
Unknown	1,858	1,157	4.9%	4.9%	62.3%	88.9%
White Non-Hispanic	6,764	4,736	17.8%	20.0%	70.0%	100.0%
Foster Youth						
Yes	45	20	0.1%	0.1%	44.4%	71.6%
No	38,036	23,610	99.9%	99.9%	62.1%	100.0%
Veterans						
Yes	193	124	0.5%	0.5%	64.2%	100.0%
No	37,888	23,506	99.5%	99.5%	62.0%	96.6%

ANALYSIS: Pacific Islander and Foster Youth subgroups are disproportionately impacted. These groups are less likely to complete credit (transferrable) courses than the relevant reference group.

 * Subgroup with less than 30 participants; findings must be interpreted with caution


 Disproportionate Impact


Data compiled by the RSCCD Research Department using Chancellor's Office Data on Demand. Veterans and Foster Youth data were replicated based on Chancellor's Office definition used for other categories above. Lists of Veterans and foster Youth provided by the SAC Admissions and Financial Aid Office.

Santa Ana College
COURSE COMPLETION: Retention in Credit Transferrable Courses, Fall 2013

	Enrollment Count	Retention Count	% of Enrollment	% of Retention	Retention Rate	80 Percent Index
Santa Ana College Total	38,081	29,668				
Gender						
Female	19,884	15,453	52.2%	52.1%	77.7%	99.5%
Male	18,197	14,215	47.8%	47.9%	78.1%	100.0%
Age						
1 to 17	1,008	862	2.6%	2.9%	85.5%	100.0%
18 & 19	9,233	7,193	24.2%	24.2%	77.9%	91.1%
20 to 24	14,606	11,074	38.4%	37.3%	75.8%	88.7%
25 to 29	4,923	3,830	12.9%	12.9%	77.8%	91.0%
30 to 34	2,965	2,325	7.8%	7.8%	78.4%	91.7%
35 to 39	1,698	1,399	4.5%	4.7%	82.4%	96.3%
40 to 49	2,301	1,873	6.0%	6.3%	81.4%	95.2%
50 +	1,347	1,112	3.5%	3.7%	82.6%	96.5%
Ethnicity						
African-American	1,065	792	2.8%	2.7%	74.4%	90.5%
American Indian/Alaskan Native	218	175	0.6%	0.6%	80.3%	97.7%
Asian	6,966	5,611	18.3%	18.9%	80.5%	98.0%
Hispanic	20,990	15,960	55.1%	53.8%	76.0%	92.5%
Pacific Islander	220	144	0.6%	0.5%	65.5%	79.6%
Unknown	1,858	1,427	4.9%	4.8%	76.8%	93.5%
White Non-Hispanic	6,764	5,559	17.8%	18.7%	82.2%	100.0%
Foster Youth						
Yes	45	35	0.1%	0.1%	77.8%	99.8%
No	38,036	29,633	99.9%	99.9%	77.9%	100.0%
Veterans						
Yes	193	159	0.5%	0.5%	82.4%	100.0%
No	37,888	29,509	99.5%	99.5%	77.9%	94.5%

ANALYSIS: No groups are disproportionately impacted. All groups have similar rates of credit (transferrable) retention.

 Subgroup with less than 30 participants; findings must be interpreted with caution


 Disproportionate Impact


Data compiled by the RSCCD Research Department using Chancellor's Office Data on Demand. Veterans and Foster Youth data were replicated based on Chancellor's Office definition used for other categories above. Lists of Veterans and foster Youth provided by the SAC Admissions and Financial Aid Office.

Santa Ana College
COURSE COMPLETION: Success in Credit Vocational Courses, Fall 2013

	Enrollment Count	Success Count	% of Enrollment	% of Success	Success Rate	80 Percent Index
Santa Ana College Total	22,556	16,828				
Gender						
Female	8,963	6,355	39.7%	37.8%	70.9%	92.0%
Male	13,593	10,473	60.3%	62.2%	77.0%	100.0%
Age						
1 to 17	168	115	0.7%	0.7%	68.5%	79.1%
18 & 19	2,768	1,570	12.3%	9.3%	56.7%	65.5%
20 to 24	5,910	3,824	26.2%	22.7%	64.7%	74.7%
25 to 29	3,639	2,801	16.1%	16.6%	77.0%	88.9%
30 to 34	2,860	2,324	12.7%	13.8%	81.3%	93.9%
35 to 39	2,213	1,916	9.8%	11.4%	86.6%	100.0%
40 to 49	3,243	2,778	14.4%	16.5%	85.7%	98.9%
50 +	1,755	1,500	7.8%	8.9%	85.5%	98.7%
Ethnicity						
African-American	722	534	3.2%	3.2%	74.0%	87.7%
American Indian/Alaskan Native	185	142	0.8%	0.8%	76.8%	91.1%
Asian	4,020	2,999	17.8%	17.8%	74.6%	88.5%
Hispanic	8,906	5,885	39.5%	35.0%	66.1%	78.4%
Pacific Islander	139	92	0.6%	0.5%	66.2%	78.5%
Unknown	1,544	1,242	6.8%	7.4%	80.4%	95.4%
White Non-Hispanic	7,040	5,934	31.2%	35.3%	84.3%	100.0%
Foster Youth						
Yes	50	23	0.2%	0.1%	46.0%	61.6%
No	22,506	16,805	99.8%	99.9%	74.7%	100.0%
Veterans						
Yes	1942	1781	8.6%	10.6%	91.7%	100.0%
No	20,614	15,047	91.4%	89.4%	73.0%	79.6%

ANALYSIS: The 18-24 years of age, Hispanic, Pacific Islander, and Foster Youth cohorts are disproportionately impacted. These groups are less likely to complete credit (vocational) courses than the relevant reference group.

 Subgroup with less than 30 participants; findings must be interpreted with caution

 Disproportionate Impact

Data compiled by the RSCCD Research Department using Chancellor's Office Data on Demand. Veterans and Foster Youth data were replicated based on Chancellor's Office definition used for other categories above. Lists of Veterans and foster Youth provided by the SAC Admissions and Financial Aid Office.

Santa Ana College
COURSE COMPLETION: Retention in Credit Vocational Courses, Fall 2013

	Enrollment Count	Retention Count	% of Enrollment	% of Retention	Retention Rate	80 Percent Index
Santa Ana College Total	22,556	19,399				
Gender						
Female	8,963	7,503	39.7%	38.7%	83.7%	95.7%
Male	13,593	11,896	60.3%	61.3%	87.5%	100.0%
Age						
1 to 17	168	148	0.7%	0.8%	88.1%	95.6%
18 & 19	2,768	2,190	12.3%	11.3%	79.1%	85.8%
20 to 24	5,910	4,771	26.2%	24.6%	80.7%	87.6%
25 to 29	3,639	3,132	16.1%	16.1%	86.1%	93.4%
30 to 34	2,860	2,533	12.7%	13.1%	88.6%	96.1%
35 to 39	2,213	2,040	9.8%	10.5%	92.2%	100.0%
40 to 49	3,243	2,970	14.4%	15.3%	91.6%	99.3%
50 +	1,755	1,615	7.8%	8.3%	92.0%	99.8%
Ethnicity						
African-American	722	624	3.2%	3.2%	86.4%	93.9%
American Indian/Alaskan Native	185	161	0.8%	0.8%	87.0%	94.5%
Asian	4,020	3,362	17.8%	17.3%	83.6%	90.9%
Hispanic	8,906	7,286	39.5%	37.6%	81.8%	88.9%
Pacific Islander	139	112	0.6%	0.6%	80.6%	87.5%
Unknown	1,544	1,374	6.8%	7.1%	89.0%	96.7%
White Non-Hispanic	7,040	6,480	31.2%	33.4%	92.0%	100.0%
Foster Youth						
Yes	50	36	0.2%	0.2%	72.0%	83.7%
No	22,506	19,363	99.8%	99.8%	86.0%	100.0%
Veterans						
Yes	1942	1884	8.6%	9.7%	97.0%	100.0%
No	20,614	17,515	91.4%	90.3%	85.0%	87.6%

ANALYSIS: No groups are disproportionately impacted. All groups have similar rates of retention in credit (vocational) courses as compared to the relevant reference group.

 Subgroup with less than 30 participants; findings must be interpreted with caution
  Disproportionate Impact

Data compiled by the RSCCD Research Department using Chancellor's Office Data on Demand. Veterans and Foster Youth data were replicated based on Chancellor's Office definition used for other categories above. Lists of Veterans and foster Youth provided by the SAC Admissions and Financial Aid Office.


Santa Ana College
DEGREE and CERTIFICATE COMPLETION: Persistence

First-time students in 2006-07 who successfully completed at least six credit units and attempted any Math or English in the first three years AND enrolled in the first three consecutive primary semesters.

PERSISTENCE	Student Cohort	% of Cohort	# Persisted	% Persistence	Persistence Rate	80 percent index
	2284		1720			
Gender						
Male	1115	48.8%	836	48.6%	75.0%	99.2%
Female	1169	51.2%	884	51.4%	75.6%	100.0%
Age						
0-19	1942	85.0%	1464	85.1%	75.4%	98.2%
20-24	168	7.4%	129	7.5%	76.8%	100.0%
25-49	157	6.9%	116	6.7%	73.9%	96.2%
50 or more*	17	0.7%	11	0.6%	64.7%	84.3%
Ethnicity						
Asian	278	12.2%	218	12.7%	78.4%	97.6%
Filipino	40	1.8%	29	1.7%	72.5%	90.2%
African American	37	1.6%	28	1.6%	75.7%	94.2%
Hispanic	1221	53.5%	877	51.0%	71.8%	89.4%
American Indian/Alaskan Native*	13	0.6%	12	0.7%	92.3%	114.8%
Pacific Islander*	17	0.7%	15	0.9%	88.2%	109.8%
Two or More Races*	0	0.0%	0	0.0%	0.0%	-
White	530	23.2%	426	24.8%	80.4%	100.0%
Unknown	148	6.5%	115	6.7%	77.7%	96.7%
Disabled						
Yes	92	4.0%	77	4.5%	83.7%	100.0%
No	2192	96.0%	1643	95.5%	75.0%	89.6%
Economically Disadvantaged						
Yes	1371	60.0%	1023	59.5%	74.6%	97.7%
No	913	40.0%	697	40.5%	76.3%	100.0%
Foster Youth						
Yes*	4	0.2%	3	0.2%	75.0%	99.6%
No	2280	99.8%	1717	99.8%	75.3%	100.0%
Veterans						
Yes	60	2.6%	18	1.0%	30.0%	39.2%
No	2224	97.4%	1702	99.0%	76.5%	100.0%

ANALYSIS: The only sizeable group experiencing a disproportionate impact is Veterans. Veterans are less likely to exhibit persistence than non-veterans.

* Subgroup with less than 30 participants; findings must be interpreted with caution

 Disproportionate Impact

Note: in the ethnicity category for 80-percent index, White was selected as the highest performing group since there were very few American Indian/Alaskan Native students to make it a viable comparison subgroup.

Data compiled by the RSCCD Research Department using Chancellor's Office Data on Demand. Veterans and Foster Youth data were replicated based on Chancellor's Office definition used for other categories above. Lists of Veterans and Foster Youth provided by the SAC Admissions and Financial Aid Office.

Santa Ana College
DEGREE and CERTIFICATE COMPLETION: 30 Units Earned

First-time students in 2006-07 who successfully completed at least six credit units and attempted any Math or English in the first three years AND earned at least 30 units in the community college systems within six years.

30 UNITS EARNED	Student Cohort	% of Cohort	# Earned 30 Units	% Earned 30 Units	Earned 30 Units Rate	80 Percent Index
	2284		1602			
Gender						
Male	1115	48.8%	762	47.6%	68.3%	95.1%
Female	1169	51.2%	840	52.4%	71.9%	100.0%
Age						
0-19	1942	85.0%	1370	85.5%	70.5%	100.0%
20-24	168	7.4%	116	7.2%	69.0%	97.9%
25-49	157	6.9%	109	6.8%	69.4%	98.4%
50 or more*	17	0.7%	7	0.4%	41.2%	58.4%
Ethnicity						
Asian	278	12.2%	222	13.9%	79.9%	100.0%
Filipino	40	1.8%	27	1.7%	67.5%	84.5%
African American	37	1.6%	21	1.3%	56.8%	71.1%
Hispanic	1221	53.5%	792	49.4%	64.9%	81.2%
American Indian/Alaskan Native*	13	0.6%	9	0.6%	69.2%	86.7%
Pacific Islander*	17	0.7%	12	0.7%	70.6%	88.4%
Two or More Races*	0	0.0%	0	0.0%		-
White	530	23.2%	406	25.3%	76.6%	95.9%
Unknown	148	6.5%	113	7.1%	76.4%	95.6%
Disabled						
Yes	92	4.0%	64	4.0%	69.6%	99.1%
No	2192	96.0%	1538	96.0%	70.2%	100.0%
Economically Disadvantaged						
Yes	1371	60.0%	979	61.1%	71.4%	100.0%
No	913	40.0%	623	38.9%	68.2%	95.6%
Foster Youth						
Yes*	4	0.2%	3	0.2%	75.0%	100.0%
No	2280	99.8%	1599	99.8%	70.1%	93.5%
Veterans						
Yes	60	2.6%	56	3.5%	93.3%	100.0%
No	2224	97.4%	1546	96.5%	69.5%	74.5%

ANALYSIS: African American and Non-Veteran groups are the only groups with more than 30 participants that are disproportionately impacted. They are less likely to earn 30 units than the relevant reference group.

* Subgroup with less than 30 participants; findings must be interpreted with caution

Disproportionate Impact

Data compiled by the RSCCD Research Department using Chancellor's Office Data on Demand. Veterans and Foster Youth data were replicated based on Chancellor's Office definition used for other categories above. Lists of Veterans and Foster Youth provided by the SAC Admissions and Financial Aid Office.

Santa Ana College

DEGREE and CERTIFICATE COMPLETION: Earned AA Degree

First-time students in 2006-07 who successfully completed at least six credit units and attempted any Math or English in the first three years AND earned an AA degree in the community college systems within six years.

Earned AA DEGREE	Student Cohort	% of Cohort	# Earned Degree	% Earned Degree	Degree Earned Rate	80 Percent Index
	2284		624			
Gender						
Male	1115	48.8%	257	41.2%	23.0%	73.4%
Female	1169	51.2%	367	58.8%	31.4%	100.0%
Age						
0-19	1942	85.0%	541	86.7%	27.9%	100.0%
20-24	168	7.4%	43	6.9%	25.6%	91.9%
25-49	157	6.9%	38	6.1%	24.2%	86.9%
50 or more*	17	0.7%	2	0.3%	11.8%	42.2%
Ethnicity						
Asian	278	12.2%	99	15.9%	35.6%	100.0%
Filipino	40	1.8%	12	1.9%	30.0%	84.2%
African American	37	1.6%	6	1.0%	16.2%	45.5%
Hispanic	1221	53.5%	280	44.9%	22.9%	64.4%
American Indian/Alaskan Native	13	0.6%	4	0.6%	30.8%	86.4%
Pacific Islander*	17	0.7%	5	0.8%	29.4%	82.6%
White	530	23.2%	175	28.0%	33.0%	92.7%
Unknown	148	6.5%	43	6.9%	29.1%	81.6%
Disabled						
Yes	92	4.0%	20	3.2%	21.7%	78.9%
No	2192	96.0%	604	96.8%	27.6%	100.0%
Economically Disadvantaged						
Yes	1371	60.0%	359	57.5%	26.2%	90.2%
No	913	40.0%	265	42.5%	29.0%	100.0%
Foster Youth						
Yes*	4	0.2%	2	0.3%	50.0%	183.3%
No	2280	99.8%	622	99.7%	27.3%	100.0%
Veterans						
Yes	60	2.6%	26	4.2%	43.3%	100.0%
No	2224	97.4%	598	95.8%	26.9%	62.1%

ANALYSIS: Males, African-American, Hispanic, and disabled are disproportionately impacted. These groups are less likely to earn an AA degree than the relevant reference group.

* Subgroup with less than 30 participants; findings must be interpreted with caution

Disproportionate Impact

Data compiled by the RSCCD Research Department using Chancellor's Office Data on Demand. Veterans and Foster Youth data were replicated based on Chancellor's Office definition used for other categories above. Lists of Veterans and Foster Youth provided by the SAC Admissions and Financial Aid Office.

Note: in the foster youth category for 80-percent index, non-foster youth was selected as the highest performing group since there were only few students to make it a viable comparison subgroup.

Santa Ana College

DEGREE and CERTIFICATE COMPLETION: Earned Certificates

First-time students in 2006-07 who successfully completed at least six credit units and attempted any Math or English in the first three years AND earned a certificate in the community college systems within six years.

Earned CERTIFICATE	Student Cohort	% of cohort	# Earned Certificates	% Earned Certificates	Certificate Earned Rate	80 Percent Index
	2284		324			
Gender						
Male	1115	48.8%	145	44.8%	13.0%	84.9%
Female	1169	51.2%	179	55.2%	15.3%	100.0%
Age						
0-19	1942	85.0%	277	85.5%	14.3%	97.4%
20-24	168	7.4%	24	7.4%	14.3%	97.5%
25-49	157	6.9%	23	7.1%	14.6%	100.0%
50 or more*	17	0.7%	0	0.0%	0.0%	0.0%
Ethnicity						
Asian	278	12.2%	42	13.0%	15.1%	91.0%
Filipino	40	1.8%	4	1.2%	10.0%	60.2%
African American	37	1.6%	1	0.3%	2.7%	16.3%
Hispanic	1221	53.5%	168	51.9%	13.8%	82.9%
American Indian/Alaskan Native*	13	0.6%	3	0.9%	23.1%	139.0%
Pacific Islander*	17	0.7%	0	0.0%	0.0%	0.0%
White	530	23.2%	88	27.2%	16.6%	100.0%
Unknown	148	6.5%	18	5.6%	12.2%	73.2%
Disabled						
Yes	92	4.0%	12	3.7%	13.0%	91.6%
No	2192	96.0%	312	96.3%	14.2%	100.0%
Economically Disadvantaged						
Yes	1371	60.0%	202	62.3%	14.7%	100.0%
No	913	40.0%	122	37.7%	13.4%	90.7%
Foster Youth						
Yes*	4	0.2%	2	0.6%	50.0%	354.0%
No	2280	99.8%	322	99.4%	14.1%	100.0%
Veterans						
Yes	60	2.6%	26	8.0%	43.3%	100.0%
No	2224	97.4%	298	92.0%	13.4%	30.9%

ANALYSIS: Filipino, African American, and non-veterans are disproportionately impacted. These groups are less likely to earn certificates than the relevant reference group.

* Subgroup with less than 30 participants; findings must be interpreted with caution

Disproportionate Impact

Note: in the race category for 80-percent index, White was selected as the highest performing group since American Indian/Alaskan Native did not have enough students to make it a viable comparison subgroup.

Data compiled by the RSCCD Research Department using Chancellor's Office Data on Demand. Veterans and Foster Youth data were replicated based on Chancellor's Office definition used for other categories above. Lists of Veterans and Foster Youth provided by the SAC Admissions and Financial Aid Office.


Santa Ana College
TRANSFER TO FOUR-YEAR UNIVERSITIES

First-time students in 2006-2007 who completed 12 credit units and attempted transfer-level math or English are tracked for a period of six years to four-year universities.

	Cohort Students	# Transfers	Cohort % of Total	Transferred %	Transfer Rate	80 Percent Index
Santa Ana Total	1856	733				
Age						
17 or Less	480	206	25.9%	28.1%	42.9%	99.9%
18 & 19	1143	453	61.6%	61.8%	39.6%	92.2%
20 to 24	121	52	6.5%	7.1%	43.0%	100.0%
25 to 29	41	8	2.2%	1.1%	19.5%	45.4%
30 to 34*	18	4	1.0%	0.5%	22.2%	51.7%
35 to 39*	27	6	1.5%	0.8%	22.2%	51.7%
40 to 49*	21	4	1.1%	0.5%	19.0%	44.3%
50 +*	5	0	0.3%	0.0%	0.0%	0.0%
Ethnicity						
African-American*	27	7	1.5%	1.0%	25.9%	53.2%
American Indian/Alaskan Native*	11	5	0.6%	0.7%	45.5%	93.2%
Asian	242	118	13.0%	16.1%	48.8%	100.0%
Filipino	31	10	1.7%	1.4%	32.3%	66.2%
Hispanic	934	316	50.3%	43.1%	33.8%	69.4%
Pacific Islander*	10	4	0.5%	0.5%	40.0%	82.0%
Unknown	129	55	7.0%	7.5%	42.6%	87.4%
White Non-Hispanic	472	218	25.4%	29.7%	46.2%	94.7%
Gender						
Female	988	384	53.2%	52.4%	38.9%	96.7%
Male	868	349	46.8%	47.6%	40.2%	100.0%
Financial Aid						
Yes	976	428	52.6%	58.4%	43.9%	100.0%
No	873	303	47.0%	41.3%	34.7%	79.1%
Disability						
Yes	44	16	2.4%	2.2%	36.4%	91.9%
No	1812	717	97.6%	97.8%	39.6%	100.0%
CalWORKs						
Yes*	7	2	0.4%	0.3%	28.6%	72.3%
No	1849	731	99.6%	99.7%	39.5%	100.0%
Veterans						
Yes	60	18	3.2%	2.5%	30.0%	75.4%
No	1796	715	96.8%	97.5%	39.8%	100.0%
Foster Youth						
Yes*	4	0	0.2%	0.0%	0.0%	0.0%
No	1852	733	99.8%	100.0%	39.6%	100.0%

ANALYSIS: Students 25-29 years of age, Filipino, Hispanic, non-receptients of Fin. Aid, and Veterans are disproportionately impacted. These groups are less likely to transfer to four-year universities than the relevant reference group.

* Subgroup with less than 30 participants; findings must be interpreted with caution

 Disproportionate Impact

Data compiled by the RSCCD Research Department using Chancellor's Office Data on Demand. Veterans and Foster Youth data

GOALS AND ACTIVITIES

Overall Goal 1: To create a leadership team representing all stakeholder groups that will help to build critical equity-centered institutional capacity to achieve the goals of the plan & provide basic support resources.

Activity	Target Date	Responsible Party	Expected Outcomes	Funding Required
O 1.1 Make the needed governance, organizational, and strategic planning changes needed to migrate equity work into the core of the institution.	Fall 2014, continuing	S. Lundquist	<ul style="list-style-type: none"> Changes will be documented in SAC's governance structure that specify the locus of participatory governance related to equity. A Task Force comprised of specialty teams will be created to implement the Student Educational Plan SEP in the five target areas. Strategic planning documents, including SLO's & Program Effectiveness Review work, will include equity metrics and strategies. 	\$-0-
O 1.2 Establish leadership positions, including some support staff that will be dedicated to the successful implementation of SAC's Student Equity Plan overall.	Fall 2014, continuing	S. Lundquist	<ul style="list-style-type: none"> Leadership positions will be established and filled at the faculty and management levels, with some dedicated support. 	\$105,000
O 1.3 Dedicate resources for professional development at SAC, including an overall steering/advisory group that represents all stakeholders & includes a segment designed for PT faculty.	Fall 2014, continuing	S. Lundquist	<ul style="list-style-type: none"> Leadership positions will be established and filled. Faculty and staff Professional Development teams will be up and running. 	\$16,000
O 1.4 Hire a FT Research Analyst to provide needed data.	Fall 2014, continuing	S. Lundquist	<ul style="list-style-type: none"> Researcher will be hired and active. 	\$63,000

Activity	Target Date	Responsible Party	Expected Outcomes	Funding Required
O1.5 Establish funding to underwrite equity-centered Professional Development and related meetings, including targeted activities for PT faculty (may include conference participation).	2014-2015 year, continuing thereafter	Equity & Professional Development Coordinators	<ul style="list-style-type: none"> The fund will be established and utilized through the new equity-centered conference request form. Utilization of the fund and related college impacts will be documented. 	\$25,000
O1.6 Provide Reading Apprenticeship Training for faculty and follow up workshops to sustain training.	Spring 2015 and ongoing	Faculty Professional Development Coordinator	<ul style="list-style-type: none"> Instructors trained in Reading Apprenticeship will implement a minimum of one strategy in one or more classes and report on the effectiveness of the strategy as measured by increased scores in pre- and post-testing. Impact measures will be established for students subsequent to faculty completion of training. 	\$50,000
O1.7 Establish a materials account to ensure that staff have the needed support plan implementation. This includes dedicated materials for DSPS targeting students who are deaf and/or hard of hearing.	2014-2015	S. Lundquist	<ul style="list-style-type: none"> Equity account is established and used to support plan activities. 	\$12,500

Overall Goal 2: To 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.

Activity	Target Date	Responsible Party	Expected Outcomes	Funding Required
O2.1 Hold two town hall meetings and a convocation to engage the entire campus community in a conversation about equity. (staff activity)	Spring 2015 and ongoing	College President/Cabinet Equity Coordinator, PD leads, & research analyst	<ul style="list-style-type: none"> 90% of FT faculty and 10% of FT classified employees will voluntarily attend at least one town hall meeting or convocation a year. 	\$2,500
O2.2 Faculty and staff will participate in professional development about equity that increases awareness as it relates to the SAC community.	Spring 2015 and ongoing	Faculty and Staff Professional Development Coordinators & Equity Coordinator	<ul style="list-style-type: none"> Faculty and staff will show increased awareness of equity issues as measured by pre- and post-surveys. Self-selected faculty/staff will create and implement an equity related activity as measured by a presentation at SAC. The conference request process at SAC will be adjusted to require both a cover sheet identifying the equity & student success benefits of the conference and a brief report back documenting highlights and committing to share knowledge & materials. 	\$25,000
O2.3 Create a hub for cross-cultural awareness activities and resources within the Office Of Student Life.	Launch spring 2015, sustain thereafter	ASG leaders & advisors	<ul style="list-style-type: none"> Documented participation and measurable impact in student surveys. 	\$30,000
O2.4 Conduct research and develop a marketing plan informed by and focused on target populations.	Spring 2015 planning 2015-2016 implementation	Research Analyst and Equity Task Force	<ul style="list-style-type: none"> Research findings summarized and analyzed Phase One implementation plan activated in 2015-2016 	\$-0- in current year, Future years to be determined
O2.5 Increase evening and weekend hours for core services in student services, the Learning Center, the library, Math Ctr, & the Academic Computing Center.	Spring 2015 implementation, on-going thereafter	VP's of Student Services & Academic Affairs With deans & center leads	<ul style="list-style-type: none"> Schedule changes go into effect spring 2015, and are fine-tuned and maintained thereafter. Documentation of expanded access achieved and academic gains. 	\$ 159,797

Activity	Target Date	Responsible Party	Expected Outcomes	Funding Required
O2.6 Implement improved tracking for the math, learning, transfer, academic computing, & career centers.	Spring 2015 planning, with 2015-2016 implementation	Student Equity Coordinator and support center leaders	<ul style="list-style-type: none"> Continuously accessible data on usage and target population impact for each of the participating centers. 	\$-0- in current year Future years to be determined
O2.7 Explore Blackboard Learn software for integrated, & real time access to student data to maximize equity & success.	Spring 2015 planning 2015-2016 implementation	Student Equity Coordinator with DE & other college partners	<ul style="list-style-type: none"> Cohorts of high equity-impacted academic & service areas would begin to utilize the tool for targeted interventions and progress checks on at-risk students. 	\$-0- in current year Future years to be determined
O2.8 Explore the creation of a Freshman Welcome Center specializing in target populations.	Spring 2015 planning 2015-2016 implementation	Counseling leaders with Equity Coordinator	<ul style="list-style-type: none"> A single stop hub for freshman students would be activated at SAC. Focus on equity target groups would yield high participation rates and improved persistence & success. 	\$-0- in current year Future years to be determined
O2.9 Fully incorporate equity into Program Review and SLO analysis at the department level, while maintaining comparative aggregated data sets to inform strategic analysis and departmental action, as appropriate.	Spring 2015, on-going	Institutional effectiveness coordinator, Deans, Department Chairs	<ul style="list-style-type: none"> Equity elements will be incorporated into the above academic planning activities on a continuous basis. An expanded equity-centered database will be established and regularly updated for faculty use. 	\$-0-
O2.10 Establish an enrollment management plan that specifies pathways to completion, including the ability for students to start college with access to the core courses they need.	Spring 2015, on-going	VPAA	<ul style="list-style-type: none"> Existence of pathways widely available to students. Documentation of incoming student access to critical courses. 	\$-0-

OVERALL funding total: \$488,797

ACCESS GOAL 1: Improve access to SAC for historically underserved populations through interaction with outside agencies and schools (including SCE) serving these populations.

Activity	Target Date	Responsible Party	Expected Outcomes	Funding Required
<p>A1.1 SAC faculty and staff will provide annual training to outside agencies staff (Veterans Services Agency; Orange County Department of Education; Orange County Social Services Agency; Department of Rehabilitation etc.) and feeder schools, including articulation meetings with School of Continuing Education (SCE) faculty, regarding the matriculation process at SAC for historically underserved populations (foster youth, special needs, entering adults and veterans).</p>	<p>Summer 2015 and on-going</p>	<p>Outreach Sylvia Sanchez Joseph Alonzo DSPS MSW intern, DSPS Supervisor, and School of Continuing Education</p>	<ul style="list-style-type: none"> • 100 individuals representing community agencies and schools serving the targeted populations will complete the training within the first 3 years. • Show increased knowledge of SAC’s matriculation process and services to students as measured by post training survey. 	<p>\$7,500</p>
<p>A1.2 Produce increased quality written and electronic materials for use by agencies and schools working with these targeted populations.</p>			<ul style="list-style-type: none"> • 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. 	<p>\$-0-</p>

ACCESS GOAL 2: Increase information, awareness about SAC and its specialized programs by building a more robust pre-orientation process to historically underserved populations complementing the 3SP efforts.

Activity	Target Date	Responsible Party	Expected Outcomes	Funding Required
A2.1 Create and Sustain an Annual “Foster Youth to College Day” at SAC.	Fall 2015 and on-going	Sylvia Sanchez, YESS coordinator	<ul style="list-style-type: none"> 100 prospective foster youth will attend the event each year. The number of foster youth at SAC will increase by 20% within the first 3 years. Baseline: 199 (2014) to 250 by 2017. The number of foster youth opts into the Foster Youth support service at SAC will increase by 100% within the first 3 years. Baseline 30 (2014) to 60 by 2017 	\$-0-
A2.2 SAC counselor will collaborate with high school counselors in service area (SAUSD, GGUSD, and AUHSD) to meet individually or in small groups with foster youth and special education students at each high school.	Spring 2015 and on-going	Sylvia Sanchez, coordinator YESS, Sherry DeRosa SAC Counseling to School of Continuing Education	The number of foster youth, DSPS, and adult students from SCE at SAC will increase as detailed below within the first 3 years as measured by enrollment data analysis. Foster Youth - Baseline: 199 to 250 by 2017 DSPS - Baseline: 903 to 1,100 by 2017 Adult pop: Baseline 51 to 75 by 2014	\$15,000
A2.3 Implement a once-per-semester “Transition Day” for non-credit population targeting ABE.	Spring 2015	SCE staff & faculty	The number of adult students transitioning from non-credit to credit will increase by 30% within the first 3 years. Baseline: 51 in 2014 to 75 by 2017	\$2,000
A2.4 Implement daylong orientation for targeted populations during the summer before their first semester to create linkages to services prior to the first term and develop academic plan.	Summer 2015	Sylvia Sanchez Counseling Division School of Continuing Education	Historically underserved students will begin their college career with a full academic plan and connection to targeted support services. Foster Youth - Baseline: 38 to 100 by 2017 DSPS - Baseline: 903 to 1,100 by 2017 Veterans - Baseline: 350 to 1,000 by 2017	\$2,920

Activity	Target Date	Responsible Party	Expected Outcomes	Funding Required
A2.5 Engage veterans students as outreach team to help community of veterans know the opportunities for them in college.	Spring 2015	Joseph Alonzo, Veteran's Resource Center, Peer Mentors	Number of veterans enrolling at SAC will increase by 30% within the first 3 years. Baseline: 700 in 2014 rising by approximately 100 per year to 1,000 by 2017	\$3,500
A2.6 Provide targeted outreach and workshops regarding scholarships to historically underserved populations.	Spring 2015 and on-going	Scholarship Office Staff	Number of low-income students, foster youth, veterans and DSPS receiving scholarships will increase within the first 3 years via workshops. Foster Youth Scholarship Workshops - Baseline: 0 to 5 by 2017 DSPS (20%) Scholarship Workshops – Baseline: 13 to 15 Veterans (50%) Scholarship Workshops– Baseline: 10 to 15	\$6,000
A2.7 Provide the opportunity for high school students to earn college credit while in high school with counseling courses offered at their school site.	Fall 2015	Counseling	1,000 high school seniors will enroll in SAC counseling course, offered at their school site, earning 3 units. Two courses offered each semester at 6 comprehensive high schools.	\$30,000
A2.8 Increase DSPS orientation to twice yearly (Flex week and midsummer)	Spring 2015 and on-going	DSPS staff	10% DSPS enrollment increase within 3 years.	\$1,000

ACCESS funding total: \$67,920

ESL/Basic Skills Goal 1: To determine why students are not succeeding in Basic Skills and ESL classes through the student voice.

We determined that for ESL and Basic Skills Math and English, efforts to improve equity should be focused on these groups:

1. Math: all non-Asian groups
2. English: male students, all non-Asian and non-Filipino groups, students identifying as DSPS
3. ESL: male students, 25 and older students, Hispanic students

Activity	Target Date	Responsible Party	Expected Outcomes	Funding Required
B1.1 Create, administer, and analyze a survey and interview protocol to gain student perspective on success from the vantage point of targeted student groups.	Spring 2015	SAC Equity Researcher Basic Skills and ESL department chairs ASB leadership	The survey will provide guidance for the development of activities that address disparities in successful outcomes for basic skills and ESL classes, and will inform the college overall.	\$-0-
B1.2 Design and implement activities to improve success rates in basic skills and ESL classes after reviewing the SAC equity research report and the survey analysis of student voice.	Fall 2015 and ongoing	SAC Equity Coordinator SAC Equity Researcher Deans of Counseling; Humanities & Social Sciences; Math, Science, and Health Sciences ESL and department chairs Student Services leadership	A minimum of three equity enhancing activities will be created, implemented and evaluated by formative and summative instruction, and other academic support services.	\$-0-

ESL/Basic Skills Goal 2: Student Focused Goal: To improve student equity in degree-applicable course completion by students who completed Basic Skills math, English or ESL levels below transfer.

Activity	Target Date	Responsible Party	Expected Outcomes	Funding Required
B2.1 Offer Math Boot Camps to high school students, veterans, and other equity impacted populations to ensure accurate assessment and placement of students.	Summer 2015 and ongoing	SAC Math Center Coordinator SAC Math Faculty Dean of Counseling	A minimum of 40% of participants who complete boot camp will move up one level in math placement as measured by the pre and post placement scores.	\$33,500
B2.3 Research best practices in English Boot Camps and design curriculum for English Boot Camp.	Spring 2015 with English Boot Camps piloted beginning summer 2015	SAC English Department	Establish a curriculum for an English boot Camp that reflects best practices as described by the National Council of Teachers of English. Once established, a minimum of 40% of participants will move up one level in their English placement as measured by pre and post placement scores.	\$2,500

ESL/BASIC SKILLS Section funding total: \$36,000

Course Completion Goal 1: Provide academic support services for target population students to increase retention and successful course completion.

Activity In Learning Center	Target Date	Responsible Party	Expected Outcomes	Funding Required
C1.1 Learning Center Coordinator	Fall 2014 and thereafter	Dean, Humanities and Social Science	Learning Center will provide tutoring and Directed Learning Activities (DLA) services for SAC and CEC students. Students served will average 500 per week. 80% of students surveyed will be rate their experience in the Learning Center as Good or Excellent and those receiving tutoring will Agree or Strongly Agree that they received the assistance that they needed.	<i>Complete this section based on amount of linked services to students via the Learning Center throughout the entire Equity Plan.</i>
C1.2 Senior Clerk (19 hour)	Spring 2015 and thereafter	Dean, Humanities and Social Science	A Senior Clerk would manage attendance data and staff scheduling and coordination. These are clerical tasks presently handled by the Learning Center Coordinator.	\$6,080
C1.3 Expanded academic support services will be offered targeting equity populations in SAC's Learning Center.	Spring 2015 and thereafter	Dean, Humanities and Social Science with Learning Center Coordinator and departments, including science	Students receiving tutoring 3 or more visits will have a higher completion rate than students who do not receive tutoring.	\$67,000

Course Completion Section Goal # 1 Learning Center funding total: \$73,080

Activity	Target Date	Responsible Party	Expected Outcomes	Funding Required
C1.4 Hire more Math Center Tutors	Spring 2015	Dean of Science, Mathematics and Health Sciences and Math Department members	The impact of this augmentation will be tracked according to target equity populations.	\$20,064
C1.5 Hire one additional Instructional Assistant	Spring 2015	Dean of Science, Mathematics and Health Sciences and Math Department members	The impact of this augmentation will be tracked according to target equity populations.	\$2,400

Course Completion Section Goal # 1 Math Center funding total: \$22,464

Activity	Target Date	Responsible Party	Expected Outcomes	Funding Required
C1.6 Improve course textbook availability in the Reserve Collection textbook section and fund collections needed by target populations (this effort will be part of a college-wide initiative to expand student access to required academic texts).	Spring 2015, continuing thereafter	VP of Student Services VP of Academic Affairs Division Deans Nealley Library	Utilization will tracked on a semesterly basis in relation to target populations.	\$30,000

Course Completion Goal #1 –Library Section funding total: \$30,000

Course Completion Goal 1: Provide academic student support services to SAC student athletes and create a System to track and assess academic progress for a student population with a higher transfer requirement and NCAA regulated time restraints. Students will be monitored through course & degree completion, including transfer.

Activity	Target Date	Responsible Party	Expected Outcomes	Funding Required
<p>C1.7 Academic Endzone (Academic Support Program for SAC Student Athletes) will provide supplemental instruction for targeted population students who are athletes.</p> <p>System to track and assess academic progress for a student population with a higher transfer requirement along with an NCAA regulated time restraint. Students will be monitored through course completion, degree completion, and transfer.</p>	Fall 2014, Continuing thereafter	Geoff Jones Adam Nyssen	<ul style="list-style-type: none"> Course completion percentages and transfer level course GPA will rise with the new NCAA standards of a 2-4 and 4-2-4 transfer student. Student population (current football team) is recognized as a target group by age (100%) and by ethnicity (70%) Desired outcomes include expansion to other sports that have similar target percentages. Outreach to identify population and recruitment will continue and be monitored. 	\$20,632

Course Completion Section Goal # 1 Academic Endzone funding total: \$20,632

Activity	Target Date	Responsible Party	Expected Outcomes	Funding Required
C1.8 Add a mechanism to Update WebAdvisor to require students to indicate the reason they are dropping a course, including the capacity to automatic notify the instructor.	Spring '15	Student Success and Equity Committee, Associate Dean of Admissions and Records	Rich and immediate data will become available to inform follow-up and intervention work to support course completion.	Unsure of cost implications, will coordinate with ITS, with a goal of implementing for the 2015-2016 academic year.

Course Completion Section Goal # 1 total: \$146,176

Activity	Target Date	Responsible Party	Expected Outcomes	Funding Required
C2.2 Create a Redesign Coordinator position	In place for Spring '15 and continuing for at least 3 years	Dean of Science, Mathematics and Health Sciences and math Department members	The Redesign Coordinator will successfully facilitate the full redesign implementation including interfacing with all impacted programs, services and departments.	\$8,100
C2.3 Create 2 Course Coordinator positions	In place for Spring '15 and continuing for at least 3 years	Dean of Science, Mathematics and Health Sciences and math Department members	The Course Coordinators for Math 083 & 084 will manage the courses (including developing & maintaining related software, assessments, training & working with the FT & PT staff).	\$10,800
C2.4 Provide training for all new and part time faculty who will teach the new courses.	Summer '15 and ongoing	Dean of Science, Mathematics and Health Sciences and math Department members	Faculty will understand the philosophy, pedagogy, software and assessment practices of the new courses & use the courses as a vehicle for achieving equity goals for transfer.	\$12,500
C2.5 Provide student tutors in the redesigned classrooms.	In place for Fall '15 and ongoing	Dean of Science, Mathematics and Health Sciences and math Department members	Immediate feedback and support, a major tenet of redesign, will be provided for students and achievement gaps will be reduced for target populations.	\$0

Course Completion Goal 3: 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.

Activity	Target Date	Responsible Party	Expected Outcomes	Funding Required
<p>C3.1 Provide OER course materials for SAC students.</p> <p>Target courses are those that affect successful course completion in the groups disproportionately impacted: 18-24 yrs., African-American, Hispanic, Pacific Islander and Foster Youth population.</p> <p>Availing the target population to all course materials is expected to reduce the equity gap for course completion and success, as it is suspected that 65%¹ of students do not purchase textbooks at SAC.</p>	Fall 2015	DE Coordinator, Professional Development Coordinator	<ul style="list-style-type: none"> • Successful course completion percentage will improve with access to course materials. • Student population is recognized in the majority of courses by both age and ethnicity. <p>Sample target courses²:</p> <p>Psychology 100</p> <ul style="list-style-type: none"> • 78% are target pop • 45% did not complete • 57% were unsuccessful <p>Anthropology 100</p> <ul style="list-style-type: none"> • 71% are target pop • 44% did not complete • 67% were unsuccessful <p>Biology 109</p> <ul style="list-style-type: none"> • 72% of target pop • 65% did not complete • 48% were unsuccessful • Desired outcomes include expansion through all courses that have similar target populations 	\$10,000

¹ Inside Higher Ed, January 28, 2014, <https://www.insidehighered.com/news/2014/01/28/textbook-prices-still-crippling-students-report-says>

² RSCCD research Fall 2012 Course Completions by Ethnicity. However, what is suspected is that the number of initial enrollment for our target population is much greater. Those initial student enrollments may have been unsuccessful in the course due to lack of textbook access.

Activity	Target Date	Responsible Party	Expected Outcomes	Funding Required
<p>C3.2 ACTIVITY DETAIL: Put out an RFP to faculty for course materials replacement with OER.</p> <ul style="list-style-type: none"> • Fund highest impact courses – largest number of students served • Course must be fully complete, with text, presentation materials (slides), testbanks, and video resources. • One semester to create, run in at least one pilot course following semester. • After course creation faculty member will allow dept colleagues to review course materials to replicate in their sections. • Course will have a creative Commons licensing to allow collegial usage. <p>It is expected that materials are available for most courses. There will be a need for customization, material creation and course design.</p>	<p>Spring 2015 (week 1)</p> <p>Course Creation in Spring 2015 Use OER in at least one course section in Summer or Fall 2015.</p>	<p>Distance Ed/Prof. Dev.</p>	<p>For 1 course assume:</p> <ul style="list-style-type: none"> • 25 students/section • Textbook cost is \$100³ <p>= \$2,500 textbook savings per course.</p> <p>For 20 courses: = \$50,000 textbook savings for just one section of 20 courses.</p> <p>It is expected that in follow-on semesters more section will adopt the use of the OER materials with the assistance for this mentor faculty for an exponential savings to students.</p>	
<p>Run workshops on OER resources, course design.</p>		<p>Dist. Ed/Prof. Dev. – Utilize current OER faculty and Annie Knight (library)</p>		

Activity	Target Date	Responsible Party	Expected Outcomes	Funding Required
Faculty Create OER Course materials	Spring 2015	Faculty, Library support, DE support		
Faculty Use OER Course materials in at least one course section	Summer or Fall 2015	Faculty, Library support, DE support		
Faculty demonstrate to dept colleagues and mentor OER course replication/usage.	Summer/Fall 2015 and beyond	Faculty		

³ Student on average spend \$1,200/year on textbooks (<http://www.studentpirgs.org/campaigns/sp/make-textbooks-affordable>) which is approx...

\$150/course. At SAC, faculty are well-aware of our student population's need to have affordable textbooks and the estimate have been lowered to \$100/course.

Course Completion total: \$222,066

Degrees & Certificates Goal 1: To develop best practices for increasing degree & certificate completion.

Activity	Target Date	Responsible Party	Expected Outcomes	Funding Required
<p>D1.1 <u>Counseling:</u> A. Provide training to all PT/FT counselors regarding degree and certificate requirements and career opportunities. B. Plan the best possible way to create optimal counselor/FT classroom faculty collaboration for student success.</p>	2014-15, on-going thereafter	Omar Torres, Sara Lundquist, Academic Deans, Dean of Counseling	Documented increased success for target populations, linked to SSSP accountability measures with special attention to equity targets.	\$12,500
<p>D1.2 <u>Completion:</u> Increase use of degree and certificate audit program to support target student completion.</p>	2014-15, on-going thereafter	Mark Liang in partnership with academic/student services managers	Documented increased services to target populations and improved course/certificate/degree completion.	\$-0-

Degrees & Certificates funding total: \$12,500

Transfer Goal 1: Bring staffing and staff/counselor training in the University Transfer Center to adequate levels to support equity initiatives.

Activity	Target Date	Responsible Party	Expected Outcomes	Funding Required
E1.1 Hire a full-time Student Services Coordinator to expand core pre-transfer services to target populations.	Spring 2015	Counseling Division Dean & Co-chairs with University Transfer Center Coordinator	A minimum of 1,000 currently underserved students will be helped, progress growth will be documented.	\$ 45,000
E1.2 Expand transfer information sessions (Counseling N45) to new pre-transfer students not affiliated with a support program.	2015-16, and continuing.	University Transfer Center Coordinator	A minimum of 200 new students will benefit from transfer information sessions currently offered to students in specialized programs.	\$ 1,000
E1.3 Increase transfer counseling resources for currently underserved students. (1 full-time equivalent of hourly counselors).	Fall 2014 and on-going	Dean, Counseling University Transfer Center Coordinator	700 pre-transfer students not in specialized programs will receive continuous transfer guidance.	\$ 25,316
E1.4 Offer Transfer workshops on critical topics continuously.	Fall 2014 and on-going	University Transfer Center Coordinator	700 more students will have critical transfer support services, annually.	\$ 2,000
E1.5 Intensive training will be provided to all counselors on increasingly complex transfer issues.	Fall 2014 and on-going	Dean, Counseling and UTC Coordinator	100% of the counseling division will attend scheduled training annually and 45 counselors will attend related conferences.	\$6,750
E1.6 Provide training and resources for full- and part-time counselors on opportunities and services for DSPS transfer students.	Spring 2015 and on-going	University Transfer Center Director Counselor/Coordinator of DSPS	Counselors will indicate increased knowledge of DSPS transfer programs and services via survey. A webpage for students and staff with information for this population will be developed.	\$1,000

Transfer: Goal 2: Provide enhanced financial aid application and follow-up assistance to students in the targeted subgroups as they work toward and achieve transfer.

Activity	Target Date	Responsible Party	Expected Outcomes	Funding Required
<p>E2.1 Hire a financial aid specialist at the University Transfer Center who will focus on transfer support to target equity populations.</p> <p>E2.1e Offer workshops such as “Funding your education at SAC, after transfer, and beyond into professional/graduate schools” for parents and students.</p>	<p>Spring 2015, and on-going thereafter</p> <p>Fall 2015 , and continuing thereafter</p>	<p>Assoc. Dean of Financial Aid</p> <p>Dean, Counseling</p> <p>University Transfer Center Director</p>	<p>At least 250 resident students & 250 AB540 students will be contacted and assisted in the financial aid application process to award (pre & post transfer) annually.</p>	<p>\$10,868</p>
<p>E2.2 Implement warnings and safeguards so students save enough financial aid (especially Cal Grant B) for after transfer.</p> <p>E2.2a Mandatory orientations for financial aid recipients</p> <p>E2.2b Warnings before students accept awards on WebAdvisor, for example</p> <p>E2.2c Document how many students deny awards while at SAC to inform legislators of the impact of limitations.</p>	<p>Ongoing</p> <p>Fall 2014 – Summer 2017</p>	<p>Assoc. Dean of Financial Aid</p> <p>Financial Aid Specialist from A.4.1</p>	<p>250 students attend orientations annually and 75% will indicate ‘significant new information on how to best use financial aid for higher education’ when surveyed.</p> <p>-A report will be generated annually, detailing the number of students who qualify for Pell & Cal Grants but deny them to save enough for after transfer, for dissemination to decision making bodies.</p>	<p>\$-0-</p>

Transfer: Goal 3: Expand support services to targeted subgroups needing alternatives to the traditional educational model.

Activity	Target Date	Responsible Party	Expected Outcomes	Funding Required
E3.1 Conduct surveys and round table talks with identified student subgroups to see how we can assist them to transfer, and work to assure courses are offered when these populations can take them(i.e. evenings/weekends/online) and in advantageous formats (i.e. accelerated/online).	Ongoing Fall 2014 – Summer 2017	Research Analyst Enrollment Management Team Division Deans, Co-chairs, & program leaders	100 students from targeted equity groups will participate in surveys. Increased nontraditional course sections will be available.	\$1,000

Transfer: Goal 4: Develop effective, early, and sustained college-wide and community communication regarding opportunities in higher education, purposefully reaching out to targeted subgroups.

Activity	Target Date	Responsible Party	Expected Outcomes	Funding Required
E4.1 Identify and implement ways for SAC to effectively communicate with current and former students. E4.1a Produce, print, and widely disseminate a regular newsletter from the UTC. E4.1b Consult with experts on technological options for communications.	Ongoing Fall 2014 – Summer 2017	Assoc. Dean, Admissions and Records ITS University Transfer Director	All SAC transfer-bound students will be effectively notified of deadlines & critical opportunities. -A database of former SAC students who have transferred will be established. -SAC, SAUSD, and community partners will be aware of transfer issues & successes at SAC.	\$5,000
E4.2 In-service SAC faculty on transfer trends at the New Faculty Institute, through Flex workshops, and other venues.	Ongoing Fall 2015 - 2016 2017	Dean, Counseling	40 - 60 SAC faculty will document new knowledge regarding transfer policies and procedures when surveyed after presentations, each academic year.	None

Transfer Goal 5: Increase transfer to universities for all groups, specifically among the targeted subgroups.

Activity	Target Date	Responsible Party	Expected Outcomes	Funding Required
E5.1 Expand the Transfer Mentor Program by 25% each year to a goal of 150 annually, targeting identified equity subgroups.	Ongoing Fall 2014 – Summer 2017	University Transfer Center Director	-At least 90% of TMP students will successfully transfer. -400 SAUSD middle school students & 800 HS students, & 2,700 SAC students will benefit from presentations related to transfer annually.	\$78,500
E5.2 Fund the Summer Scholars Transfer Institute	Summer 2015 and on-going	University Transfer Center Coordinator	100+ students will complete a transfer level course in 10 days.	\$30,000
E5.3 Provide exposure to transfer institutions through site visits.	January 2015, and on-going	University Transfer Center Coordinator	500 students will participate and commit to transfer.	\$20,000
E5.4 Expand honors course offerings for target students.	Ongoing Fall 2014 – Summer 2017	University Transfer Center & Honors Coordinator	The number of honors transfer students from targeted equity groups will increase each year by 15%.	\$1,500
E5.5 Fund conferences for underrepresented STEM students.	Ongoing Fall 2015 – Spring 2017	Dean, Counseling MESA Counselor/Coordinator	At least 50 STEM students from target groups will participate annually.	-0-
E5.6 Expand transfer counseling in EOPS.	Spring 2015 (partial); Fall 2015 and on-going for FTE Counselor	Dean, Counseling Assoc. Dean, EOPS	Expanded service delivery will be documented.	\$25,000

TRANSFER Section funding total: \$ 252,934

EVALUATION SCHEDULE AND PROCESS

Santa Ana College has created a comprehensive plan for transforming the institution into one in which access and success cannot be predicted for target populations by their representation in a present day equity target group. To accomplish this we have created a foundation of overall leadership and college-wide efforts that is complemented by teams in each of the five core areas and sub-teams for specific program and departmentally-based activities. Embedded in the emerging new structures is an inquiry-based approach to evaluation that will co-evolve as the plan is fully implemented in the months to come. The plan is organized into three specific complementary evaluation levels that illustrate the comprehensiveness of our approach (summarized below).

LEVEL I- Overall College Metrics and Processes: This component will be centered on the overall section of SAC's Student Equity Plan and will evaluate both the establishment and the effectiveness of the supportive equity infrastructure as well as the equity measures associated with college wide processes such as Program Review, SLO assessment, and Enrollment Management. The integration of these overall elements into the assessment of SAC's Strategic Plan will further broadcast and reinforce the inseparability of equity work from the student success goals and strategic priorities of the college. A variety of measures will be used annually to assess the broad areas described above including faculty and staff surveys, documentation of infrastructure, scope of campus involvement in special activities, and confirmation of expanded data sets transmitted to college leaders for strategic planning and assessment work.

LEVEL II- Component and Activity-Specific Evaluation: This level of our evaluation plan will focus on the specific objectives and activities framed by the college in creating the plan. Anticipated outcomes have been preliminarily identified in all areas, but some of these will require further refinement in relation to equity population specifics as we go live with the robust set of activities detailed in the plan. The progress data that emerges from this section of our evaluation will be critical in refining the 2015-2016 Student Equity Plan for SAC. We anticipate making a number of strategic data-driven refinements as a result of what we learn from the study of this portion of our plan.

LEVEL III- Target Population Meta Evaluation: Just as this plan was built by gathering and analyzing system office and locally derived data to pinpoint gaps in equity across the five specific equity domains, its refinement will be driven by an annual reassessment of the meta-metrics to track overall improvements and to ensure that we have an early warning system that will identify any new equity gaps that may emerge and require institutional attention.

We expect that the evaluation plan summarized above and detailed throughout the plan overall will create a functional blend of micro and macros assessment efforts and processes that will ensure that SAC is maximizing equity impact in both incremental and profound ways that will combine to transform the college over the next several years. We believe that combining the scaling up of work that has already been proven effective locally and adapting best practices from sister colleges and the literature will ensure a robust return on investment that will yield immediate and long term results for the college and the students that we serve in the greater Santa Ana area.