

Santa Ana College SEA Plan Executive Summary Final Draft

Updated 10/31/2025

Introduction

The Santa Ana College 2025-2028 Student Equity Plan was developed through a rigorous, collaborative, and data-informed process, underpinned by the expertise of the multi-college Student Equity Collective (SEPI), under the direction of the Student Equity and Achievement Planning (SEAP) Committee, SAC faculty, SAC management, and School of Continuing Education (SCE) administrators engaged in a year-long community effort to establish writing teams for each student success metric and to integrate campus wide feedback. The Office of Institutional Research provided essential data analysis concerning equity metrics and target outcomes, ensuring the plan is grounded in evidence. This cross-disciplinary effort served as a transformative opportunity to foster reflective dialogue and build the sustainable relationships necessary to realize and maintain comprehensive student equity efforts across the campus.

This plan takes an unapologetically race-conscious approach, positioning equity as a central driver of campus transformation, directly aligning with the Chancellor's Office Vision 2030 and three years of intensive work on Guided Pathways. The core strategy combines Guided Pathways and Equity principles to dismantle systemic racism, prioritize access and economic mobility for racially minoritized and underserved students, and address intersectional needs, particularly for Latinx, Black/African American, Native American, and Pacific Islander student groups. Defined as a "blueprint for transformation," the plan is grounded in student voice and operationalized across SEPI's four commitments—Symbolic, Material, Technical, and Relational—to ensure institutional systems are interrogated and intentionally changed to foster psychological safety, cultural sensitivity, and ultimately, success for every student.

To ensure accountability and continuous improvement, the Student Equity Plan incorporates a multi-tiered evaluation and reporting framework. This process includes monthly reporting by Equity Coordinators to the College Council to address barriers and inform strategic planning. Furthermore, Annual SEAP Program Reports require all SEAP-funded initiatives to provide qualitative and quantitative outcomes, reviewed by SAC Research, to ensure transparency and a shared understanding of progress toward equity goals. Finally, a comprehensive SEAP Progress Report will be prepared and disseminated annually to campus stakeholders and participatory governance bodies to highlight key findings, identify emerging trends, and outline action steps for the subsequent academic year. All evaluation findings will be collaboratively reviewed by the SEAP Committee to inform institutional planning, resource allocation, and evidence-based strategies to effectively close equity gaps.

Reflection of Fall 2022 - Spring 2025 Plan

Santa Ana College (SAC) has identified several root causes contributing to persistent equity gaps among the disproportionately impacted (DI) student groups across the five metrics tracked in the 2022-25 Student Equity Plan. Key learnings over the past three years include the following:

Lack of Early College Exposure and Sense of Belonging

Root causes for low enrollment and persistence, particularly among Black students, center on limited early college awareness and pervasive feelings of exclusion from higher education environments. SAC addressed these issues by hosting community-based partners, such as the 100 Black Men of Orange County and the NAACP, on campus. These partnerships provided young Black men with tangible college experiences, fostering a strong sense of belonging and visibility. Evidence suggests that such early exposure and robust community affirmation are crucial for increasing college aspirations and enrollment among underrepresented groups.

Limited Access to Critical Resources and Support Networks

Across all metrics, SAC found that students from DI populations often lack easy access to financial aid, academic guidance, and support for basic needs. Many students are unfamiliar with available pathways and support centers, which contribute to inequities in retention, completion, and transfer rates. Initiatives like SEAP Equity Resource Fairs and Canvas-based Success Teams directly address these gaps by connecting students to affinity groups, pathway guidance, technical assistance, and basic needs of resources. Testimonies from students underscored the transformative impact of these touchpoints—access to jobs, food, and academic clarity were critical factors in staying enrolled and progressing academically.

Institutional Resource Misalignment

Surveys conducted with SEAP-funded managers revealed that some college resources were not optimally allocated to programs directly serving DI students. Systematic review and reallocation allowed SAC to ensure that funds truly supported interventions designed to close equity gaps. This process unearthed underlying bureaucratic inertia and highlighted the importance of regular assessment and flexible resource distribution.

Impact of Emergency Aid and Community Resource Linkages

A significant barrier to completion was financial insecurity and a lack of immediate support during crises. The strategic use of AB943 emergency aid directly correlated with substantial improvements in completion rates for students facing acute needs. Crucially, pairing emergency funding with curated community resource guides empowered students to resolve multiple structural barriers (food, housing, etc.), helping to “fill the gap” beyond short-term solutions.

Organizational Culture and Archetype Tensions

Structural and cultural factors within SAC also shaped equity outcomes. Using the Advancing Racial Equity (ARE) institutional model, leadership recognized that historical patterns, power dynamics, and resistance to change within organizational archetypes influenced the pace and scope of equity work. This insight has encouraged intentional efforts to align missions, values, and practices and address internal tensions that hinder transformative equity change.

Equity-Focused Faculty Leadership and Collaboration

Finally, SAC identified that supporting faculty leadership, particularly through Equity Faculty Goal Facilitators dedicated to each metric, was essential. These faculty engaged deeply with DI students and programs, modeled collaboration across frameworks (SEAP and Guided Pathways), and advocated for increased faculty autonomy and professional development. These lessons underscore the need for empowered, dedicated educators to sustain long-term equity efforts and reveal that inconsistent support and faculty role limitations can perpetuate inequity.

In summary, SAC's efforts demonstrate that addressing equity gaps requires tackling root causes at multiple levels: fostering belonging and visibility, ensuring access to essential resources, realigning funding, addressing institutional culture, and empowering equity-focused leadership. The table below outlines the expenditures and investments made during the 2022–2025 cycle, demonstrating how strategic budgeting and accounting practices have supported these priorities and laid the groundwork for the continued advancement of equity, access, and completion through the 2025–2028 Student Equity and Achievement Plan.

2022 – 2025 Budgeting and Accounting

SEA Program – Expenditures	Total FA 2022- SP 2025
Category	Total Allocations
<i>Counseling</i>	<i>6,800,743.00</i>
<i>Professional Development</i>	<i>384,927.00</i>
<i>Tutoring</i>	<i>134,442.00</i>
<i>Orientation/Welcome Activities</i>	<i>2,803,913.00</i>
<i>Emergency Aid for Students (AB943)</i>	<i>135,200.00</i>
<i>Embedded Tutoring</i>	<i>172,777.00</i>
<i>Other (Specify)</i>	<i>6,464,270.00</i>
TOTAL Expenditures/Allocations	16,896,272

2022-2025 Reflection and SEAP Plan Strategies of Response

Over the past three years, Santa Ana College (SAC) has made significant progress in promoting racial equity through intentional partnerships, student-centered programming, and race-conscious planning. Santa Ana College's equity efforts have been guided by the Advancing Racial Equity (ARE) in the Community College model, which maps the organizational landscape in which implementation unfolds. This model identifies four unique archetypes

(Bergquist, 1992; Bergquist & Pawlak, 2008) that highlight tensions between the actions community college leaders envision and the underlying conditions within the organization. These archetypes help contextualize institutional behaviors, how mission, vision, and practices govern priorities and how these contexts shape conditions that either promote or hinder racial equity change.

During this plan cycle, the SEAP leadership distributed a survey to all managers who supervise individuals funded by any portion of SEAP funds to confirm that resources are being used to fund positions and programs that are truly aligned with the DI groups we identified. After reviewing the surveys, the SEAP program was able to reallocate over \$600,000 in funds to either general funds or other, more appropriately aligned funding sources.

Santa Ana College has identified several high-impact practices from the 2022–25 Student Equity Plan that will continue into the 2025–28 cycle. These discoveries have proven effective in reducing equity gaps and fostering a culture of belonging and transformation.

1. **Student**

Centered-Science

of

Teaching

and

Learning

Focus
- Another institutional innovation was the creation and implementation of Equity Faculty Goal Facilitators (EGFs), who formed an inaugural “SEAP team” focused on the five-equity metrics. Each EGF concentrated on one metric and goal, increasing support for collaborative efforts between SEAP and Guided Pathways. EGFs also served on Guided Pathways subcommittees, ensuring that equity work advanced in tandem across both frameworks. Additionally, each EGF attended regional Student Equity and Achievement Institute (SEPI) meetings and conferences related to Guided Pathways, helping move equity efforts forward by enabling dedicated equity-focused faculty members to collaborate and represent Santa Ana College among the 18 participating community college campuses across California. Finally, Equity Faculty Goal Facilitators engaged deeply with programs serving their DI populations. For example, the EGF for metric #1 regularly met with classified professionals and staff from the U2 Scholars/Umoja program for African-Diaspora students, attended their meetings and events, and developed a mentorship model to foster a sense of belonging and visibility. These facilitators were all adjunct faculty, and after reflection, SEAP leadership is considering transitioning them to full-time faculty roles with greater autonomy and confidence to engage in difficult conversations on campus.
2. **Community**

Partnerships

and

Identity-Affirming

Programming
- Hosting the 100 Black Men of Orange County and the NAACP Orange County chapter on campus has been transformative. These partnerships increased Black student visibility and sense of belonging, possibly contributing to a rise in Black student enrollment that exceeded county residency rates. SAC’s eligibility to become a Black Serving Institution and its recent designation as an AANAPISI serving institution reflects the success of these efforts and will guide future programming and outreach. Further, there were several equity and student-centered grants that SEAP/ GP/Math and English Faculty and classified professionals were awarded during the three year period which directly aligned with the five

SEAP metrics such as two SAC teams working with The RP Group, "Leading from the Middle" participation to support Men of Color with math support, and beginning discussions and work towards the creation of one diversity statement for the district. Additionally, SAC Equitable Math and English Placement Team participated in a community college initiative across the state, and piloted peer success coaches in math and English in efforts to improve math student success across metrics.

3. **SEAP Equity Resource Fairs and AB943 Emergency Aid**
 The SEAP Start, Stay, and Finish Strong Equity Resource Fairs connected students to affinity centers, clarified their Curriculum Academic Pathways (CAPs), and provided direct technical support. Student testimonials highlight the fairs’ impact on employment, food security, and academic clarity. Additionally, AB943 emergency aid funding has been a critical strategy for material equity. From Fall 2022 to Spring 2024, 379 students received support, with completion rates rising from 10.6% to 50%. The funding was allocated with DI groups in mind by offering all students who applied for emergency aid to a new community resource guide detailing on-campus and community resources that directly address their needs. For example, if they needed funds for food or housing, we directly linked them to our on-campus Fainbarg Chase Thrive Center to help “fill the gap” if a student was not awarded enough funding to meet their needs. (Source: AB943 Funding Report, Research Department, Feb 2025)

In summary, the strategies and partnerships developed during the 2022 to 2025 Student Equity Plan cycle established a strong foundation for advancing equity and student success at Santa Ana College. Through faculty-led initiatives, community collaboration, and resource-focused programming, the college made measurable progress in closing equity gaps, fostering belonging, and supporting institutional transformation aligned with the Student Equity Plan Institute (SEPI) domains of access and enrollment, persistence and retention, completion and transfer, and institutional transformation.

These high-impact practices, including the work of Equity Faculty Goal Facilitators, partnerships with community organizations, and targeted financial support for students, will continue to shape the implementation of the 2025 to 2028 Student Equity and Achievement Plan. Building on this foundation, the next section reviews Santa Ana College’s SEA metrics, summarizing key data trends, progress to date, and measurable goals that will guide ongoing efforts to advance equitable access, persistence, completion, and transfer for all students.

Student groups & Goals set for these student groups

For each of the 5 metrics below, SAC has a baseline goal of eliminating disproportional impact (Goal 1); and second, a goal of fully closing equity gaps (Goal 2). Additionally, additionally for each of the five metrics we have set a specific goal for the overall student population

Metric 1: Successful Enrollment Data

Student Population	% of Students for 2022 – 2023 (Baseline Year)	# of Students for 2022 – 2023 (Baseline Year)	# of Students in 2022 – 2023 Cohort (Baseline year)	Goal 1: Eliminate Disproportionate Impact		Goal 2: Fully Close Equity Gap	
				% of Increase Needed to Eliminate DI	# of Students Needed to Eliminate DI	% of Increase Needed to Fully Close Equity Gap	# of Students Needed to Fully Close Equity Gap
Overall Student Population	25.6%	2715	10,605	N/A	N/A	N/A	N/A
Asian	14.6%	124	849	9.6%	82	12%	103
Black or African American	13.8%	44	319	8.4%	28	12.2%	40
Female	24.5%	1274	5200	0.2%	12	2.3%	118
Filipino	13%	13	100	6.1%	7	12.7%	13
Two or More Races	17.5%	40	229	3.4%	8	8%	20
White	13%	333	2562	14.7%	379	16.7%	429

Overall Student Population Goal: We have a goal of increasing with equity the successful enrollment rate for our overall student population from 26% to 29% by Spring 2028

Metric 1: Initiatives that the community college or district will undertake to achieve these goals

Focused Outreach and Engagement

Implement culturally relevant outreach campaigns and events for all DI student populations, partnering with high schools, community organizations, and student/parent groups.

- Deploy trained student ambassadors who reflect the demographics of DI student populations.
- Host virtual and in-person events that help students complete their application.
- Host culturally relevant on-campus events, such as Black History Month/ U2 Scholars-Umoja events, APSP heritage events to promote enrollment readiness and early connection to resources.
- SAC Promise - Free tuition, Digital Dons laptop loan, bookstore vouchers, dedicated study space in SAC Promise space, and guaranteed transfer for SAUSD students.

Institutionalize SCE transitions

Support noncredit SCE grads (HS Diploma, HiSET/GED) who are not in Adult Dual Enrollment by offering structured online and in-person orientations. Through cross collaboration, connect students with SAC counseling, EOPS, and GP to guide credit enrollment to successfully transition into credit programs and complete the enrollment process.

Streamlined Onboarding and Tech Support

Improve user-friendly student portals and digitize key enrollment processes to reduce confusion. Provide extended tech support during peak periods and facilitate matriculation workshops. Utilize data tools to proactively connect potential students to engagement centers for personalized assistance with enrollment steps.

Overall Student Population:

To boost successful enrollment, the Comprehensive Educational Plan aims to expand Career Technical Education (CTE) offerings, particularly through the development of credit and noncredit short-term certificates tied to local workforce opportunities, by engaging the adult population with specifically designed programs and services, leveraging the significant growth seen in continuing education at the School of Continuing Education, introducing new learning options like Credit for Prior Learning (CPL) and apprenticeships, and strategically

expanding dual enrollment programs, which have seen a tripled proportion of high school special admits in the past five years; all of which aim to meet evolving student demand for a pathway to achieve their goals.

Metric 2: Math and English Completion Data

Student Population	% of Students for 2022 – 2023 (Baseline Year)	# of Students for 2022 – 2023 (Baseline Year)	# of Students in 2022 – 2023 Cohort (Baseline year)	Goal 1: Eliminate Disproportionate Impact		Goal 2: Fully Close Equity Gap	
				% of Increase Needed to Eliminate DI	# of Students Needed to Eliminate DI	% of Increase Needed to Fully Close Equity Gap	# of Students Needed to Fully Close Equity Gap
Overall Student Population	8.3%	370	4439	N/A	N/A	N/A	N/A
LGBT	5.4%	13	241	0.3%	1	3.2%	8
Black or African American	1.4%	1	71	4.5%	4	7.3%	6
Foster Youth*	1.3%	1	77	3.7%	3	6.2%	5
Veteran*	1.5%	1	67	3%	2	5.9%	4

Overall Student Population Goal: We have a goal of increasing with equity the Transfer-Level Math and English completion rate for our overall student population from 8% to 15% by Spring 2028 (statewide 15%)

Metric 2: Initiatives that the community college or district will undertake to achieve these goals

Culturally Affirming Communities of Support

Establish and promote affinity centers that provide support for transfer-level Math & English. Integrate culturally relevant pedagogy and dedicated support to foster belonging and academic success.

- Establish a physical location for SAC Pride Center by Summer 2026 to increase a sense of belonging for LGBTQ+ students. Start collecting data to track how the usage of these centers and their resources impact success metrics.
- Have affinity centers run student workshops that link culturally relevant pedagogy to college curriculum. Run English and Math Bootcamps during the summer. Faculty would be used for these bootcamps to build community among students with shared identity.
- For Early Decision, incoming students can connect with various campus resources.
- Use student workers to connect students with the Veterans Resource Center (VRC), Umoja (U2 Scholars) Scholar Center, and the future SAC Pride Center.
- Increase faculty and staff awareness of the centers to promote their use to students. Hold open houses and encourage Math and English faculty to attend.

Proactive Academic Guidance & Support

- Expand tutor availability in inclusive spaces and recruit more diverse tutors to build trust and reduce stigma.
- Tailored Academic Support - meeting students where they're at. (peer to peer voice)
- Collaborate with SAC Pride to create a comprehensive communication plan to increase tutoring where tutors work in the SAC Pride Center to help students with Math and English courses.
- Connect Foster Youth with resources: Guardian Scholars Program- Academic Tutoring, Specialized Counselors, Financial Aid Support, Classified Support; Building relationships from the start of student's academic career at SAC.
- Connect 1st year students with Math & English tutors working in U2 Scholars & VRC
- Develop training for student workers (success coaches, tutors, embedded assistants) that is culturally affirming.

- Promote that Math & English success leads to academic success using completion rates of students who pass Math and English in first year.
- Student Assistants (Peer Success Coaches, student tutors, etc.) will be utilized to provide holistic support to 1st year students and connect them with resources to help with Math and English. Sharing personal challenges with Math and English and how they overcame the challenge. **2 SEAP funded applications are in the process; connected to closing the GAP. Identify 1st year students not registered in Math in English, so peer coaches can reach out to them.*

Faculty Development in Inclusive Pedagogy

Implement ongoing professional development for Math & English faculty. Focus on culturally responsive, equity-minded & trauma-informed pedagogical practices to address systemic barriers and enhance student engagement.

- Encourage Math & English faculty to participate in the SAC LGBTQIA2S+Summit. The summit provides professional learning opportunities for faculty & staff on advocacy and allyship.
- Reassess the support being offered in Math & English courses.
- Math Equity Coordinator implementing workshops focused on culturally responsive pedagogy (e.g. mind, brain education – neuro education, trauma-informed pedagogical best practices)
- Encourage Math & English faculty to participate in Umoja Summer Learning Institute, where they learn effective teaching strategies that support the unique needs of Umoja students.

Overall Student Population

To boost first-year student success in Math and English, Guided Pathways/SEAP will have Math and English meet in the Fall and Spring, bringing together instructors and tutors to analyze completion data, implement inclusive teaching strategies, refine co-requisite support, and build cross-campus partnerships aimed at strategically increasing course completion rates with equity.

Metric 3: Persistence from First Primary Term to Secondary Term

Student Population	% of Students for 2021 – 2021 (Baseline Year)	# of Students for 2021 – 2022 (Baseline Year)	# of Students in 2021 – 2022 Cohort (Baseline year)	Goal 1: Eliminate Disproportionate Impact		Goal 2: Fully Close Equity Gap	
				% of Increase Needed to Eliminate DI	# of Students Needed to Eliminate DI	% of Increase Needed to Fully Close Equity Gap	# of Students Needed to Fully Close Equity Gap
Overall Student Population	56%	2171	3872	N/A	N/A	N/A	N/A

Overall Student Population Goal: Increasing with equity, our persistence rate from 56% to 62% by 2028 (note: statewide 67% District 62%)

Metric 3: Initiatives that the community college or district will undertake to achieve these goals

Campuswide Student Touchpoint Campaign: Utilize communication tools (e.g. text, email, and apps) to reduce confusion, foster engagement, and connect students with important information (e.g. inform them on key dates, academic support, financial aid, and available campus services)

- Have research identify a list of students who are unaffiliated with specialized programs in the first 5 weeks of the semester.
- Develop early alert intervention procedures focused on students who are unaffiliated with specialized programs.
- Use early alert system (Starfish) to connect students at risk of dropping multiple classes to an intervention team.

Metric 4: Completion Data

Student Population	% of Students for 2019 – 2020 (Baseline Year)	# of Students for 2019 – 2020 (Baseline Year)	# of Students in 2019 – 2020 Cohort (Baseline year)	Goal 1: Eliminate Disproportionate Impact		Goal 2: Fully Close Equity Gap	
				% of Increase Needed to Eliminate DI	# of Students Needed to Eliminate DI	% of Increase Needed to Fully Close Equity Gap	# of Students Needed to Fully Close Equity Gap
Overall Student Population	10.1%	457	4502	N/A	N/A	N/A	N/A
Econ Disadvantage Male	8.6%	131	1530	0.4%	7	2.4%	37
Hispanic Male	6.7%	94	1401	3%	43	5%	71
Male	6.8%	153	2250	4.7%	107	6.7%	153

Overall Student Population Goal: Our institution has a goal of increasing, with equity, our completion rate from 13% to 26% in 5 years. This 2025 – 2028 plan will focus on increasing, with equity, our completion rate by 3% per year to reach 22% to be on track to reach 26%.

Metric 4: Initiatives that the community college or district will undertake to achieve these goals

Focused Data Analysis & Outreach

Use disaggregated data to identify specific completion barriers for Econ Disadvantaged, Hispanic, and Male students.

- Use data to identify students from DI groups who are on track to complete their deg/cert in 3 years,
- Proactively reach out with personalized support, including academic advising and progress checks.
- Support the completion-journey of SCE students by monitoring success metrics of students who transition within SCE to Career Education, High School Subjects, HiSET/GED programs, and/or pursue SAC credit certificates/degrees.

Streamlined Academic Pathways

Optimize program maps and course scheduling for DI males, ensuring clarity on required courses and efficient progression.

- Focus resources on improving success rates in identified gateway courses critical for timely completion
- Connect with community partners to meet the needs of the local job market, increase internship opportunities, and ensure students are job ready.

Comprehensive Holistic Support

integrate academic, financial, and personal services into a personalized, coordinated system to address all factors affecting a student's success

- Expand access to mental health, financial aid, and basic needs resources, especially for Econ Disadvantaged males.
- Implement success coaches and peer mentoring to guide Econ Disadvantaged, Hispanic, and Male students through academic planning, course selection, and addressing their unique needs.

Overall Student Population

Focus on increasing completion of transfer level English and Math (students who complete transfer level English and Math in 1st year are 5 times more likely to complete)

Metric 5: Transfer Data

Student Population	% of Students for 2018 – 2019 (Baseline Year)	# of Students for 2018 - 2019 (Baseline Year)	# of Students in 2018 – 2019 Cohort (Baseline year)	Goal 1: Eliminate Disproportionate Impact		Goal 2: Fully Close Equity Gap	
				% of Increase Needed to Eliminate DI	# of Students Needed to Eliminate DI	% of Increase Needed to Fully Close Equity Gap	# of Students Needed to Fully Close Equity Gap
Overall Student Population	21.5%	342	1589	N/A	N/A	N/A	N/A
Econ Disadvantaged	19.5%	250	1280	8%	102	10.1%	130
First Generation	17.3%	96	555	3.3%	19	6.4%	36
Hispanic	20.7%	236	1143	0.7%	9	3%	35
Male	17.1%	129	67	5.8%	45	8.5%	65

Overall Student Population Goal: We have a goal of increasing with equity the transfer rate for our overall student population from 21% to 27% by Spring 2028. (Note: 29% is the statewide rate).

Metric 5: Initiatives that the community college or district will undertake to achieve these goals

Culturally Affirming Transfer Support

Better connect DI students with transfer events (e.g., Latine Transfer Days, HBCU/HSI tours, family workshops) to foster strong university connections and provide culturally relevant information and support, making transfer a realistic, affirming option aligned with identity-based engagement.

- Work with PIO and Transfer Center to produce interviews faculty, staff, and students (highlighting 1st - gen, Hispanic males) to produce short form videos for social media demystifying the transfer process.
- Increase transfer-focused, thoughtfully curated experiences (such as HBCU/HSI Transfer Information Sessions, student panels, and HBCU/HSI one application workshops), that elevate awareness of HSIs and HBCUs and the life-changing opportunities they provide to successfully transition to college as part of their academic and personal growth.

Strengthen transfer student success through campus collaboration & partnerships

SAC plans to increase collaboration among multiple stakeholders focused on encouraging transfer success.

- Have academic support (Affinity groups, U-Link, SAC Promise, & Puente community service, Honors Program) focusing directly on transfer goals for DI populations.
- Increase faculty and student involvement in Campus Transfer Advisory Committee (established in 24-25)
- Increase participation in the Transfer Summit Spring 26

Enhanced Proactive Advising & Mentorship

Provide proactive, consistent, and personalized counseling and advice from early stages.

- Implement success coaches and peer mentoring to guide Econ Disadvantaged, 1st-gen, Hispanic, and Male students through academic planning, course selection, and transfer applications, addressing their unique needs.

- Use culturally responsive language and terms to communicate with students.
- Expand program that invites recently transferred students to mentor students that are near transfer.
- Expand cohort model (used by Puente and ULink) to pair students with a counselor while taking important 1st year courses (Math & English) to better prepare students for transfer.

Overall student population

Identify students not in a program who plan to transfer, have completed 12 or more transferable credits, and do not have a comprehensive ed plan.

Touch base with them to complete their ed plan.

DI Group for Intensive Focus

There is a need to increase the number of 1st generation students who list a Vision Completion Goal, degree, or transfer as their goal to improve completion and transfer rates. SAC's data indicates that only 28% of its students list transfer as their educational goal, significantly lower than the state average of 56%. Similarly, the actual transfer rate for SAC students to a four-year college is 5%, compared to the statewide average of 10%. This suggests a structural challenge in effectively guiding students, particularly those who are first-generation and may lack family experience with higher education, toward clear academic objectives like transfer.

There is a recognized challenge of lack a feeling of connection among students since the pandemic. Student satisfaction surveys reveal low positive ratings (69-77%) for students' relationships with staff and counselors. Students specifically requested easier access to counselors (more availability) and more help with university transfer information. These are critical gaps for first-generation students who often require more guidance in navigating the complex higher education system. Furthermore, students also expressed a need for more interaction time with instructors outside of class, expanded library hours, and more communication about available resources and services. This indicates that the current practices may not adequately inform and connect students to vital support.

A significant challenge is the lack of awareness by the local community about SAC's variety of programs, support services, positive student success stories, and financial aid. This impacts outreach and accessibility for prospective first-generation students and their families who may not be familiar with college opportunities. For low-income adults (a group that often includes first-generation students), Vision 2030 notes that "redesigning opportunities for this population require dismantling the "traditional" architecture of the institution", indicating that current institutional design is a barrier for these learners. Furthermore, despite serving communities with low socioeconomic indicators, SAC awards a low number of Pell and California Promise Grants relative to

the need, which negatively impacts funding and potentially deprives needy students of financial resources. This suggests a barrier in effectively connecting eligible first-generation students with crucial financial aid.

Santa Ana College's action plan for First-Generation College Students (FGCS), identified as a disproportionately impacted (DI) population for transfer to a four-year institution, aims to comprehensively address barriers across all five-equity metrics.

Metric 1: Successful Enrollment:

Implement **multilingual outreach** and a "high-touch concierge model" for prospective FGCS, guiding them through application and financial aid. Promote the **SAC Promise program** (free tuition, laptop loans, vouchers) to reduce financial barriers.

Metric 2: Completed both Transfer-Level Math and English:

Provide culturally affirming communities of support (affinity centers, workshops, Math/English Bootcamps) and proactive academic guidance with diverse tutors and tailored support for first-year student. Explore forming a community of support specifically for first generation college students.

Metric 3: Persistence from First Primary Term to Secondary Term:

Implement campuswide student touchpoint campaigns (text, email) to foster engagement and connect FGCS with essential information. Develop early alert intervention procedures for students at risk.

Metric 4: Completion:

Optimize program maps and course scheduling for streamlined academic pathways. Expand comprehensive holistic support including mental health, financial aid, and basic needs resources, alongside success coaches and peer mentoring

Metric 5: Transfer to a Four-Year University (FGCS is DI):

Offer culturally affirming transfer support like tailored transfer events (e.g., Latine Transfer Days, HBCU/HSI tours, family workshops), and social media videos highlighting 1st-gen experiences. Implement success coaches and peer mentoring to guide 1st-gen students through academic planning, course selection, and transfer applications

Student Educational Plan

To meet state reporting requirements, the college is required to track when first-time students complete their education plans in order to assess progress toward equity and completion goals. The state has requested data identifying first-time Fall 2022 students who received education plans by the

end of Spring 2023; first-time Spring 2023 students who received plans by the end of both Spring 2023 and Fall 2023; first-time Fall 2023 students who received plans by the end of Spring 2024; and first-time Spring 2024 students who received plans by the end of both Spring 2024 and Fall 2024. In addition, the state is requesting data disaggregated by PPG-1 (Proportionate Progress Gap) groups to better understand and address equity gaps in educational planning completion rates. The table below provides a detailed breakdown of the required data.

Table: Comprehensive Student Education Plans (Local College Data)

Academic Year Cohort (include summer and winter sessions if applicable)	Total Number of Enrolled Students in Cohort	# of Students Who Received a Comprehensive Ed Plan by End of First Primary Term	% of Students Who Received a Comprehensive Ed Plan by End of First Primary Term	# of Students Who Received a Comprehensive Ed Plan by End of First Academic Year	% of Students Who Received a Comprehensive Ed Plan by End of First Academic Year
Fall 2022 Cohort (Comprehensive Ed Plan by 6/30/2023)	3946	430	11%	756	19%
Spring 2023 Cohort (Comprehensive Ed Plan by 12/31/2023)	1532	56	3.7%	83	5.4%
Fall 2023 Cohort (Comprehensive Ed Plan by 6/30/2024)	3985	648	16%	861	21.6%
Spring 2024 Cohort (Comprehensive Ed Plan by 12/30/2024)	2834	80	4.5%	132	7.4%

The data identifies first-time students who are male, White, or age 20 or older as populations experiencing disproportionate impact (DI) in receiving a comprehensive education plan. These students have lower rates of educational planning completion compared to their peers, highlighting the need for intentional outreach, increased counseling engagement, and targeted support strategies to promote early educational planning and improve overall student outcomes.

To address these gaps, the college has established workgroups composed of faculty, counselors, classified professionals, and administrators to increase the number of comprehensive education plans completed by new and returning students from disproportionately impacted populations, in alignment with the directives of AB 934. In addition, parallel workgroups have been developed to expand comprehensive education planning for all new and returning students, ensuring consistent and equitable access to academic guidance, course sequencing, and milestone planning across the entire

student body. These coordinated efforts are designed to strengthen student success through timely educational planning and holistic institutional collaboration.

Vision 2030 Alignment:

The Vision 2030 Equity Alignment and Coordination section of the 2025–2028 Student Equity and Achievement Plan (SEAP) highlights how Santa Ana College’s programs and departments are intentionally working together to advance equity, access, and completion for all students. This section reflects the college’s commitment to Vision 2030’s learner-centered and equity-driven framework, emphasizing collaboration across divisions to remove barriers and foster inclusive student success. Key contributors including Guided Pathways, Financial Aid, DSPS, EOPS/CalWORKs, NextUp, Veterans, Rising Scholars, Dual Enrollment, Strong Workforce/Perkins, Affinity Programs (Undoc-U, U2 Scholars, APSP, SAC Pride), Associated Student Government (ASG), and the School of Continuing Education (SCE) are united in addressing the needs of disproportionately impacted (DI) populations through coordinated, data-informed strategies that strengthen enrollment, persistence, transfer, and completion outcomes. Together, these initiatives reflect Santa Ana College’s intentional alignment of institutional efforts under Vision 2030, advancing equity, empowering students, and sustaining a coordinated, student-centered approach that supports every learner’s opportunity to thrive.

GUIDED PATHWAYS

Guided Pathways goals at Santa Ana College are intentionally aligned with the Student Equity and Achievement (SEA) Program to ensure that institutional priorities remain equity-centered and student-focused. By organizing SEA strategies within the Guided Pathways framework, the college maintains a unified approach to advancing access, persistence, transfer, and completion for all students, particularly those from disproportionately impacted (DI) populations. Key strategies include expanding Dual Enrollment through the Early Decision program to provide high school students—especially those from DI groups—early access to college pathways with targeted support. The college will also strengthen Noncredit-to-Credit Transitions by enhancing articulation agreements and integration with the California Adult Education Program to help adult learners and noncredit students enter credit-bearing programs with clear guidance and support. To bolster Persistence and Completion, SAC will implement proactive outreach and success coaching to improve first-term to second-term retention and promote program completion within three years. Efforts will also include expanding Zero Textbook Cost (ZTC) pathways and institutionalizing Open Educational Resources (OER) to eliminate cost barriers. In the area of Transfer and Workforce Alignment, the college will increase awareness of Associate Degrees for Transfer (AD-Ts), support greater completion of transfer-level Math and English, and use Strong Workforce funding to align Career Education programs with current labor market needs. Finally, Equity-Centered Practices will remain a cornerstone of SAC’s approach, emphasizing culturally

responsive teaching, equity-centered professional development, and the formation of integrated Guided Pathways–SEA workgroups to address systemic barriers. These combined efforts directly support DI student populations by improving retention, narrowing equity gaps, and cultivating more inclusive learning environments. Santa Ana College’s current Guided Pathways plan, which extends through 2026, is fully aligned with Vision 2030’s commitment to learner-centered, equity-driven systems, and the college remains dedicated to sustaining and deepening these strategies as statewide directions evolve.

STUDENT FINANCIAL ADMINISTRATION

To systematically increase FAFSA completion, particularly among the disproportionately impacted student populations identified in the Student Equity Plan, Santa Ana College will implement targeted financial aid outreach and in-reach strategies. Targeted in-reach efforts will include participation in orientations and dedicated FAFSA workshops for programs such as the Asian Pacific Student Program, U2 Scholars, SAC Pride, Veterans, and Guardian Scholars. Complementary outreach efforts will extend to local high schools and adult education programs, focusing on junior and senior students and adult learners who identify with these special populations. These workshops will go beyond simply completing the FAFSA to include discussions about the various educational pathways offered at Santa Ana College—certificate, associate, and bachelor’s degree programs—and which are eligible for financial aid. Financial Aid staff will also emphasize the benefits of full-time enrollment and selecting an aid-eligible program of study to maximize available funding. By increasing FAFSA completion rates, the Financial Aid Office can award aid more broadly, directly supporting student access and success. To encourage timely completion, staff will inform students about critical state and federal deadlines, including GPA and GED submission requirements for Cal Grant eligibility. The Financial Aid Office will further strengthen student financial literacy by teaching the use of key tools and platforms such as Federal Student Aid (FSA) for tracking applications, the National Student Loan Database System (NSLDS) for monitoring Pell Grant lifetime usage (LEU), and the California WebGrants for Students system for managing Cal Grant and Chafee Grant applications for foster youth. To help students maintain financial aid eligibility, the Financial Aid Office will also host Satisfactory Academic Progress (SAP) workshops—both in person and online—for new, continuing, and transfer students from disproportionately impacted populations. These sessions will explain how SAP affects financial aid eligibility, the benefits of developing a comprehensive Student Education Plan early, and provide guidance on appeal options, transfer considerations, and managing changes in academic programs to ensure continued access to financial aid.

STUDENTS WITH DISABILITIES: (DSPS)

Disability does not exist in isolation, and accessibility benefits the entire student community, not only those with disabilities. While students with disabilities may receive services and accommodations through the Disability Services and Programs for Students (DSPS), participation is voluntary. DSPS implements accommodations to remove barriers and promote access; however, the department’s ultimate goal is not to

increase the use of accommodations but to reduce their necessity by fostering accessible and inclusive environments that naturally support all learners. To eliminate barriers and advance student progress and completion, DSPS will pursue several key strategies. To promote successful enrollment, the program will expand awareness by referencing DSPS in strategic locations across Career and Academic Pathways (CAP) webpages, matriculation steps, registration, and textbook review pages; update the DSPS website to simplify navigation, use student-centered language, reflect diverse identities, and clearly communicate the department's role; coordinate with high schools to prepare students with disabilities for college through information sessions and onboarding support; partner with the Orange County Department of Education (OCDE), alternative education programs, and community organizations; and increase visibility at the School of Continuing Education (SCE) through regular faculty and staff office hours. To support completion of transfer-level Math and English, DSPS will strengthen collaborations with faculty, tutoring staff, and Success Coaches to meet student needs in online and in-person settings and will engage in SAC Pride activities to foster inclusion and connection. To enhance persistence and degree completion, DSPS will identify students with grades below 70% or GPAs between 2.1–2.5 and connect them to interventions and campus resources; implement in-reach for male students that addresses unique academic, financial, and personal needs; increase awareness of universally available computer features and learning tools; and develop programming responsive to the holistic needs of first-generation and male students. Finally, to support transfer to four-year universities, DSPS will create spaces for students to explore transfer options, connect with disability support staff at potential universities, and participate in events that celebrate their intersecting identities, humanize their experiences, and build a campus-wide transfer-going culture.

EXTENDED OPPORTUNITY PROGRAMS AND SERVICES (EOPS)/CalWORKs

EOPS will focus on increasing successful enrollment, persistence, and completion for disproportionately impacted (DI) student groups through a comprehensive case management approach designed to remove barriers and provide holistic support. To promote successful enrollment, EOPS will collaborate with Outreach and community partners to ensure students submit their EOPS applications and receive assistance with onboarding, registration, and FAFSA/CADA completion. New students will participate in the EOPS New Student Orientation and Counseling 305 class, followed by their first counseling contact to begin building a comprehensive education plan. To increase completion of transfer-level Math and English in the first academic year, EOPS will partner with SAC Pride! to identify and support dual-program LGBTQ+ students through personalized case management. Students will complete three counselor contacts to support academic success and have access to tutoring in English, Math, and Science both in person and via Zoom. Financial support will include book aid grants, academic supply benefit cards, and access to the EOPS lending library and calculator loan program. To strengthen persistence, EOPS will ensure students transition successfully from their first to subsequent terms through consistent academic, financial, and community-based support. Students will engage in three structured counselor contacts—covering education planning, early scheduling during priority registration, and semester readiness—and receive targeted tutoring support. Financial resources such as book aid grants, bookstore benefit cards, and FAFSA Fridays or one-on-one financial aid assistance will help offset costs. EOPS will also cultivate a sense of belonging through community-building events like the New Student Orientation, educational and self-development workshops, the annual Spooky Fest Resource Fair, and the Unlocking Student Potential Conference. To support

degree completion, EOPS will continue tracking DI groups through a case management model and offer tailored support that includes academic counseling, tutoring, and access to financial resources. Students will also have opportunities for personal and professional growth through events such as the Men of Color Conference, specialized workshops, and leadership development sessions. Finally, EOPS will celebrate student success through the annual Year-End Celebration, highlighting EOPS graduates and their accomplishments.

NextUp/FOSTER YOUTH

The Guardian Scholars Program (GSP) is committed to increasing access, persistence, and completion outcomes for foster youth through intentional, equity-driven strategies aligned with the Student Equity and Achievement (SEA) Plan. To support successful enrollment, GSP will focus on increasing the enrollment rate of foster youth in the identified disproportionately impacted (DI) groups by 10% by Fall 2028. This will be achieved through targeted outreach and automated CCCApply messaging, as well as data-driven engagement using the GSP online application system. GSP will also host welcome and orientation events, collaborate with high schools and community partners to strengthen early pipeline engagement, and develop an onboarding dashboard to track student progress from application to registration. Enhanced tracking tools, including SARS scheduling code integration and Starfish Kiosk check-ins, will streamline communication and case management. In partnership with Financial Aid, GSP will provide in-reach support to help students complete FAFSA and Chafee Grant applications, ensuring timely access to essential financial resources.

To increase the percentage of LGBTQ+ foster youth completing both transfer-level Math and English in their first academic year by 10%, GSP will implement individualized academic planning supported by embedded tutoring and progress monitoring. Financial support through Don's Bookstore card assistance will reduce material costs, while early intervention strategies will help students remain on track academically. Educational readiness workshops will prepare students for the rigor of transfer-level coursework, and identity-affirming support services will ensure LGBTQ+ foster youth feel seen, supported, and empowered to achieve their academic goals.

To promote persistence, GSP will implement a holistic case management approach designed to increase continuing enrollment by 10%. This model will connect students with academic counseling, textbook and materials support through the GSP Grant, and access to basic needs and wellness resources. Financial retention incentives, technology loan programs, and life skills development workshops will also be provided to reduce barriers to continued enrollment. GSP will maintain consistent engagement through a dedicated Canvas Shell and group communication platforms that enable proactive follow-up, peer connection, and individualized student tracking.

In support of degree completion, GSP will focus on increasing completion rates for economically disadvantaged, Hispanic, and male foster youth by 10%. This will be achieved through the creation of comprehensive Student Education Plans (SEPs), intrusive academic and financial readiness support, and wraparound services that address external challenges impacting persistence. Progress-based completion incentives through the NextUp program will encourage students to reach key milestones, while educational and transfer readiness programming will ensure they are

equipped for success beyond graduation. A centralized Canvas Shell will serve as a resource hub for academic planning and support, connecting students to workshops, guidance, and referral services.

Finally, to improve transfer to four-year universities, GSP aims to increase transfer rates among participants by 10% by Fall 2028. This will include collaboration with the SAC Transfer Center to offer university exposure and peer empowerment opportunities through campus tours, mentorship, and the Transition to University Summer Workshop Series. Students will also receive guidance on university support programs, financial aid transitions, and transfer-focused counseling to develop clear academic pathways. The Canvas Shell will expand to include transfer resources, student success stories, and motivational content designed to foster a strong transfer-going culture. Through these comprehensive and equity-minded strategies, GSP will continue to provide foster youth with the support, resources, and confidence necessary to achieve their educational and personal goals at Santa Ana College and beyond.

PROGRAMS FOR VETERANS (VETERANS RESOURCE CENTER)

The Veterans Resource Center is committed to proactively supporting equity goals by addressing disproportionate impact in the areas of successful enrollment, persistence, degree completion, and transfer to four-year universities. To promote successful enrollment, we actively participate in equity-driven events such as PACT meetings, Veterans Court, and Military Base Benefits outreach. We collaborate with campus affinity groups including Rising Scholars, U2 Scholars, UndocuScholars, Asian Pacific Islander, and LGBTQIA2S+ communities to ensure inclusive engagement. Through strategic use of application data, we identify Veterans who have applied but not registered and follow up via phone calls, encouraging completion of the SAC application, FAFSA, onboarding, and Veterans benefits processes.

To ensure academic momentum, we support the completion of transfer-level Math and English in the first academic year through self-assessment tools, education planning, Joint Services Transcript (JST) evaluations, tutoring, Credit for Prior Learning, and dedicated Veteran-only Math and English cohorts. Persistence is further supported through structured progress reports, academic success initiatives, VA certification registration days, peer mentorship programs, and VA work-study opportunities. We also provide Veteran-specific support services in financial assistance, housing, and connections with partners such as U.S. Vets and Navy Federal, alongside engaging programming to promote continuous enrollment.

For degree completion, we emphasize the use of Credit for Prior Learning, annual comprehensive academic advisement, and consistent student outreach. We continue monitoring progress and maintaining support through a combination of peer mentorship, VA work-study, and intentional success programming. In supporting transfer to four-year institutions, we offer Veteran-specific academic advisement, guidance in completing CSU, UC, and out-of-state applications, and facilitate access to articulation agreements and vocational rehabilitation education benefits. Transfer Admission Guarantee (TAG) opportunities and alumni panels further connect students to successful pathways and reinforce the transition to four-

year colleges and universities. These comprehensive efforts are designed to close equity gaps, support Veteran student achievement, and promote long-term educational and career success.

JUSTICE-INVOLVED and JUSTICE-IMPACTED STUDENTS

The Rising Scholars Program at Santa Ana College will expand services for students impacted by the criminal justice system, supporting their transition into college through onboarding, mentoring, and counseling. Its mission is to help students achieve their educational goals while advancing Vision for Success priorities by increasing degrees and workforce skills, expanding transfer opportunities, reducing excess units, closing equity gaps, and establishing a dedicated Rising Scholars Center with co-curricular supports such as book vouchers.

To achieve these goals, the program will fund a Coordinator and two Adjunct Counselors (Credit and Noncredit), provide orientation and referrals to services such as Financial Aid, EOPS, and Health & Wellness, and collaborate with internal and external partners to guide students in choosing pathways. By 2028, Rising Scholars will increase enrollment, retention, completion, and transfer for formerly incarcerated students; build a network of support through an Advisory Committee; strengthen noncredit-to-credit pathways; formalize partnerships with CSU Project Rebound and UC Underground Scholars; and serve as an Affinity Center within the statewide Rising Scholars Network.

The Inmate Education Program expands equitable access to higher education for incarcerated and justice-impacted students by providing clear educational and career pathways in high-demand fields while addressing barriers faced by disproportionately impacted populations. Between 2025 and 2028, the program will introduce two new courses—ENTR 120 Introduction to Innovation and Entrepreneurship and ENTR 124 Survival Finance & Accounting—to help students build entrepreneurial, financial, and problem-solving skills that support employability and post-release success. These courses will be embedded into certificate and degree pathways, including AI for Business and Entrepreneurship, allowing students to earn college credit toward long-term educational and career goals. The program will also deliver wrap-around support such as case management, tutoring, career exploration, and digital literacy through Student Success Coordinators and community partners, using equity-focused and trauma-informed approaches. Continued collaboration with the Orange County Sheriff's Department, Santa Ana Jail, community-based organizations, and local employers will connect education to reentry planning, job placement, and apprenticeship opportunities. Aligned with SEAP 2025–2028 metrics, this initiative advances enrollment, retention, completion, and transfer outcomes for disproportionately impacted student groups. Through innovative curriculum, holistic support, and strong partnerships, Santa Ana College is creating transformative opportunities for incarcerated students to achieve educational and economic mobility.

LOW-INCOME ADULTS (PELL GRANT RECIPIENTS)

Key strategies to provide access and increase successful FAFSA completion and access to financial aid funds for low-income adults who are Pell eligible, especially among the disproportionately impacted populations identified in the Student Equity Plan, will include conducting targeted financial aid outreach and in-reach across Santa Ana College. This will involve participation in orientations and specialized FAFSA workshops for programs such as the Asian Pacific Student Program, U2 Scholars, SAC Pride, Veterans, and Guardian Scholars. These workshops will extend beyond basic FAFSA completion by educating students on the range of educational programs available at Santa Ana College—certificates, associate, and bachelor's degrees—and identifying which are eligible for financial aid. Financial Aid staff will emphasize the benefits of full-time enrollment and selecting an eligible program of study, while also promoting timely FAFSA completion to ensure students meet disbursement deadlines. Additional efforts will include teaching students how to maximize financial aid awards through tools such as Federal Student Aid (FSA) and the National Student Loan Database System (NSLDS) to track FAFSA applications, pending information, and Pell Grant lifetime eligibility usage. To further improve successful disbursement and maintain eligibility, the Financial Aid Office will host workshops on Satisfactory Academic Progress (SAP) for new, continuing, and transfer students within disproportionately impacted groups, helping them understand SAP requirements, the appeal process, and the importance of developing comprehensive student education plans early on.

CREDIT FOR PRIOR LEARNING

The college will strengthen Credit for Prior Learning (CPL) implementation through ongoing professional development for faculty, evaluators, and counselors, emphasizing culturally responsive advising, mitigating bias in portfolio assessments, and encouraging proactive CPL conversations with disproportionately impacted (DI) students. Targeted communication campaigns, including multilingual materials and digital outreach, will raise awareness among DI groups, while CPL exploration will be embedded in onboarding, orientations, and adult reentry programs to ensure early access and understanding. Dedicated CPL counseling appointments, step-by-step guides, and video tutorials will support students in identifying eligible experiences and navigating the petition process. Participation and award data will be disaggregated by race/ethnicity, age, gender, and other demographics to identify gaps, establish equity targets aligned with SEAP metrics, and inform ongoing improvement. Finally, streamlining petition and evaluation timelines and advocating for consistent CPL unit acceptance across programs will reduce administrative barriers and promote equitable degree applicability for all students.

DUAL ENROLLMENT

The SAC Dual Enrollment (DuE) Program is implementing a comprehensive, equity-focused strategy to expand access and improve outcomes for disproportionately impacted (DI) students. Over the next three years, the program will grow the number of CCAP agreements—prioritizing high schools with large DI populations—while developing clear certificates and transfer pathway maps. To simplify access, SAC is launching the DualEnroll.com registration platform, streamlining onboarding, and creating an online “Dual Enrollment Marketplace” to connect students with open sections beyond their school sites, including online and after-school options.

The DuE Program will expand outreach to 9th-grade students, encouraging early participation in foundational courses like study skills and college success that build confidence and readiness. SAC will collaborate with K–12 partners to align course offerings with general education and CTE pathways, helping students earn transferable and workforce-relevant credit.

To support student success, SAC will continue to provide dedicated dual enrollment counselors on campus and, when possible, at participating high schools. Tutoring and other SAC support services will be promoted, and additional ideas—such as a peer mentorship ambassador program—will be explored with K–12 partners.

To ensure equitable success, SAC is developing an integrated data monitoring and intervention system. A real-time dashboard will track key success indicators—grades, attendance, participation, and assignment submission—providing daily updates for SAC staff and high school counselors. Early alert mechanisms will prompt immediate outreach when students miss assignments, disengage, or earn low grades.

Faculty teaching DuE courses play a vital role in this data-driven approach. All instructors are required to use Canvas for consistent tracking of grades and attendance. A newly established Faculty Coordinator, in collaboration with the Faculty Advisory Group, supports effective implementation by offering insight into data practices and providing input on contracts and teaching assignments. Their contributions help ensure continuous improvement in instructional quality and equitable student outcomes.

These strategies directly support gains across SEAP metrics, including successful enrollment, transfer-level Math and English completion, persistence, degree and certificate completion, and transfer to four-year institutions.

STRONG WORKFORCE PROGRAM/PERKINS

Santa Ana College’s Strong Workforce Program (SWP) and Perkins Program will align strategically with the Student Equity and Achievement (SEA) Program to advance Vision 2030 goals, particularly in increasing access to and completion of high-quality career education that leads to socio-economic mobility for disproportionately impacted (DI) student populations. This alignment will be guided by data-driven interventions using disaggregated SEA 2025–2028 metrics to identify gaps in access, retention, completion, and employment among low-

income and DI groups, including Latinx, African American, Pacific Islander, foster youth, LGBTQ+, justice-impacted students, and students with disabilities. Resource allocation will be coordinated across institutional funding processes such as RARs and Program Review to ensure equitable distribution aligned with student needs and labor market demands. The programs will jointly implement high-tech, high-touch outreach strategies to engage traditionally underrepresented students in career education, incentivize the adoption of technology tools for exploration and progress tracking, and expand proven high-touch services such as embedded counselors, culturally responsive career coaches, peer navigators, and equity-focused case management. Faculty and curriculum development will be prioritized through joint funding across SWP, Perkins, and SEA to promote culturally responsive pedagogy, Universal Design for Learning, and equitable curriculum design in career education. Additional efforts will scale Credit for Prior Learning, stackable credentials, and short-term training opportunities to better serve adult learners, working students, and returning learners seeking upskilling. Work-based learning and employer partnerships will be strengthened to expand access to paid internships, apprenticeships, industry-recognized certifications, and equitable job placement pipelines for DI students, as well as dual enrollment pathways in credit-bearing career education courses for adult learners. Finally, the integration of planning and cross-program collaboration will be deepened through regular coordination between the Guided Pathways Steering Committee and the Workforce Development Council, ensuring alignment of funding, evaluation, and strategic priorities to maximize institutional impact.

ADDITIONAL PROGRAMS (OPTIONAL) (Groups: Additional Programs: Affinity Programs :Undoc-U, U2 Scholars, APSP, SAC Pride and Additional Program: Associated Student Government), School of Continuing Education (Adult Dual Enrollment)

ASG

The goals of SAC's Associated Student Government (ASG) align with the SEAP outcomes by promoting equity, inclusion, and student engagement. ASG supports successful enrollment by helping new students connect with the campus community early on. Through events, outreach, and peer engagement, ASG creates a welcoming environment that encourages students, especially those from underrepresented backgrounds, to get involved and feel a sense of belonging from the start.

In terms of transfer-level Math and English and Persistence, ASG's focus on leadership development builds confidence, critical thinking, and problem-solving skills, all of which contribute to academic success. When students feel supported and part of a community, they're more likely to stay enrolled and complete their required coursework. ASG also contributes to Completion by keeping students engaged outside the classroom. Leadership roles, campus activities, and culturally relevant programming give students a reason to stay connected and see their goals through.

ASG's emphasis on transferable skills, like communication, teamwork, and self-advocacy, helps students prepare for the expectations of a four-year university and the workforce. These experiences not only enhance resumes and applications but also give students the confidence to take the next step. ASG recognizes that, despite serving many students, there are still gaps. Older students and several ethnic groups are underrepresented in the student government. ASG is committed to closing those gaps by collecting disaggregated data on participation and intentionally reaching out to students who may not yet see themselves reflected in leadership.

Affinity Centers

The Affinity Centers partner with Outreach to recruit and support students through co-curricular cohort programs designed to increase enrollment among Asian, Black, African Diaspora, African American, Filipino, and multiracial students. During the 2024–2025 academic year, the number of students engaged in these programs included six in the Asian Pacific Student Program, sixty-four in the Undocu-Scholars Program, and fifty-six in the U2 (Ujima/Umoja) Scholars Program. By 2028, the goal is to increase overall enrollment in these programs by 5%. To improve first-year completion of transfer-level Math and English, SACPRIDE! will collaborate with the Affinity Centers and the Learning Resource Center to support LGBTQ+ students through targeted academic interventions. This includes partnering with U2 Scholars Math and English tutors and launching cohort-based “boot camps” beginning in the Spring Intersession (Winter) of 2027 to strengthen early success in transfer-level coursework. To promote degree completion, the Affinity Centers will focus on supporting economically disadvantaged male and Hispanic male students through participation in co-curricular programming and collaboration with the Men of Color Action Network (MOCAN), with a goal of sending 20 male students to the annual MOCAN conference by 2028. Additionally, the Affinity Centers will increase transfer rates of disproportionately impacted populations by partnering with the Transfer Center to provide college tours and workshops for students nearing degree completion. The School of Continuing Education (SCE) will collaborate with SAC credit counselors and Career and Technical Education (CTE) faculty to create seamless transitions for adult learners from noncredit to credit programs through co-created programming, cross-listed curriculum, and orientation sessions that prepare learners to earn degrees or certifications within inclusive affinity-based learning communities.

Adult Dual Enrollment

The development of the Adult Dual Enrollment program further bridges equity gaps by providing working adults and returning learners with early access to college credit and career pathways. The School of Continuing Education, in collaboration with credit counselors, is developing orientations for adult learners interested in transitioning into and completing a credit program. These efforts create a more seamless connection between noncredit and credit programs, supporting adult learners in navigating college processes, understanding available resources, and progressing toward their academic and career goals.

2025 – 2026 Budgeting

Santa Ana College will strategically allocate resources to support the goals and key strategies outlined in the 2025–2028 Student Equity and Achievement Plan. These allocations are designed to advance equity-focused initiatives, strengthen student success, and address the needs of disproportionately impacted populations through targeted interventions and cross-departmental collaboration. The funding will be used to implement the strategies discussed throughout this plan, supporting efforts that promote equitable access, persistence, completion, and transfer. The table below provides a detailed summary of the budgeted resources for 2025–2026 academic year that have been designated to carry out these priorities and sustain long-term institutional progress toward equity and inclusion.

SEA Program – Expenditures	Total FA 2025- SP 2026
Category	Total Allocations
<i>Counseling</i>	1,338,219
<i>Professional Development</i>	34,865
<i>Tutoring</i>	312,916
<i>Orientation/Welcome Activities</i>	5,428
<i>Emergency Aid for Students (AB943)</i>	0
<i>Embedded Tutoring</i>	108,806
<i>Other (Specify)</i>	607,884
<i>TOTAL Expenditures/Allocations</i>	2,408,118

As of October 25, 2025, the SEA 2025–2028 budget outlines initial investments aligned with the college’s equity and completion goals. Further refinement and allocation of funds will occur during the implementation phase beginning in early 2026 to ensure resources remain responsive to ongoing data, student needs, and institutional priorities.

1. Math Department Peer Success Coaches

Santa Ana College will implement and scale a Math Peer Success Coach (PSC) Program beginning in Fall 2025 to improve student retention and reduce equity gaps in transfer-level math courses. SEAP funding has been allocated to embed 10–12 PSCs in up to 30 gateway math sections during the 2025–2026 academic year, following the conclusion of one-time AB1705 funds.

SEAP funds will be used to:

- Employ Peer Success Coaches to provide in-class academic and social support
- Connect students to tutoring, counseling, and affinity centers
- Deliver proactive outreach to first-year students not yet enrolled in math or English
- Train PSCs in equity-minded student support strategies through coordinated workshops
- Employ a PSC Student Advisor to assist with onboarding, scheduling, communication, and resource coordination

Although this program does not directly address the English component of Metric 2, it will serve as the foundational model for expanding Peer Success Coaches into transfer-level English courses. The English Department is currently considering adopting this approach in future phases of implementation.

Metric 2: First-Year Math & English Completion – Overall Student Population Goal

We aim to increase, with equity, the completion rate of transfer-level Math and English within the first year from 8% to 15% by Spring 2028 (aligned with statewide goals). SEAP-funded PSC support will improve retention, reduce withdrawals, and strengthen academic momentum in math, enabling students to make timely progress toward completing both transfer-level Math and English within their first academic year.

Metric 4: Completion – Overall Student Population Goal

Our institution aims to increase completion rates with equity from 13% to 26% within five years. The 2025–2028 SEA Plan will focus on improving completion by approximately 3 percentage points per year, reaching 22% by 2028 and positioning the college on track to achieve the 26% Vision 2030 North Star goal.

This work supports the college's overall completion goals and institutional commitment to equity, ensuring that disproportionately impacted student groups have the necessary support to achieve academic success.

2025–2026 SEAP Funding Allocation

\$174,720 has been designated for Student Assistant salaries to support Peer Success Coaches and the PSC Student Advisor

2. Guided Pathways Peer Success Coach Network Program 2.0

Guided Pathways 2.0 Support Network – Program Summary

The Guided Pathways 2.0 Support Network is a funded multi-year initiative launching in Fall 2025 that aligns with the 2022–2026 Guided Pathways Work Plan and advances institutional goals to strengthen student success, equity, and completion across all eight Career and Academic Pathways (CAPs).

Grounded in the RP Group’s Six Success Factors—directed, focused, nurtured, engaged, connected, and valued—the program emphasizes proactive, relationship-based student support to increase persistence and completion, particularly among disproportionately impacted students.

Phase 1 (Fall 2025) will hire and train eight Federal Work-Study Peer Success Coaches, one assigned to each CAP. These student assistants will provide in-reach support, outreach, and warm handoffs to key services, with an emphasis on students enrolled in transfer-level Math and English, directly contributing to the SEA metrics for Math and English Completion in the first year.

Phase 2 (Spring/Fall 2026) will expand the model by hiring a full-time Classified Success Coach to pilot and evaluate the program’s impact before broader scaling.

Funding also supports case management tools, technology, outreach materials, and student-centered events such as SAC Days, Guided Pathways Summits, and CAP Discovery Fest. This ongoing initiative directly supports the SEA Completion metric and fosters equitable, coordinated student support across all CAPs.

2025–2026 SEAP Funding Allocation

\$88,200.00

3. Advancing Equity, Persistence, and Completion Through Black History Month Programming

The 2026 Black History Month program will serve all system-impacted students, with a focused commitment to uplifting Black/African Diaspora and Veteran students, the identified focus populations in the 2025–2028 Student Equity and Achievement (SEA) Program Plan for improving

persistence, transfer, and completion outcomes. In the 2022–2025 SEA Plan, Black students were identified as a disproportionately impacted group for Successful Enrollment. While enrollment for this group has increased, our goal is to ensure they continue to be supported, valued, and recognized for their cultural wealth through programming that honors heritage, promotes pride, and fosters academic and personal development. This programming is designed to enhance the entire Santa Ana College community, regardless of background, by creating opportunities for shared learning, appreciation, and connection.

Black History events will incorporate the experiences of International Students through a focus on the African Diaspora and global cultural contributions. Collaborations with the Transfer Center, Asian Pacific Student Program, Extended Opportunity Programs and Services, Guardian Scholars, Career Center, Veterans Resource Center, Health and Wellness Center, and the Umoja/U2 Scholars Program will ensure an intersectional and inclusive approach to student engagement. The program will also include partnerships with local community organizations and leaders to extend the impact of our events beyond the campus and strengthen connections between students and the broader community.

To highlight the intersections of identity and community, we plan to collaborate with other heritage and equity-based celebrations throughout the academic year such as: Women’s History Month in March, National Arab American Heritage Month in April, Asian American and Pacific Islander (AAPI) Heritage Month and Jewish American Heritage Month in May, and LGBTQ+ Pride Month and Caribbean American Heritage Month in June. These partnerships will strengthen belonging, improve persistence, and expand access to transfer and completion-focused opportunities through culturally responsive programming.

Progress will be evaluated using quantitative and qualitative measures, including student participation data and research dashboard metrics tracking persistence, transfer, and completion among Black and Veteran students. Through this work, Santa Ana College continues to advance equity-driven student success by ensuring that every student feels seen, supported, and empowered to achieve their educational goals.

2025–2026 SEAP Funding Allocation

\$34,000

Conclusion

The Santa Ana College 2025 to 2028 Student Equity and Achievement Plan represents a deepened institutional commitment to advancing racial and economic equity through transformative work, student voice, collaboration, and evidence-based practice. Rooted in the Student Equity Plan Institute (SEPI) framework, which emphasizes access and enrollment, persistence and retention, completion and transfer, and institutional transformation, and

aligned with Vision 2030 and Guided Pathways, this plan builds on the progress and lessons of the 2022 to 2025 cycle by scaling high impact practices, strengthening cross departmental partnerships, and addressing systemic barriers that affect disproportionately impacted (DI) student populations. As a college community, we now collaborate more intentionally through the joint efforts of the Student Equity and Achievement Program, the Institutional Effectiveness Office, and the Guided Pathways Steering Committee to lead campuswide implementation of the plan. Together, these groups engage the entire college community in shared responsibility for equity, conducting consistent milestone checks supported by the Institutional Effectiveness Department to measure outcomes, analyze progress, and make informed adjustments that advance our goals. Through intentional planning, faculty led innovation, and community collaboration, Santa Ana College is fostering a learning environment where every student, particularly those from disproportionately impacted groups, has equitable access, meaningful support, and the opportunity to achieve their academic and personal goals.

SAC Student Equity Achievement Plan (SEA) 25-28 Writing Team

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