Santa Ana College SEA Plan Summary Final Draft

Updated 10/29/2025

Section 1: Details

Assurance: Description of how your college ensures active involvement of all groups on campus

The development of the 2025-28 Student Equity Plan was supported by the Student Equity Collective (SEPI), led by the San Diego State University CCHALES Research Collective, a 3-year professional development learning series made up of 17 community colleges across the state focused on providing support, resources, and tools for the 2025-2028 planning process.

Under the direction of the Student Equity and Achievement Planning (SEAP) Committee, a workgroup of SAC faculty and administrators across campus worked in community in creating the Student Equity Plan over the course of the 2025-year, leading writing teams for each student success metric. Moreover, our Equity Goal Facilitators provided feedback and input throughout the year. SEAP Institutionalized Programs were invited to give presentations to the SEAP Committee in the Summer and Fall of 2025 and contributed to the previous 2022 - 25 Student Equity Plan's goals.

Support from the Office of Institutional Research provided analysis of the data collected concerning equity metrics and target outcomes. The process of this work, through collaboration across disciplines and departments, was as important as the Plan itself as we used this transformative opportunity to engage in reflective dialogue and build the relationships needed to sustain these efforts.

Assurance: Description of how your college plans to be race-conscious in the development of this plan

Santa Ana College (SAC) has dedicated the last three years to deeply integrating Guided Pathways and Equity, driving a campus-wide transformation to dismantle systemic racism. This involved humble self-reflection and courageous conversations, aiming for a framework that resonates with all constituents.

Our holistic approach combines Guided Pathways, equity principles, and the Chancellor's Office Vision 2030. Vision 2030 prioritizes equity, access, success, and economic mobility for racially minoritized and underserved students. SAC aligns by breaking down silos, boosting equitable access to programs, eliminating equity gaps in student outcomes, fostering inclusive environments, and strengthening workforce partnerships.

Our adopted Guided Pathways + Equity framework links equity-minded work to personal, professional, and systemic lenses, explicitly prioritizing Latinx, Black/African American, Native American, and Pacific Islander students, while addressing intersectional needs. We constantly scrutinize practices to remove root causes of inequity, striving to make Vision 2030 a lived reality.

Our 2025–2028 Student Equity Plan takes an unapologetically race-conscious approach, centering student voices and interrogating institutional systems, informed by SEPI (Student Equity Planning Institute). We know true racial equity demands bold, sustained transformation. Student feedback—like feeling judged or struggling with financial aid—is vital evidence informing our responses.

We're also intentionally changing the institutional language. These shifts, grounded in equity-mindedness and cultural sensitivity, foster psychological safety and belonging for historically excluded students and colleagues.

Our race-conscious equity planning aligns with SEPI's four core commitments: **Symbolic** (affirming equity, amplifying voices), **Material** (aligning budgets, funding development), **Technical** (using disaggregated data, embedding equity in assessment), and **Relational** (engaging stakeholders, fostering dialogue).

This Student Equity Plan is a **blueprint for transformation**. Our commitment to race-conscious planning reflects a deep belief that all students deserve intentional, affirming educational experiences. By anchoring our plan in student voice, critical reflection, language reform, and SEPI's four domains, we aim to co-create a future where every student, especially those historically excluded, can thrive.

Assurance: describe the process you will implement to ensure ongoing local review and evaluation of how your student equity plan is advancing your institutional common equity goals and supporting continuous improvement

To ensure ongoing local review and evaluation of our Student Equity Plan and its alignment with institutional equity goals, we will implement a multi-tiered evaluation and reporting process that promotes continuous improvement and broad campus engagement.

1. Monthly Reporting

Equity Coordinators will submit monthly updates to the College Council, which includes representation from Classified Professionals, Management, Students, and the Academic Senate. These updates will highlight progress, identify challenges, and recommend adjustments to equity initiatives. Monthly updates will also inform strategic planning discussions and serve as an early alert system for addressing barriers to equity.

2. Annual SEAP Program Reports

All SEAP-funded programs will be required to submit an annual report each year after working with SAC Research. These reports will include qualitative and quantitative outcomes, disaggregated student data, and a reflective analysis of equity-focused activities and their alignment with institutional equity goals. To ensure shared understanding and transparency, program leads will be invited to present 10–15-minute summaries of their findings during SEAP Committee meeting.

3. SEAP Progress Report

Equity Coordinators will prepare and disseminate a comprehensive SEAP Progress Report annually by June 30th. This report will be shared with campus stakeholders, including instructional and student services departments, the President's Cabinet, and participatory governance bodies. It will highlight key findings from monthly and annual reports, identify emerging trends, and outline action steps for the upcoming academic year.

All evaluation activities will be reviewed collaboratively by the SEAP Committee to ensure that findings inform institutional planning, resource allocation, and professional development efforts. By integrating feedback loops and maintaining a consistent reporting schedule, we aim to embed equity accountability into the college's operational culture and support evidence-based strategies to close equity gaps.

Section 2: Contacts

The required list of contacts below is intended to create more cross-functional teams to build the student equity plan. While the Project Lead is the only person who can submit your college's student equity plan, all listed required contacts have viewing access to your college's Student Equity Plan. Alternate Project Lead will have viewing and editing access and colleges will have the option to add additional Alternate Project Leads.

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Section 3: Reflection

A) **What has your college learned in terms of the root causes of the equity gaps experienced by the student populations identified for each of the five metrics within the 2022-25 Student Equity Plan?**

SAC identified 6 key root causes contributing to persistent equity gaps among DI student groups, based on key learnings from the 2022-25 plan:

- **Lack of Early College Exposure and Sense of Belonging:** Limited college awareness and pervasive feelings of exclusion, particularly among Black students, contributed to low enrollment. SAC addressed this by partnering with community organizations (e.g., 100 Black Men, NAACP) to provide early, tangible college experiences that foster a strong sense of belonging and visibility.
- **Limited Access to Critical Resources and Support Networks**: DI students often lacked easy access to financial aid, academic guidance, and basic needs support, impacting retention and completion. Initiatives like SEAP Equity Resource Fairs and Canvas-based Success Teams were implemented to connect students to affinity groups, pathway guidance, technical assistance, and basic needs resources.
- **Institutional Resource Misalignment:** Surveys revealed that some college resources were not optimally allocated to programs directly serving DI students. Systematic review and reallocation ensured funds supported interventions designed to close equity gaps, highlighting the need for regular assessment and flexible distribution.
- **Impact of Emergency Aid and Community Resource Linkages:** Financial insecurity & lack of immediate crisis support acted as significant barriers to completion. The use of AB943 emergency aid & curated community resource guides was found to correlate with substantial improvements in completion rates by helping students resolve multiple structural barriers.
- **Organizational Culture and Archetype Tensions:** Structural & cultural factors, including historical patterns, power dynamics, and resistance to change, influenced the pace of equity work. This insight has encouraged efforts to align the college's mission, values, and practices.
- **Equity-Focused Faculty Leadership and Collaboration:** There was a need for faculty leaders to sustain long-term efforts. SAC needed educational leaders to collaborate with DI students and support programs.

In summary, SAC's efforts demonstrate that closing equity gaps requires tackling root causes by fostering belonging and visibility, ensuring access to essential resources, realigning funding, addressing institutional culture, and empowering equity-focused leadership.

b) **Based on your response above, what is working well that your college plans to continue into this upcoming 2025-28 Student Equity Plan?**

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.

1. Student Centered-Science of Teaching and Learning Focus: The EGF model established a dedicated SEAP team focused on equity metrics and facilitated cross-functional collaboration by integrating EGFs into Guided Pathways subcommittees, creating a solid foundation for future plans that will incorporate new research on the science of teaching and learning for student success. The EGFs formed a dedicated "SEAP team" that ensured equity was integrated across SEAP and Guided Pathways frameworks. They deepened support for DI populations, such as by meeting with the U2 Scholars/Umoja program staff and developing a mentorship model. Moving forward, SEAP leadership is considering transitioning these adjunct EGFs to full-time faculty roles, granting them the necessary autonomy and confidence to continue driving campus-wide racial equity change.

2. Community Partnerships and Identity-Affirming Programming: Hosting organizations like the 100 Black Men of Orange County and the NAACP boosted Black student visibility and enrollment while several equity-focused grants and initiatives strengthened SAC's commitment to its SEAP metrics and its status as an emerging AANAPISI serving institution. Their monthly programs have brought over 100 young Black men, grades 6-12, to SAC twice a month, fostering early exposure to college life.

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 supported 379 students from Fall 2022 to Spring 2024, with completion rates rising from 10.6% to 50% (Source: AB943 Funding Report, Research Department, Feb 2025). These financial and programming support will remain central to SAC's equity strategy.

Together, these practices have built a foundation for sustained equity work. The 2025–28 plan will deepen these efforts, leveraging proven models and expanding institutional capacity to serve racially minoritized students with intentionality and care.

Section 4: Executive Summary

Link to Executive Summary

Section 5: Student Populations Experiencing Disproportionate Impact

DI Student Population	% of Students for Baseline Year	# of Students for 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
Successful Enrollment - DI Student Populations						
Asian	14.6%	124	9.6%	82	12%	103
Black or African American	13.8%	44	8.4%	28	12.2%	40
Female	24.5%	1274	0.2%	12	2.3%	118
Filipino	13%	13	6.1%	7	12.7%	13
Two or More Races	17.5%	40	3.4%	8	8.3%	20
White	13%	333	14.7%	379	16.7%	429
Completed Both Transfer-Level Math & English - DI Student Populations						
LGBT	5.4%	13	0.3%	1	3.2%	8
Completion - DI Student Populations						
Econ Disadvantaged Male	8.6%	131	0.4%	7	2.4%	37
Hispanic Male	6.7%	94	3%	43	5%	71
Male	6.8%	153	4.7%	107	6.7%	153
Transferred to a Four-Year - DI Student Populations						
Econ Disadvantaged	19.5%	250	8%	102	10.1%	130
First Generation	17.3%	96	3.3%	19	6.4%	36
Hispanic	20.7%	236	0.7%	9	3%	35
Male	17.1%	129	5.8%	45	8.5%	65

Section 7 – 10: Equity Metrics

Overall Comprehensive Educational Plan Goals (2025-2028)

1. Ensure equitable access to innovative educational programs and comprehensive support services, fostering student success in workforce readiness, transfer, and personal development.
2. Expand partnerships to optimize educational options and opportunities through innovative services and equitable practices.
3. Cultivate an equitable campus culture to support student, faculty, and staff belonging and success.

SEAP Metric Alignments with CEP

1. Successful Enrollment – CEP Goal 1.1 (Eliminate barriers to educational opportunities).
2. Math & English – CEP Goals 1.2 and 1.3 (Diversify learning opportunities; Promote and expand student support services).
3. Persistence – CEP Goal 2.3 (Foster innovative, student-informed services).
4. Completion – CEP Goal 1.4 (Increase skill development, credential attainment, transfer rates, and living wage).
5. Transfer – CEP Goals 2.2 and 2.1 (Provide diverse educational options; Identify and develop partnerships).

DI Strategies for each Equity Metric

Metric 1: Successful Enrollment			
DI Metric Goal: A baseline goal of eliminating disproportional impact (Goal 1); and second, a goal of fully closing equity gaps (Goal 2). **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			
SEP Definition	Strategy	DI Group	Comprehensive Educational Plan Goals
Definition: Among all applicants who indicated an intent to enroll in the selected college in the selected year as a non-special admit	**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.	• Asian • Black or African American, African Diaspora • Female • Filipino • Two or More Races, and White	**CEP Goal 1.1**: *Eliminate barriers to educational opportunities* (Early Decision, CAEP Integration, Persistence, Completion, ZTC). **Activities**: Summer Scholars Transfer Institute, affinity groups counseling, upfront transcript evaluation, Veterans Resource

student for the first time, the proportion of cohort students who enrolled in the same community college in the selected year.	• 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		Center access, tutoring, technology support.

	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: Completed both Transfer-Level Math and English

DI Metric Goal: A baseline goal of eliminating disproportional impact (Goal 1); and second, a goal of fully closing equity gaps (Goal 2).

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%)

SEP Definition	Strategy	DI Group	Comprehensive Educational Plan Goals
Definition: Among students in the cohort, the proportion who completed both transfer-level Math and English in their first academic year of credit enrollment within the district.	**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 impacts success metrics. • Have affinity centers run student workshops that link culturally relevant pedagogy to college curriculum. Run English and Math	• LGBTQ+ Additional DI Groups: • Black or African American/African Diaspora • Foster Youth • Veterans	**CEP Goal 1.2**: *Diversify learning opportunities to meet the needs of students*. **CEP Goal 1.3**: *Promote and expand student support services to address holistic needs, particularly marginalized groups*. **Activities**: MESA research opportunities, Puente and ULink, specialized counseling in Affinity Centers, academic tutoring, field trips, dual enrollment supports.

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 on 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

DI Metric Goal: A baseline goal of eliminating disproportional impact (Goal 1); and second, a goal of fully closing equity gaps (Goal 2).

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

SEP Definition	Strategy	DI Group	Comprehensive Educational Plan Goals
Definition: Among students in the cohort, the proportion who persisted from their first primary term of enrollment to the subsequent primary term at any college.	**Overall Student Population: 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.	No DI Group *(according to state baseline data)* **Note: Overall Goal**	**CEP Goal 2.3**: *Foster innovative, student-informed services to facilitate academic achievement*. **Activities**: GP Success Team communications in Canvas shells, enhanced communication tools, Credit for Prior Learning, counseling courses, Veteran Resource Center supports.

Metric 4: Completion

DI Metric Goal: A baseline goal of eliminating disproportional impact (Goal 1); and second, a goal of fully closing equity gaps (Goal 2).

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%.

SEP Definition	Strategy	DI Group	Comprehensive Educational Plan Goals
Definition: Among students in the cohort, the unduplicated count of students who earned one or more of the following: Chancellor's Office approved certificate, associate degree, and/or CCC baccalaureate degree, and had an enrollment in the selected year in the district that they earned the award within 3 years.	**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	Economically Disadvantaged Males Hispanic Males	**EP Goal 1.4**: *Increase skill development, credential attainment, transfer rates, and living wage.* **CEP Goal 2.1**: *Identify current and potential partnerships to meet community needs*. **Activities**: Career Center workforce readiness workshops, service learning, transfer partnerships, Credit for Prior Learning, ECE & Bilingual Apprenticeship programs.

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

DI Metric Goal: A baseline goal of eliminating disproportional impact (Goal 1); and second, a goal of fully closing equity gaps (Goal 2).

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).

SEP Definition	Strategy	DI Group	Comprehensive Educational Plan Goals
Definition: Among students in the cohort who earned 12 or more units at any time and at any college and who exited the community college system in the selected year, the number of cohort students who enrolled in any four-year postsecondary institution in the subsequent year or 4 years after for 3-year cohort.	**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	• Economically Disadvantaged • First Generation • Hispanic ∙ Males	**CEP Goal 2.2**: *Provide diverse educational options to support student goals*. **Activities**: Transfer workshops, partnerships with UCI, CSUF, Chapman, industry events, ADTs, SAC Promise, Unlocking Student Potential Conference.

	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 advising 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 1styear 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.		

Key Strategies to Advance Transfer Goals

Disproportionately Impacted Student Population(s)

Review your data and goals above. Then, consider the experiences of the disproportionately impacted students on your campus and identify what key strategies, **especially across academic and student affairs**, are needed to address equity in Transfer.

Our college's strategies are designed to improve transfer outcomes by creating an integrated support system that removes barriers and creates clear pathways for all students, with a particular focus on DI-populations.

1) Culturally Affirming Support will work to make transfer a "realistic, affirming option" for students. The tailored events like Latine Transfer Days and tours of HBCUs & HSIs remove the barrier of cultural disconnection, helping students see themselves transfer. Additionally, the creation of social media videos featuring 1st-gen, Hispanic male faculty and interviews with current students provides relatable role models and peer perspectives, demystifying the process for those who may be the 1st in their family to pursue transfer.

2) Campus-wide Collaboration creates clearer pathways by breaking down institutional silos. By having multiple stakeholders, from the University Transfer Center to academic support programs like Puente and U-Link, focus directly on transfer goals for DI populations, the college ensures students receive consistent, transfer-oriented messaging from various campus touchpoints. Establishing and expanding the Campus Transfer Advisory Committee and offering professional development credit to increase faculty participation in the Transfer Summit helps foster a campus-wide, transfer-sending culture, removing barriers caused by inconsistent information.

3) Proactive Advising & Mentorship removes the barrier of navigating a complex system alone by providing early, personalized guidance. Success coaches & peer mentors can remove barriers when they connect DI students with resources, ensuring they do not fall through the cracks. The Transfer Scholar Program, which connects current students with those who have recently transferred, addresses the student need for advice from a peer who has successfully navigated the path.

4) Cohort Programs like Puente & ULink provide a highly structured and supportive pathway to transfer. These programs embed a designated transfer counselor directly into a course for the cohort. This model demystifies the transfer process through workshops, college tours, and mandatory Ed Plan development. Furthermore, the cohort model fosters engagement, persistence, & a sense of belonging. ULink's service-learning requirement directly addresses student needs by helping them develop soft skills & compelling content for their UC Personal Insight Questions, preparing them for competitive applications.

Section 11: DI Group for Intensive Focus

Student Population(s) Experiencing DI Selected for Intensive Focus (pick 1 to 3 DI Groups)

- First Generation will be our DI group for intensive focus

a. **Current Challenges/Barriers**

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.

b. **Action Plan for Ideal Institution**

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

Section 12: Student Educational Plan

Educational planning early in a student journey fosters equitable outcomes and increases success. Timely educational planning, especially in concert with strategic enrollment management, also supports Vision 2030 goals, including Goal 3: Equity in Support, Outcome 6: Reduce Units to Completion: "decrease with equity the number of units in excess of 60 units for the Associate Degree for Transfer.

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	10.9%	756	19.2%
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	16.3%	861	21.6%
Spring 2024 Cohort (Comprehensive Ed Plan by 12/30/2024)	1773	80	4.5%	132	7.4%

Identify Student Populations Experiencing DI in Receiving a Comprehensive Ed Plan

First time students who are

- Male
- White
- Students Age 20 or older

Comprehensive Education Plan Implementation for DI Student Populations

We have established workgroups which include faculty, counselors, classified professionals, and administrators to increase the number of Comprehensive Educational Plans for new and returning disproportionately impacted student populations based on the directives from AB 934.

Comprehensive Education Plan Implementation for ALL Students

We have established workgroups which include faculty, counselors, classified professionals, and administrators to increase the number of Comprehensive Educational Plans for ALL new and returning student populations based on the directives from AB 934.

Section 13: Vision 2030 Alignment

GUIDED PATHWAYS

Summarize key strategies (structural changes, initiatives, action steps, activities, etc.) you will implement/or continue to implement to align the SEA Program and equity-centered efforts with your local Guided Pathways framework.

Guided Pathways goals are intentionally aligned with the Student Equity and Achievement (SEA) Program. We organize SEA priorities into the Guided Pathways pillars, ensuring that strategies to advance access, persistence, transfer, and completion remain equity-centered and student-focused.

Key strategies SAC will continue to implement include:

- **Dual Enrollment:** Expand the Early Decision program and increase opportunities for high school students to enter the path early, with targeted support for DI groups.
- **Noncredit-to-Credit Transitions:** Strengthen articulation agreements and integration with the California Adult Education Program to ensure adult learners and noncredit students have clear and supported entry into credit pathways.
- **Persistence and Completion:** Implement proactive outreach and success coaching to improve first-term to second-term persistence and increase completion within three years. Expand Zero Textbook Cost (ZTC) pathways to reduce cost barriers, with faculty leadership and coordination to institutionalize OER adoption.
- **Transfer and Workforce Alignment:** Increase awareness of AD-Ts, expand transfer-level Math and English completion, and leverage Strong Workforce funding to align CE programs with labor market demand.
- **Equity-Centered Practices:** Embed culturally relevant pedagogy, provide equity-centered professional development, and establish integrated Guided Pathways–SEA workgroups to address systemic barriers. These efforts directly support SAC's disproportionately impacted populations by improving retention, narrowing equity gaps, and creating more inclusive student experiences.

Our current Guided Pathways plan extends through 2026 and aligns with Vision 2030's call for learner-centered, equity-driven systems. While statewide direction may evolve, SAC is committed to sustaining equity-focused, student-centered strategies that strengthen outcomes for DI students and ensure alignment between SEA, Guided Pathways, and Vision 2030.

STUDENT FINANCIAL ADMINISTRATION

In coordination with your Financial Aid Department, please summarize college's holistic plan to maximize financial aid receipt and systematically increase FAFSA completion, especially among the identified disproportionately impacted student populations within this Student Equity Plan. This can include federal, state, and other campus aid programs (e.g., Pell Grant, Cal Grant, emergency aid, etc.). (2,500 characters max)

1. To systematically increase FAFSA completion, especially among the impacted student populations identified in the Student Equity Plan, will be to conduct targeted financial aid outreach and in-reach within Santa Ana College. Targeted in-reach will include participating in orientations and holding FAFSA workshops for special programs such as Asian Pacific Student Program, U2 Scholars, SAC Pride, Veterans, and Guardian Scholars. The outreach will include providing information sessions to junior/senior high school students and adult education learners that identify with the special programs noted above.

2. In this focused outreach/in-reach, FAFSA workshops will go beyond instructing students how to complete a FAFSA and include discussions on the different types (certificates, associates, and bachelor) of educational programs available at Santa Ana College and, specifically, which are eligible for financial aid. Financial aid staff will also cover the financial aid benefits of being a full-time student and selecting a program of study that is eligible for financial aid.

3. FAFSA completion leads to maximizing financial aid recipients. More FAFSA completers allow the opportunity for the financial aid office to award aid on a larger scale. One of the greatest highlights from the Financial Aid Office is to encourage timely FAFSA completion by informing students to meet state deadlines and submitting GPA (including reestablished GPA & GED test scores, if applicable) for state Cal grant consideration. The Financial Aid Office will be more intentional in educating the impacted student populations on maximizing financial aid awards by teaching these students how to use financial aid tools and platforms such as Federal Student Aid (FSA) to track FAFSA application(s) and pending information, the National Student Loan Database System (NSLDS) to track Pell grant usage through the Pell lifetime eligibility used (LEU) tool, and the state system known as Webgrants for Students, which tracks Cal grant awarding and any pending items needed for award determination. Financial Aid Staff will also guide foster youth to the Webgrants for Students platform to apply for and track Chafee grant applications.

4. Other efforts to maximize recipients will be to make available satisfactory academic progress (SAP) sessions/workshops, in person and virtually, for all financial aid eligible new, continuing, and transfer students that are among the impacted student populations. Workshops would cover how SAP affects financial aid eligibility and identifying the advantages of developing a comprehensive student education plan early on. Additionally, discussions would include options for students not meeting SAP, such as the Financial Aid Office's SAP appeal process, and how does SAP affect transfer students and possible changes in major.

STUDENTS WITH DISABLITITES: (DSPS)

In coordination with your DSPS program, please summarize how your college DSPS program will proactively support efforts to eliminate disproportionate impact and meet the developed goals for the student populations identified in this Student Equity Plan. (2500 characters max)

Disability does not exist in isolation, and accessibility does not solely benefit those with disabilities. Students with disabilities may receive services and accommodations through DSPS; however, participation with DSPS is voluntary. The program implements accommodations to remove barriers

and create access, though accommodations are a small portion of the work. DSPS' goal isn't to increase use of accommodations; it is to decrease their need by designing accessible and inclusive environments that naturally support everyone. To remove barriers and create access to progress toward goals and student completion, DSPS will:

Successful Enrollment

- Expand awareness of DSPS by referencing department in strategic locations throughout CAP webpages, matriculation steps, registration and textbook review pages, etc.
- Update webpage to simplify layout and site navigation, replace academic jargon with student-focused language, reflect student identities, and emphasize DSPS' role in relatable way
- Coordinate activities with high schools to provide students with disabilities in 9th – 12th grade all essential information, support planning discussions, and guide through onboarding process
- Partner with OCDE and build relationships with alternative education programs and community organizations supporting diverse populations
- Increase presence with SCE by scheduling faculty/staff regular on-site hours

Complete Transfer Level Math & English

- Strengthen relationships with faculty, tutoring staff, and success coaches to address specific needs of students in online and in-person courses
- Engage in SAC Pride activities (virtual, in-person) to build rapport with students and support connection to DSPS

Persistence & Degree Completion

- Identify students with grades below 70% or GPAs between 2.1–2.5 and connect them to intervention support and resources
- Implement virtual and on-campus in-reach for male students, addressing unique needs, financial resources, and campus services
- Increase awareness of computer features and learning tools available to all students, not only DSPS
- Develop responsive programming and services that address the holistic needs of first-generation and male students throughout their time at SAC

Transfer to 4-Year University

- Create space for students to acknowledge transfer potential, research universities and programs of study, meet disability support staff, and determine best option(s) to pursue
- Co-coordinate transfer events to honor students' intersecting identities, humanize experiences, and foster transfer-going culture across campus.

EXTENDED OPPORTUNITY PROGRAMS AND SERVICES (EOPS)/CalWORKs

In coordination with your EOPS and CalWORKs programs, please summarize how your college EOPS and CalWORKs programs will proactively support efforts to eliminate disproportionate impact and meet the developed goals for the student populations identified in this Student Equity Plan. (2500 characters max)

Successful Enrollment- EOPS will work on increasing successful enrollment for DI groups:

Collaboration with outreach and community partners to ensure students submit an EOPS application

Assistance with onboarding, completing EOPS application, registering for classes, FAFSA/CADA completion through a case management approach.

EOPS New Student Orientation & Counseling 305 class (EOPS two sessions)

Scheduling 1st Counselor Contact with EOPS Counselor to build a comprehensive education plan.

EOPS will work on increasing the completion of both Transfer Math and English in the 1st academic year for the DI group:

Work with SAC Pride! to ensure EOPS identifies dual program students and provides case management support for the LGBTQ+ student population.

Complete 3 Counselor Contacts to ensure academic success.

EOPS Resource Center- outreach to LGBTQ+ students offer tutoring via in-person and ZOOM modality.

Provide financial support services: book aid grants and academic supplies benefit cards.

Offer lending book library and calculator loan program.

Persistence

EOPS will work with groups that are Disproportionately Impacted to persist from their primary term of enrollment to the next term of enrollment.

Academic Support

New Student Orientations- Student learns about college life and EOPS program. Student sign the Mutual Responsibility Contract.

Three Counselor Contacts (Comprehensive Education Plan, Early Scheduling during Priority Registration, and Semester Readiness)

EOPS tutoring assistance in English, Math, and Science.

Financial Resources

Book aid grant- to offset textbook costs

Don's Bookstore Academic Benefit Cards

FAFSA Fridays Workshops or 1:1 FAFSA/CADA Help

Building Community

    New Student Orientations

    Educational/Self-development workshops

    Annual Spooky Fest Resource Event

    Annual Unlocking Student Potential Conference

Degree Completion

    EOPS will work with DI groups attaining degree completion.

    A case management approach: EOPS will track DI groups and provide the aligned support services below.

Academic Support

    Three Counselor Contacts (Comprehensive Education Plan, Early Scheduling and Semester Readiness Meetings)

    EOPS tutoring in English, Math, and Science

Financial Resources:

    Book aid grants

    Don's Bookstore Academic Benefit Cards

    FAFSA Fridays Workshops or 1:1 FAFSA/CADA Help

Building Community:

    Attending the Men of Color Conference with Santa Ana College

    Educational/Self-development workshops for Men of Color students only

    Annual Spooky Fest event- have fun and learn about campus-wide resources

    Annual Unlocking Student Potential Conference (i.e., adding a men of color workshop, leadership development, motivational speakers, networking, and team building)

    Attending the EOPS Year End Celebration, highlighting EOPS graduates

NextUp/FOSTER YOUTH

In coordination with your NextUp and other Foster Youth programs, please summarize how your college NextUp and Foster Youth support programs will proactively support efforts to eliminate disproportionate impact and meet the developed goals for the student populations identified in this Student Equity Plan. (2500 characters max)

1. Successful Enrollment
 Goal: Increase the successful enrollment rate of foster youth in the identified DI groups by 10% by Fall 2028.

- Expand Targeted Outreach and Automated CCCApply Messaging
- Data-Driven Outreach and GSP Online Application
- Welcome & Orientation Events and Early Pipeline Engagement:
- Onboarding Dashboard Development.
- Enhanced Student Tracking Tools and SARS Scheduling Code Integration:
- Starfish Kiosk Check-In:
- Financial Aid In-reach Partnership:

2. Completed Both Transfer-Level Math and English in 1st Academic Year

DI Group: LGBTQ+
 Goal: Increase the percentage of LGBTQ+ foster youth completing both transfer-level math and English in their first academic year by 10%.

- Individualized Academic Planning
- Embedded Academic Support
- Don Bookstore Card Assistance
- Progress Monitoring and Early Intervention
- Identity-Affirming Support Services
- Educational Readiness Workshops

3. Persistence

DI Group: N/A
 Goal: Increase persistence rates of GSP participants by 10% through holistic case management, tracking, and access to support.

- Holistic Case Management and Basic Needs Support
- Academic Counseling Requirement
- Textbook and Materials Support (GSP Grant)
- Financial Retention Incentives
- Wellness and Life Skills Development
- GSP Canvas Shell
- Technology Loan Program
- Student Tracking and Engagement Tools

- Group Communication Platforms

4. Degree Completion

DI Groups: Economically Disadvantaged Male, Hispanic Male, Male
Goal: Increase degree and certificate completion rates for foster youth in the identified DI groups by 10%.

- Student Education Plan (SEP) Development
- Educational and Financial Readiness Programming
- Intrusive Academic Support and Enrollment Assistance
- Progress-Based Completion Incentives (NextUP Only)
- Wraparound Services and External Challenge Mitigation
- Transfer Readiness Programming
- Canvas Shell as Resource Hub
- Transfer Pathway Alignment and Warm Handoffs

5. Transfer to a Four-Year University
Goal: Increase the number of GSP students transferring to a four-year university by 10% by Fall 2028.

- University Exposure and Peer Empowerment
- Collaboration with the SAC Transfer Center
- Transition to University Workshop Summer Series
- Support Programs at Four-Year Institutions
- Transfer Success Visibility & Motivation
- Transfer-Focused Counseling and SEP Development
- Canvas Shell Expansion for Transfer Resources

PROGRAMS FOR VETERANS (VETERANS RESOURCE CENTER)

In coordination with your Veterans Resource Center or program, please summarize how your Veterans-centered program will proactively support efforts to eliminate disproportionate impact and meet the developed goals for the student populations identified in this Student Equity Plan. (2500 characters max)

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 targeted 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

Summarize key strategies (structural changes, initiatives, action steps, activities, etc.) your college will implement to provide access and increase success for justice-involved and justice-impacted students, especially among identified disproportionately impacted student populations within this Student Equity Plan. (2500 characters max)

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 complements this work by expanding equitable access to higher education for incarcerated students, providing pathways in high-demand fields and addressing barriers faced by disproportionately impacted populations. Between 2025–2028, the program will:

- Introduce two new courses—ENTR 120 *Introduction to Innovation and Entrepreneurship* and ENTR 124 *Survival Finance & Accounting*—building entrepreneurial, financial, and problem-solving skills tied to employability and post-release opportunities.
- Embed courses into certificate and degree pathways, including AI for Business and Entrepreneurship, ensuring incarcerated students earn credits toward long-term goals.
- Deliver wrap-around supports—case management, tutoring, career exploration, and digital literacy—through Student Success Coordinators and partners, using equity-focused and trauma-informed approaches.
- Continue partnerships with the Orange County Sheriff's Department, Santa Ana Jail, community-based organizations, and employers to align education with reentry planning, job placement, and apprenticeships.
- Advance outcomes aligned with SEAP 2025–2028 metrics and DI student groups to improve enrollment, retention, completion, and transfer.

Through innovative curriculum, equity-centered supports, and strong community partnerships, Santa Ana College will transform educational access for justice-impacted and incarcerated students, equipping them with the skills and credentials needed for reentry, transfer, and long-term upward mobility.

LOW-INCOME ADULTS (PELL GRANT RECIPIENTS)

> Summarize key strategies (structural changes, initiatives, action steps, activities, etc.) your college will implement to provide access and increase success for low-income adult learners, especially among the identified disproportionately impacted student populations within this Student Equity Plan. (2500 characters max)

1. Key strategies to provide access and increase successful FAFSA completion and access to financial aid funds for low-income adults that are Pell eligible, especially among the identified disproportionately impacted populations within this Student Equity Plan, will be to conduct targeted financial aid outreach and in-reach within Santa Ana College. Targeted outreach will include participating in orientations and holding FAFSA workshops for special programs such as Asian Pacific Student Program, U2 Scholars, SAC Pride, Veterans, and Guardian Scholars.

2. In this focused outreach/in-reach, FAFSA workshops will go beyond instructing students how to complete a FAFSA and include discussions on the different types (certificates, associates, and bachelor) of educational programs available at Santa Ana College and, specifically, which are eligible for financial aid. Financial aid staff will also cover the financial aid benefits of being a full-time student and selecting a program of study that is eligible for financial aid.

3. Other strategies to increase success would be to encourage timely FAFSA completion by informing students to meet disbursement timelines. The Financial Aid Office will be more intentional about educating Pell eligible, low-income adult students that are within disproportionately impacted student populations, on maximizing financial aid awards by teaching these students how to use financial aid tools and platforms such as Federal Student Aid (FSA) to track FAFSA application(s) and pending information, and the National Student Loan Database System (NSLDS) to track Pell grant usage through the Pell lifetime eligibility used (LEU) tool.

4. Lastly, efforts to increase successful disbursement to Pell eligible, low-income students is to make available workshops that will discuss with students' things to look out for to not lose financial aid eligibility. Hosting satisfactory academic progress (SAP) sessions for all financial aid eligible new, continuing, and transfer students within the disproportionately impacted populations would help them to understand how SAP affects financial aid eligibility and what would be the advantages of developing a comprehensive student education plan early on. Additionally, discussions would include options for students not meeting SAP, such as the Financial Aid Office's SAP appeal process, and how does SAP affect transfer students and possible changes in major.

CREDIT FOR PRIOR LEARNING

Summarize key strategies (structural changes, initiatives, action steps, activities, etc.) your college will implement to support the equitable expansion of Credit for Prior Learning, especially among the identified disproportionately impacted student populations within this Student Equity Plan. (2500 characters max)

Faculty and Staff Capacity Building

-Deliver ongoing professional development for faculty, evaluators, and counselors, with an equity lens emphasizing culturally responsive advising, mitigating bias in portfolio assessment, and encouraging proactive CPL conversations with DI students.

Student Outreach and Onboarding

-Develop targeted communication campaigns, including multilingual materials and digital outreach, to increase awareness among DI student groups.

-Incorporate CPL exploration into onboarding processes, orientations, and adult reentry programs to ensure early awareness and support.

Equitable Access and Support

-Offer dedicated CPL counseling appointments to assist DI students in identifying eligible experiences and navigating the petition process.

-Develop clear step-by-step guides and video tutorials demystifying CPL pathways.

Monitoring, Evaluation, and Continuous Improvement

-Disaggregate CPL participation and award data by race/ethnicity, age, gender, and other relevant demographics to identify gaps and guide interventions.

-Establish annual CPL equity targets aligned with SEAP metrics to track progress and inform resource allocation.

Policy and Process Simplification

-Streamline petition and evaluation timelines to minimize administrative barriers and ensure timely credit posting.

-Advocate for consistent acceptance of CPL units across programs and degrees, reducing unintended inequities in degree applicability.

DUAL ENROLLMENT

"The Vision 2030 ninth grade strategy works toward a future in which all California high school students enroll in community college transfer, career or apprenticeship pathways and complete high school with at least 12 units of dual enrollment credit." - *Vision 2030: A Roadmap for California Community Colleges*(*page 2*)

Summarize key strategies (structural changes, initiatives, actions steps, activities, etc.) your college will implement to meet this vision goal and to increase equitable dual enrollment, especially among the identified disproportionately impacted student populations within this Student Equity Plan. (2,500 characters max)

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 certificate 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

As part of Goal 1: Equity in Success, Vision 2030 sets a workforce outcome to "increase with equity the number of California community college students who earn a living wage." Vision 2030 sets a system Strategic Direction of Equitable Workforce and Economic Development, centering on the action to "increase educational access for prospective low-income learners to enhance their socio-economic mobility by developing a high-tech/high-touch system, to take customized educational and training opportunities to them." - *Vision 2030: A Roadmap for California Community Colleges (pages 8 and 12)*

Please summarize how your college Strong Workforce Program and Perkins Program will coordinate efforts with the SEA Program, especially to meet the goals of Vision 2030 and to increase the success of the identified disproportionately impacted student populations within this Student Equity Plan. (2500 characters max)

Santa Ana College's Strong Workforce Program (SWP) and Perkins Program will strategically align with the Student Equity and Achievement (SEA) Program to achieve Vision 2030's goals, particularly in accessing and completing high-quality career education that leads to socio-economic mobility for disproportionately impacted (DI) student populations.

Key Areas of Alignment

1. Data Driven Interventions

• Use disaggregated SEAP 25–28 Metrics to identify gaps in access, retention, completion, and employment for low income and DI populations including, but not limited to, Latinx, African American, Pacific Islander, foster youth, LGBTQ+, justice impacted and students with disabilities.

• Coordinate with other campus-wide resource allocation mechanisms (Institutional Funding, RARs, Program Review, etc.) to equitably allocate resources based on student need and labor market alignment.

2. High-Tech, High Touch Outreach and Support

• Implement strategic marketing and outreach efforts to specifically target traditionally underrepresented student populations in career education programs.

• Incentivize wider adoption and implementation of tech tools for career exploration, onboarding, and real-time progress tracking.

- Support the scaling of high-touch services with proven efficacy such as embedded career ed counselors, culturally responsive career coaches, peer navigators, and equity-minded case management services.

3. Faculty and Curriculum Equity Development

- Jointly fund faculty development initiatives across Perkins, SWP, and SEA to increase culturally responsive teaching, Universal Design for Learning, and embed equity in career education curriculum design.

- Scale Credit for Prior Learning, stackable credentials, and short-term training to support adult learners, working students, and those returning to college for upskilling.

4. Work Based Learning & Employer Partnerships

- Expand access to paid internships, apprenticeships, and industry aligned certifications.
- Ensure equitable hiring pipelines and job placement services are available and accessible to DI populations.
- Increase access to dual enrollment opportunities in credit bearing career education courses and programs for adult learners

5. Integrated Planning & Cross-Program Collaboration

- Develop opportunities for regular collaboration between the Guided Pathways Steering Committee and the Workforce Development Council
- Where appropriate and strategic, coordinate funding and evaluation practices

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)

The above questions primarily listed the strategies, programs, and student groups emphasized in the regulations related to the Student Equity Plan and/or prioritized in the *Vision 2030: A Roadmap for California Community Colleges* document. The Chancellor's Office encourages colleges to coordinate and collaborate with other programs or services not listed above in their student equity efforts.

If you would like to share how your college will coordinate with additional programs not listed above, please enter the name of the program(s) and summarize how the additional program will coordinate efforts with the SEA Program to support the identified disproportionately impacted student populations within this Student Equity Plan. (2500 characters max)

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

Enrollment: The Affinity Centers partner with Outreach and recruit students in the co-curricular cohort programs to increase student enrollment, specifically Asian, Black, African Diaspora, African American, Filipino, Two or more races. In 2024-2025, the number of students engaged in the program included: Asian Pacific Student Program: 6 1Undocu-Scholars: 6 4U2 (Ujima/Umoja) Scholars: 56. The goal by 2028 is to increase enrollment by 5%

Transfer Math and English in 1st year:
SACPRIDE! will work with the Affinity Centers and Learning Resource Center to increase LGBTQ+ transfer math and English in the first year. Specifically, SACPRIDE! will work with U2 Scholars Math and English tutors to increase completion of transfer courses in their first year. SACPRIDE! Plans to host "boot camps" commencing in Spring Intersession (Winter) 2027 to promote LGBTQ+ cohort learning of Transfer level math and English

Degree Completion
The Affinity Centers will support degree completion of Economically Disadvantaged Male, Hispanic Male, and Males through involvement in the co-curricular program and partnership with the Men of Color Action Network (MOCAN). The Affinity Centers aim to send 20 male students the annual MOCAN conference by 2028.

Transfer to a Four-Year University

The Affinity Centers will increase transfer of DI populations to a four-year University by partnering with campus partners to offer   college tours. Students in the Affinity Center programs nearing completion referred to the Transfer Center and partner with Transfer Center to offer transfer workshops.

Adult Dual Enrollment

School of Continuing Education and our credit counselors are collaborating to create orientations for Adult learners who are interested in completing a credit program.