## Contacts

### Project Lead Contact

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### Chief Instructional Officer

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### Chief Student Services Officer

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### Academic Senate President

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### Alternate Project Lead Contact

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### Alternate Project Lead Contact

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Guided Pathways Faculty Coordinator  
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(714) 564-6554

### Responsible Person

Dr. Fernando Ortiz  
Guided Pathways Faculty Coordinator
### Approvers

<table>
<thead>
<tr>
<th>Position</th>
<th>Name</th>
<th>Email</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chancellor/President</td>
<td>Dr. Linda Rose</td>
<td><a href="mailto:rose_linda@sac.edu">rose_linda@sac.edu</a></td>
<td>(714) 564-6975</td>
</tr>
</tbody>
</table>

### Chief Business Officer

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Email</th>
<th>Phone</th>
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</thead>
<tbody>
<tr>
<td>Dr. Bart Hoffman</td>
<td>Vice President, Administrative Services</td>
<td><a href="mailto:hoffman_bart@sac.edu">hoffman_bart@sac.edu</a></td>
<td>(714) 564-6304</td>
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### Disproportionately Impacted (DI) Student Groups
<table>
<thead>
<tr>
<th>Demographic</th>
<th>Gender</th>
<th>Metric</th>
<th>Baseline</th>
<th>Goal</th>
<th>Equity Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hispanic or Latino</td>
<td>Female</td>
<td>Attained the Vision Goal Completion Definition</td>
<td>796</td>
<td>1010</td>
<td>+26.88%</td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td>Male</td>
<td>Attained the Vision Goal Completion Definition</td>
<td>528</td>
<td>670</td>
<td>+26.89%</td>
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<tr>
<td>Black or African American</td>
<td>Female</td>
<td>Attained the Vision Goal Completion Definition</td>
<td>11</td>
<td>14</td>
<td>+27.27%</td>
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<tr>
<td>Black or African American</td>
<td>Male</td>
<td>Attained the Vision Goal Completion Definition</td>
<td>13</td>
<td>17</td>
<td>+30.77%</td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td>Female</td>
<td>Completed Both Transfer-Level Math and English Within the District in the First Year</td>
<td>141</td>
<td>396</td>
<td>+180.85%</td>
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<tr>
<td>Black or African American</td>
<td>Female</td>
<td>Completed Both Transfer-Level Math and English Within the District in the First Year</td>
<td>3</td>
<td>9</td>
<td>+200%</td>
</tr>
<tr>
<td>Black or African American</td>
<td>Male</td>
<td>Retained from Fall to Spring at the Same College</td>
<td>184</td>
<td>197</td>
<td>+7.07%</td>
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<tr>
<td>Black or African American</td>
<td>Female</td>
<td>Retained from Fall to Spring at the Same College</td>
<td>95</td>
<td>102</td>
<td>+7.37%</td>
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<tr>
<td>Black or African American</td>
<td>Male</td>
<td>Completed Both Transfer-Level Math and English Within the District in the First Year</td>
<td>0</td>
<td>3</td>
<td>+200%</td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td>Male</td>
<td>Completed Both Transfer-Level Math and English Within the District in the First Year</td>
<td>117</td>
<td>351</td>
<td>+200%</td>
</tr>
<tr>
<td>Asian</td>
<td>Male</td>
<td>Enrolled in the Same Community College</td>
<td>1134</td>
<td>1304</td>
<td>+14.99%</td>
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<tr>
<td>Asian</td>
<td>Female</td>
<td>Enrolled in the Same Community College</td>
<td>1387</td>
<td>1595</td>
<td>+15%</td>
</tr>
</tbody>
</table>

**Disproportionately Impacted (DI) Custom Student Groups**

No population groups selected.

**Overall Student Groups**

No population groups selected.
Activities

Asian : Female : Enrolled in the Same Community College

Related Activity from Student Equity Plan
Applicant / New student initiatives

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

Implementation Status
Implementation in progress

Asian : Male : Enrolled in the Same Community College

Related Activity from Student Equity Plan
Applicant / New student initiatives

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

Implementation Status
Implementation in progress

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

Related Activity from Student Equity Plan
Implement the major principles of The Guided Pathways Framework

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

Implementation Status
Implementation in progress

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

Related Activity from Student Equity Plan
Restructure courses and course sequences
Categories
- Co-requisite courses
- Embedded Tutoring
- Supplemental instruction

Implementation Status
Implementation in progress

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

Related Activity from Student Equity Plan
Improve communication with and the distribution of information to students

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

Implementation Status
Implementation in progress

Other Category
Created career clusters (meta majors)

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

Related Activity from Student Equity Plan
Revise existing programs and create new ones that support student success

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

Implementation Status
Implementation in progress

Other Category
Created career clusters (meta majors)

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

Related Activity from Student Equity Plan
Restructure courses and course sequences
Black or African American: Male: Retained from Fall to Spring at the Same College

Related Activity from Student Equity Plan
Improve communication with and the distribution of information to students

Categories
- Co-requisite courses
- Embedded Tutoring
- Supplemental instruction

Implementation Status
Implementation in progress

Other Category
Created career clusters (meta majors)

Hispanic or Latino: Female: Attained the Vision Goal Completion Definition

Related Activity from Student Equity Plan
Revise existing programs and create new ones that support student success

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

Implementation Status
Implementation in progress

Other Category
Created career clusters (meta majors)

Hispanic or Latino: Female: Completed Both Transfer-Level Math and English Within the District in the First Year

Related Activity from Student Equity Plan
Restructure courses and course sequences
Hispanic or Latino: Male: Attained the Vision Goal Completion Definition

Related Activity from Student Equity Plan
Revise existing programs and create new ones that support student success

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

Implementation Status
Implementation in progress

Other Category
Created career clusters (meta majors)

Hispanic or Latino: Male: Completed Both Transfer-Level Math and English Within the District in the First Year

Related Activity from Student Equity Plan
Restructure courses and course sequences

Categories
- Co-requisite courses
- Embedded Tutoring
- Supplemental instruction

Implementation Status
Implementation in progress

Expenditures

Year 1 Expenditures
2018-19 Allocation
$8,810,142
<table>
<thead>
<tr>
<th>Expenditure Type</th>
<th>Year 1 Amount</th>
<th>Percentage of Allocation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1000 - Instructional Salaries</td>
<td>$2,172,353</td>
<td>24.66%</td>
</tr>
<tr>
<td>2000 - Non-Instructional Salaries</td>
<td>$2,807,860</td>
<td>31.87%</td>
</tr>
<tr>
<td>3000 - Employee Benefits</td>
<td>$2,081,309</td>
<td>23.62%</td>
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<tr>
<td>4000 - Supplies and Materials</td>
<td>$64,000</td>
<td>0.73%</td>
</tr>
<tr>
<td>5000 - Other Operating Expenses and Services</td>
<td>$186,414</td>
<td>2.12%</td>
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<tr>
<td>6000 - Capital Outlay</td>
<td>$2,934</td>
<td>0.03%</td>
</tr>
<tr>
<td>7000 - Other Outgo</td>
<td>$0</td>
<td>0%</td>
</tr>
<tr>
<td><strong>Total Expenditures</strong></td>
<td><strong>$7,314,870</strong></td>
<td><strong>83.03%</strong></td>
</tr>
<tr>
<td><strong>Year 2 Forecast</strong></td>
<td><strong>$1,495,272</strong></td>
<td><strong>16.97%</strong></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$8,810,142</strong></td>
<td></td>
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<tr>
<td><strong>Remaining Allocation</strong></td>
<td><strong>$0</strong></td>
<td><strong>0%</strong></td>
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<tr>
<td>Activity Category</td>
<td>Percent</td>
<td>Amount</td>
</tr>
<tr>
<td>------------------------------------------------</td>
<td>---------</td>
<td>----------</td>
</tr>
<tr>
<td>Counseling</td>
<td>31%</td>
<td>$2,731,144</td>
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<tr>
<td>Professional development</td>
<td>4%</td>
<td>$352,406</td>
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<tr>
<td>Tutoring</td>
<td>2%</td>
<td>$176,203</td>
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<tr>
<td>Orientation/Welcome activities</td>
<td>5%</td>
<td>$440,507</td>
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<tr>
<td>Classified</td>
<td>42%</td>
<td>$3,700,260</td>
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<tr>
<td>Embedded Tutoring</td>
<td>3%</td>
<td>$264,304</td>
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<tr>
<td>First Year experience</td>
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<td>$0</td>
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<tr>
<td>Basic needs support (food, transportation, housing)</td>
<td>0%</td>
<td>$0</td>
</tr>
<tr>
<td>Other (Specify)</td>
<td>13%</td>
<td>$1,145,318</td>
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<td><strong>Sub-Totals</strong></td>
<td>100%</td>
<td><strong>$8,810,142</strong></td>
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<tr>
<td><strong>Uncategorized</strong></td>
<td>0%</td>
<td><strong>$0</strong></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>100%</td>
<td><strong>$8,810,142</strong></td>
</tr>
</tbody>
</table>

**Other Spending**

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

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**Success Story (optional)**

**Story Title**

Two day orientation

**Responsible Person**

Ortiz, Fernando (ortiz_fernando@sac.edu)

**Success Story**

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

Research has shown positive outcomes for SACDays attendees. Namely, a recent analysis of average number of units attempted showed that students who attend SACDays are more likely to enroll as full-time students the semester immediately after attending SACDays. To ensure that the data are not confounded, this comparison excludes students who attend SACDays and are also EOPS students, who are also likely to enroll in a higher number of units independent of a SACDays-type orientation.
According to SACDays coordinator, it is possible that SACDays attendees may be encouraged to enroll in more units based on exposure to a Career and Academic Pathway orientation (which is the Guided Pathways meta-major alignment at Santa Ana College). At these sessions, students are informed of student support services, available careers in their Career and Academic Pathway, the importance of staying on their path in order to complete their degree or certificate, and contact information for those needing further resources. Attendees also had the opportunity to participate in workshops that highlighted the Differences Between High School and College, Study Skills and Strategies for Success, College Success, and the college's Honors Program.

Outcomes

Comparison of New and Continuing Student SACDays Attendees

2016 Cohort, New Students (Attended SACDays Fall 2016, first term at SAC Fall 2016):
Average total units attempted: Fall 2016=12.0, Spring 2017=12.3, Fall 2017=11.2, Spring 2018=9.9

2016 Cohort, Continuing Students (Attended SACDays Fall 2017, first term at SAC Fall 2016):
Average total units attempted: Fall 2016 (pre-SACDays)=6.1, Spring 2017 (pre-SACDays)=9.1, Fall 2017=12.1, Spring 2018=1

2017 Cohort, New Students (Attended SACDays Fall 2017, first term at SAC Fall 2017):
Average total units attempted: Fall 2017=12.4, Spring 2018=11.2, Fall 2018=10.2, Spring 2019=9.2

2016 Cohort, Continuing Students (Attended SACDays Fall 2018, first term at SAC Fall 2017):
Average total units attempted: Fall 2017 (pre-SACDays)=5.9, Spring 2018 (pre-SACDays)=7.2, Fall 2018=9.6, Spring 2019=9.2

2018 Cohort, New Students (Attended SACDays Fall 2018, first term at SAC Fall 2018):
Average total units attempted: Fall 2018=12.4, Spring 2019=10.6

Challenges (optional)

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

Digital Dons Laptop Loan Program; 53.5% of program participants are female Latinx students (38.5% of students).
Learning Center; 12.6% of program participants are female Asian students (7.0% of students).
SACDays Student Onboarding Orientation; 47.7% of program participants are female Latinx students (38.5% of students).
SAC Promise; 52.0% of program participants are female Latinx students (38.5% of students).
Summer Scholars Transfer Institute; 57.2% of program participants are female Latinx students (38.5% of students).
U-Link Transfer Program; 53.1% of program participants are female Latinx students (38.5% of students).

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

Categories
- Bootcamps
- First Year experience
- Learning communities
- Orientation/Welcome activities
- Student Success workshops
- Technology access for students
- Textbook access
- Transportation
- Tutoring

**Responsible Person**

Ortiz, Fernando (ortiz_fernando@sac.edu)