

SEAP Subcommittee Focus DI Goals- Fall 2024.2025

<https://docs.google.com/document/d/1tUH6AQBix1a9WBXVBOjctczOexs0knCRQn8kA4oIV3s/edit?usp=sharing>

2022-2025 SEAP Plan Focus Student Populations

- Successful Enrollment in the First Year: **African Diaspora**
- Completed Both Transfer-Level Math and English within the District in the First Year: **Veteran Students**
- Retention First Primary Term to Subsequent Primary Term: **Males**
- Degree Completion within Three Years: **Males**
- Transferred to a Four-Year Institution within Three Years: **Males**

Metric: Successful Enrollment (ONE)

Population Experiencing the Most Significant Disproportionate Impact: Black/African Diaspora

TARGET OUTCOMES FOR 2022-25

Target Outcomes

Timeframe	Measurement Output
<i>Year 1 (2022-23)</i>	Inquiry, establish internal and external partnerships, establish metrics that we will use as our baseline data to help inform the development of Year Two (2) and Year Three (3) goals. Note: 2021-2022- 691 Black/African American students enrolled
<i>Year 2 (2023-24)</i>	Engage in activities to increase enrollment of African American/Black students who successfully enroll from 26 to 34 students (eight students or 28.9% increase)
<i>Year 3 (2024-25)</i>	Increase successful enrollment of Black/ African American students from 34 to 43 students (nine students or 28.9% increase); Create a community culture where Black/African American students have a sense of belonging at SAC. Expand promising practices to other disproportionately impacted groups by ethnicity (Indigenous, Asian, Filipino, etc.)

Metric: Completed Transfer-Level Math & English (TWO)

Population Experiencing the Most Significant Disproportionate Impact: Veterans

TARGET OUTCOMES FOR 2022-25

Timeframe	Measurement Output
<i>Year 1 (2022-23)</i>	Inquiry, establish internal and external partnerships, establish metrics that we will use as our baseline data to establish Year Two (2) and Year Three (3) goals.
<i>Year 2 (2023-24)</i>	Engage in activities to complete Transfer-Level Math and English by Veteran students from one to two students (one student or 124.7% increase)
<i>Year 3 (2024-25)</i>	Increase successful completion of Transfer-Level Math and English by Veteran students from two to five students (three students or 124.7% increase); Create a community culture where Veteran students have a sense of belonging at SAC. Expand promising practices to other disproportionately impacted groups by ethnicity (Indigenous, Asian, Filipino, etc.)

Metric: Retention from Primary Term to Secondary Term (THREE)

Population Experiencing the Most Significant Disproportionate Impact: Males

TARGET OUTCOMES FOR 2022-25

Target Outcomes

Timeframe	Measurement Output
<i>Year 1 (2022-23)</i>	Inquiry, establish internal and external partnerships, establish metrics that we will use as our baseline data to establish Year 2 and Year 3 goals.

<i>Year 2 (2023-24)</i>	Engage in activities to increase number of male students who persist from primary term to secondary term from 1150 to 1305 students (155 students or 13.5%)
<i>Year 3 (2024-25)</i>	Increase retention from primary term to secondary term of male students from 1305 to 1482 students (177 students or 13.5%); Create a community culture where Veteran students have a sense of belonging at SAC. Expand promising practices to other disproportionately impacted groups by ethnicity (Indigenous, Asian, Filipino, etc.)

Metric: Completion (FOUR)

Population Experiencing the Most Significant Disproportionate Impact: Males Areas of Completion

TARGET OUTCOMES FOR 2022-25

Target Outcomes

Timeframe	Measurement Output
<i>Year 1 (2022-23)</i>	Inquiry, establish internal and external partnerships, establish metrics that we will use as our baseline data to establish Year 2 and Year 3 goals.
<i>Year 2 (2023-24)</i>	Engage in activities for male students to attain the vision for success definition of completion within three years from 203 to 228 students (25 students or 12.5% increase)
<i>Year 3 (2024-25)</i>	Increase the vision for success definition of completion within three years for male students from 228 to 257 students (29 students or 12.5% increase); Create a community culture where male students have connection to support services and a sense of belonging at SAC. Expand promising practices to other DI Groups.

Metric: Transfer (FIVE)

Population Experiencing the Most Significant Disproportionate Impact: Males

TARGET OUTCOMES FOR 2022-25

Target Outcomes

Timeframe	Measurement Output
<i>Year 1 (2022-23)</i>	Inquiry, establish internal and external partnerships, establish metrics that we will use as our baseline data to establish Year 2 and Year 3 goals.
<i>Year 2 (2023-24)</i>	Engage in activities for male students to transfer to a four-year institution in three years from 126 to 146 students (20 students or 15.9% increase)
<i>Year 3 (2024-25)</i>	Increase the transfer of male students to transfer to a four-year institution in three years from 146 to 169 students (23 students or 15.9% increase); Create a community culture where male students have connection to support services and a sense of belonging at SAC. Expand promising practices to other DI Groups.

Student Equity and Achievement (SEA) Program Updates August 2024-

https://docs.google.com/document/d/1CY6B4Mse_cG9CwEjgXtU_2jukDQdoM6ayEvAzy1K_Mo/edit?usp=sharing

Recommended programs to review document for updates: President's Office, Research, Transfer Center, Counseling, Student Success, Professional Development, SEAP Accounting, and Office of VP of Student Success

Below are several SEA Program reminders and updates regarding allocations and budget information for 2024-25, student educational planning, the next student equity plan planning cycle (2025-28), upcoming SEA Program reports, and the SEA Program VAR webinar (on August 21, 2024).

Student Equity Plan: 2025-2028

Our collective efforts continue to be focused on supporting the three-year student equity planning cycle process of continuous improvement in equitable outcomes. We are in the process of planning the 2025-2028 Student Equity Plan template and timeline. Thank you to the 50 colleges who completed the Student Equity Plan Feedback Survey! The Chancellor's Office, along with the Student Equity Plan Task Force (with representation from key associations and system partners), received valuable feedback and recommendations, which will be instrumental in the development of SEP 3.0 (2025-28) Template. More information on the template and timeline will be provided soon.

Student Education Planning

The Student Equity and Achievement (SEA) Program was established in [Education Code 78222](#) with the intent of supporting Guided Pathways and the system-wide goal to eliminate achievement gaps. As a condition of the receipt of SEA Program funds, districts shall "provide all students with an education plan that identifies courses, a sequence of courses, key progress milestones, and other requirements the student must complete to earn an associate degree, career technical education certificate, other community college certificate, or meet transfer requirements. Notwithstanding any other law, students who are exempted from having an education plan under Section 78215 are not subject to the requirement of this paragraph."

In alignment with [Education Code 78222](#), metrics and processes regarding student educational planning will be included in the 2025-2028 Student Equity Plan template. All districts should ensure students receive a comprehensive education plan—especially for those who are transfer-intending students—as early as possible. These plans provide students clarity in their selected program of study, help to reduce

unit accumulation, and are central to student equity and success. (Per [Title 5 § 55524](#), student education plans developed for students shall be accessible, timely and recorded in electronic form.)

SEA Program Funding Allocations

In the [Enacted 2024-25 Budget](#), the SEA Program received same funding as previous fiscal year. Please see the [California Community Colleges Compendium of Allocations and Resources](#) for district-by-district allocation amounts. All district and college allocations for 2024-25 are now in NOVA. College specific allocations were mirrored from the previous fiscal year. Please review your college allocations and notify seaprograminfo@ccco.edu for any needed corrections. Colleges and districts have two full years to expend their allocations. Thus, colleges will have until June 30, 2026, to spend funds allocated for the 2024-25 academic year. (SEA Program funds may be used to support noncredit services and programs. Additionally, per [Education Code 78222](#) (c)(5)(B), districts may use SEA Program funds for faculty and staff development to assist in the implementation of equitable placement. Please click here for more information on [SEA Program Expenditure Guidelines](#)).

SEA Program Reports and Vision-Aligned Reporting (VAR) Webinar Reminder (Wednesday, August 21)

The SEA Program will continue to use NOVA as the platform for the 2024-25 academic year and for most reports during Fall 2025 (see table below for specific reporting due dates). A schedule of office hours for support will be sent in advance to the SEA Program Listserv for all the reports/plans listed in the table below.

Check out the California Community Colleges Listserve- Genuinely, Chantal Lamourelle

<https://listserv.cccnext.net/scripts/wa-CCCNEXT.exe?INDEX>

Participatory Governance Committee
[SEAP Goal Setting and Assessment Sheet](#)

Santa Ana College
 Fall 2024. Spring 2025

Committee/Subcommittee:

Reporting Committee: Student Equity and Achievement Program

In accordance with our Participatory Governance Handbook:

At the start of each academic year, participatory governance (sub)committees are to set attainable and measurable goals, which are then reviewed and assessed at the end of the academic year. Participatory governance committees shall adhere to accreditation standards as they relate to the specific charge of the committee and maintenance of adequate records (meeting minutes). Assessment of these goals is reported to the College Council each year.

Once approved, goals are to be posted to the respective committee webpages. Goals should be assessed, and outcomes presented to the respective reporting committee at the end of each academic year. Reporting committees will provide an outcome summary to the College Council at the end of the Spring semester.

Date	Goal	Activities	Measurable Outcome and Method of Assessment	Link to Committee, College Strategic Goal, or other College Plan Goal	Completion Date	Outcome (to be completed end of designated semester)
					<i>Fall 2024</i>	
					<i>Fall 2024</i>	
					<i>Spring 2025</i>	
					<i>Spring 2025</i>	
					<i>Spring 2025</i>	

Goals should be:

- *Specific* (clear and concise),
- *Measurable* (how would success be measured or assessed?),
- *Achievable* (challenging, but possible),
- *Relevant* (goal fits within the (sub) committee or strategic goals of the college),
- *Time-bound* (attainable within a reasonable timeframe).

Activities are products (e.g., workshops, training, etc.) designed to help accomplish goals.

Outcomes are measurable aspects of the activities (e.g., creation of documents/reports, updating webpages, etc.)

Strategic Planning Documents

The College bases its strategic planning on the following institutional and departmental plans:

- Education Plan: (insert new plan if updated)
- Facilities Plan: (insert new plan if updated)
- Institutional Effectiveness and Assessment Plan: (insert new plan if updated)
- Technology Plan: [Integrated Technology Plan 22-25 \(SAC\)](#) ; [Strategic Technology Plan 2021-2024](#)
- Basic Skills/Student Equity/Student Success and Support Program Integrated Plan: [2017-2019 Integrated Plan](#) (insert new plan if updated)
- SEAP Plan: [Santa Ana College Equity Plan 2022-2025](#)
- Program Review: [Program Review \(sac.edu\)](#) (insert new plan if updated)
- Guided Pathways Work Plan: [Guided%20Pathways%20Work%20Plan%20Santa%20Ana%20College%20Final%20Draft%209.1.23%20\(CC2nd%20Read-Apvd%209.13.23\)](#)
- SEAP Subcommittee DI Focus Priorities- - Fall 2023-Fall 2024- https://docs.google.com/document/d/1Ow_cFT89-2Jsy0_hgYP399pE8TJXXZD1Q9ZpAv-aPNQ/edit?usp=sharing

Additional SEAP Planning Resources **Note: Subcommittees may add additional resources.**

- SEAP Institutionalized Programs:
- SEAP Program Awardees
- Enrollment Management Report
- Affinity Centers
- Student Services
- Veterans Center

SEAP Subcommittee:

Subcommittee Lead:

Subcommittee Members:

Meeting Date:

Subcommittee Members Present:

MEETING NOTES:

ACTION ITEMS: