Rancho Santiago Community College District
Student Equity Plans, 2019-2022

September 2020

To ensure all students have equal educational opportunities and academic success, regardless of race, gender, age, disability, or economic circumstances, the Chancellor's Office directed its colleges to identify and provide support services and resources to address gaps in student achievement. In doing this, the colleges create a student equity plan that identifies disproportionately impacted (DI) student populations and outlines ways to improve: access, retention, math and English completion, transfer, and vision goal completion.
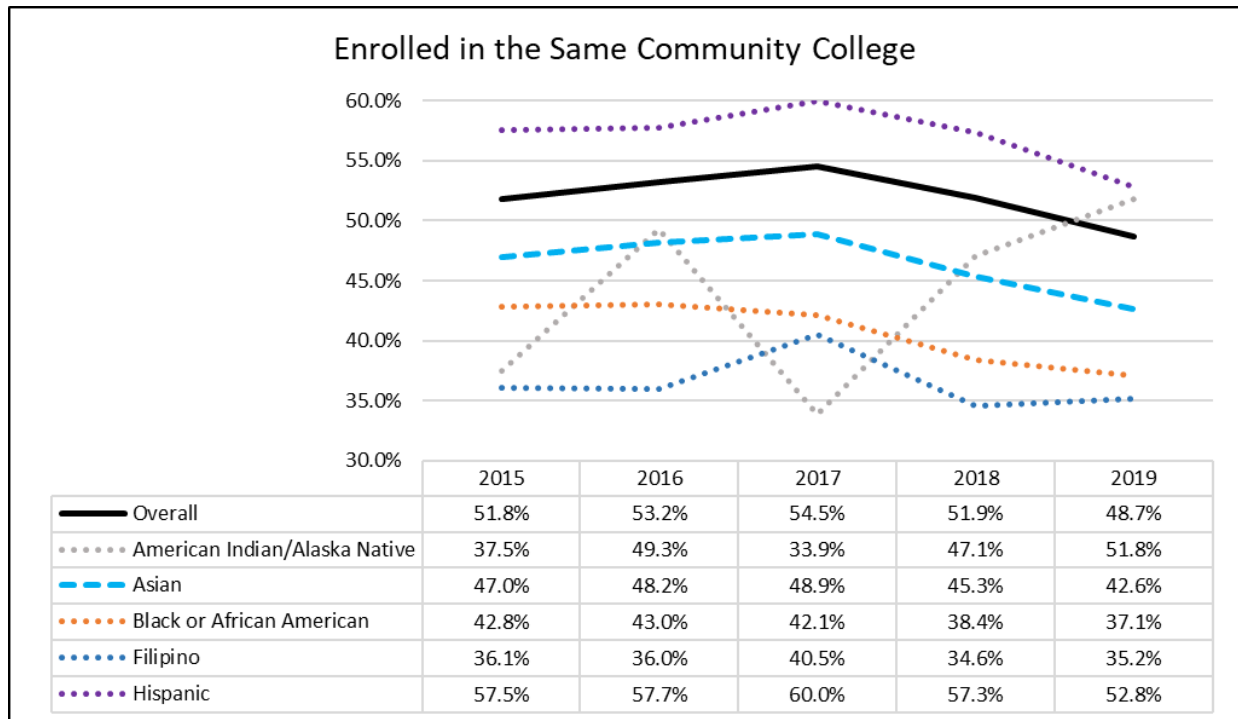
Santa Ana College and Santiago Canyon College have conducted extensive data analysis on each of the "success metrics" provided by the Chancellor's Office, developed local goals targeted for 2021-22, identified strategies to meet those goals, and vetted the local goals through their established governance committees for review and approval. At the June 17, 2019 Board of Trustees' meeting, staff presented the colleges' goals and strategies to accomplish them. The following summaries and charts demonstrate the progress that the colleges have made since last year.

Santa Ana College's Equity Plan Statement
(see Equity Plan for list of activities)

Santa Ana College (SAC), which turned 100 years old in 2015, serves over 18,000 students each semester at its main campus in Santa Ana, California and 7,000 firefighter and law enforcement professionals in Orange County and throughout California. The college prepares students for transfer to four-year institutions and provides invaluable workforce training and customized training for business and industry. In addition, another 11,000 students are served through the college's School of Continuing Education located at Centennial Education Center, Remington Education Center, the Adult Education Center on the Santa Ana College campus, among others. Ranked as one of the nation's top two-year colleges awarding associate degrees to Latino and Asian students, the college is also recognized throughout the state for its comprehensive workforce training programs for nurses, firefighters, law enforcement and other medical personnel. SAC is one of two comprehensive colleges within Rancho Santiago Community College District.
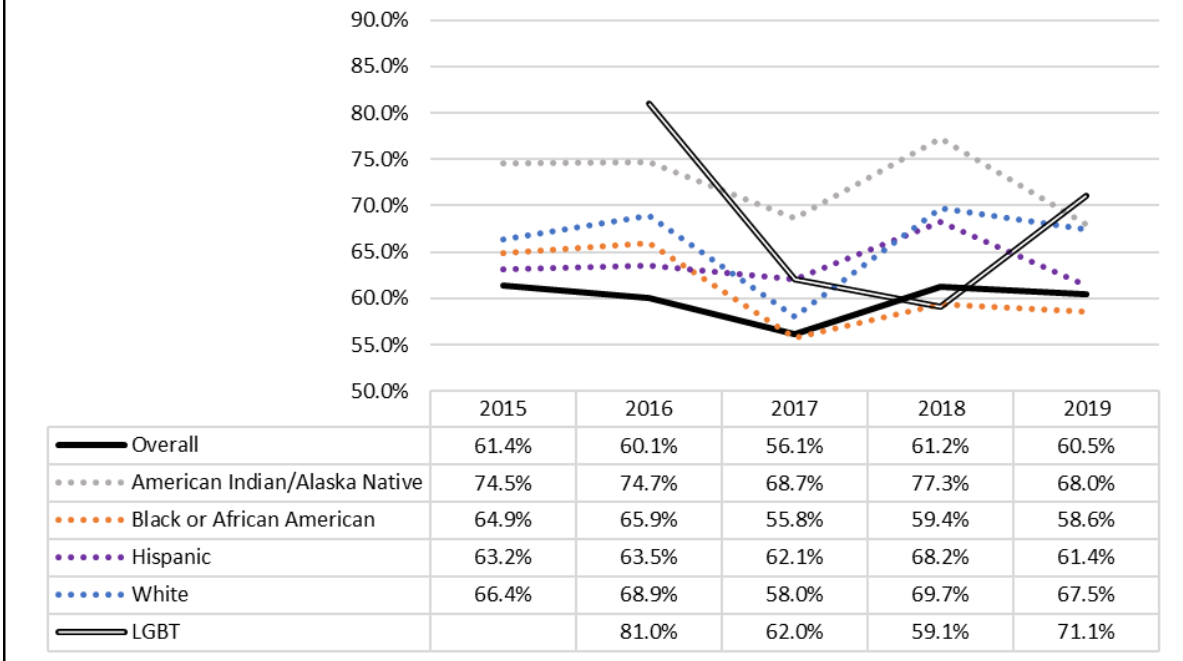
Santa Ana College faculty, staff and administrators are proud to serve the institution's surrounding communities. Educators, community and business leaders, municipal partners, entrepreneurs, and philanthropists coordinate to create a college that has as its mission the attainment of the educational goals and dreams of an entire region. The Student Equity initiative at Santa Ana College is designed to make the attainment of these dreams and goals incumbent upon the hard work and character of our students and not income, gender, ethnicity, disability status, foster youth status, LGBTQ identity, previous military service, nor any other qualifying characteristic. The goal is to have a campus where student success is the center of our every activity and is the measure by which we determine the college's success.

The Santa Ana College Equity Plan represents a collaborative process of inquiry, coordination and planning and reflects our efforts to bring together plans and activities from various academic, student service, and administrative divisions. It is the promise of the members of our institution to work together across all boundaries to supply the best possible campus for our students to receive an education. Many of the activities presented in the plan cross between Research, Continuing Education, Student Services, Academic Affairs, and Administrative Services and are designed to eliminate boundaries and provide support to our students though Guided Pathways. We are committed to creating an equity-minded culture that will allow us to engage in strategic practices leading to student completion.

Enrolled in the Same Community College

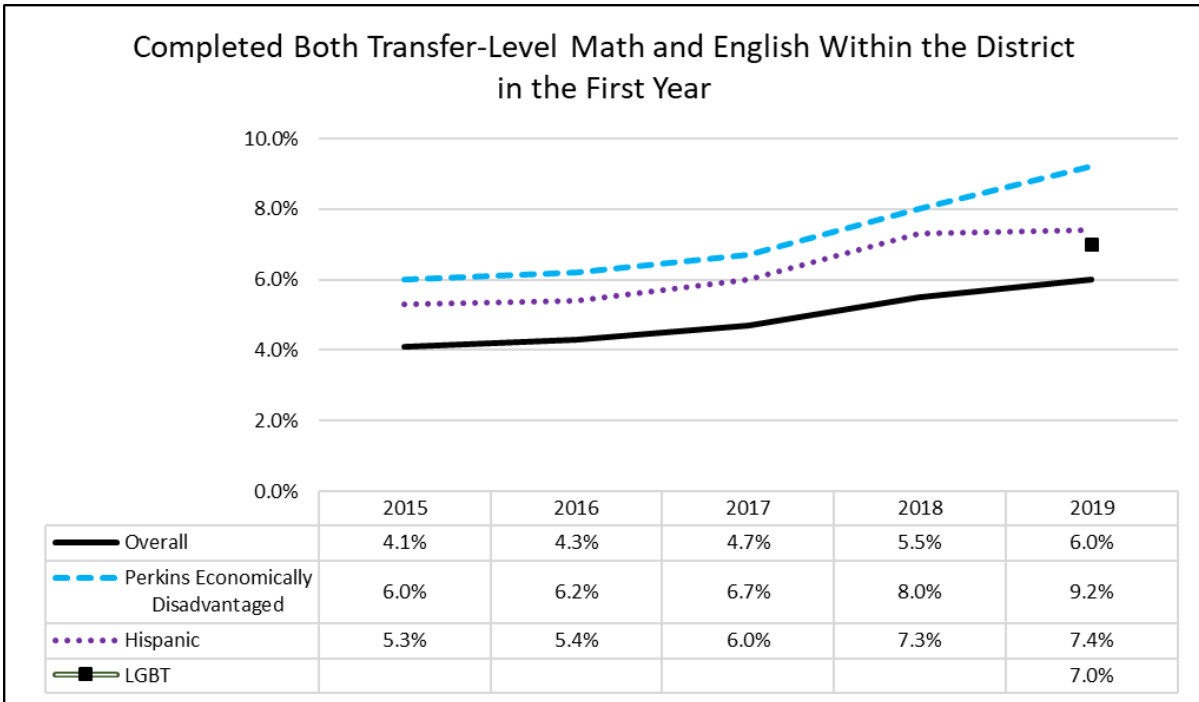|	2015	2016	2017	2018	2019
Overall	51.8%	53.2%	54.5%	51.9%	48.7%
American Indian/Alaska Native	37.5%	49.3%	33.9%	47.1%	51.8%
Asian	47.0%	48.2%	48.9%	45.3%	42.6%
Black or African American	42.8%	43.0%	42.1%	38.4%	37.1%
Filipino	36.1%	36.0%	40.5%	34.6%	35.2%
Hispanic	57.5%	57.7%	60.0%	57.3%	52.8%

Disproportionately Impacted Groups for which data are not provided due to FERPA data block:
Foster Youth, LGBT, Veteran

Retained from Fall to Spring at the Same College

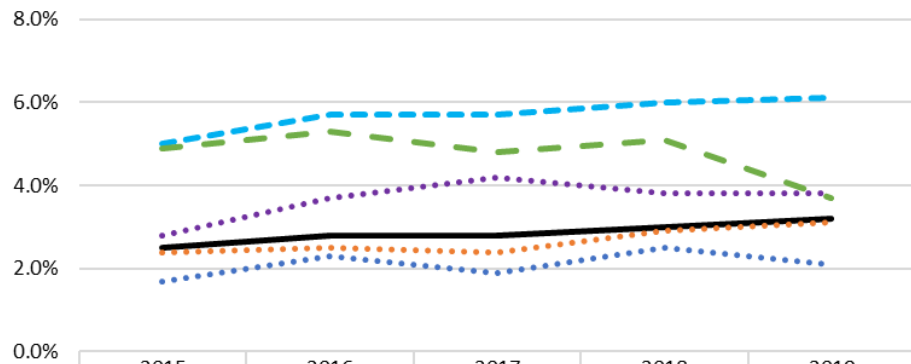|	2015	2016	2017	2018	2019
Overall	61.4%	60.1%	56.1%	61.2%	60.5%
American Indian/Alaska Native	74.5%	74.7%	68.7%	77.3%	68.0%
Black or African American	64.9%	65.9%	55.8%	59.4%	58.6%
Hispanic	63.2%	63.5%	62.1%	68.2%	61.4%
White	66.4%	68.9%	58.0%	69.7%	67.5%
LGBT		81.0%	62.0%	59.1%	71.1%

Disproportionately Impacted Groups for which data are not provided due to FERPA data block:
No groups were excluded from this metric

Completed Both Transfer-Level Math and English Within the District in the First Year

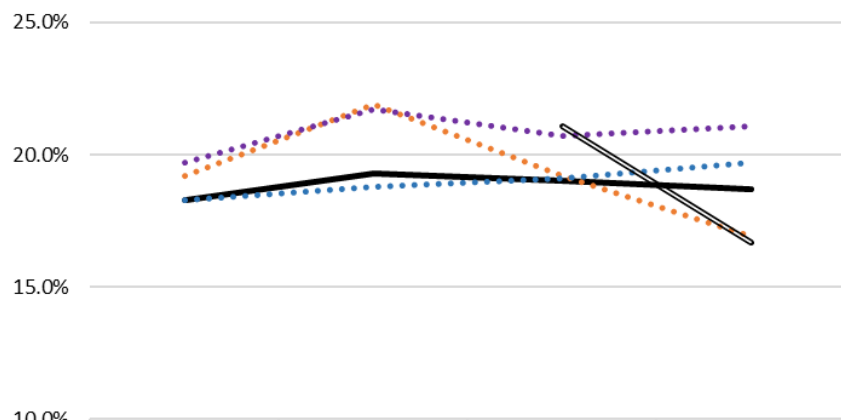|	2015	2016	2017	2018	2019
Overall	4.1%	4.3%	4.7%	5.5%	6.0%
Perkins Economically Disadvantaged	6.0%	6.2%	6.7%	8.0%	9.2%
Hispanic	5.3%	5.4%	6.0%	7.3%	7.4%
LGBT					7.0%

Disproportionately Impacted Groups for which data are not provided due to FERPA data block: American Indian/Alaska Native, Black or African American, Foster Youth, Student with Disabilities, Veteran

Attained the Vision Goal Definition of Completion

	2015	2016	2017	2018	2019
Overall	2.5%	2.8%	2.8%	3.0%	3.2%
Perkins Economically Disadvantaged	5.0%	5.7%	5.7%	6.0%	6.1%
Black or African American	2.4%	2.5%	2.4%	2.9%	3.1%
Hispanic	2.8%	3.7%	4.2%	3.8%	3.8%
White	1.7%	2.3%	1.9%	2.5%	2.1%
Veteran	4.9%	5.3%	4.8%	5.1%	3.7%

Disproportionately Impacted Groups for which data are not provided due to FERPA data block:
American Indian / Alaska Native, Pacific Islander or Hawaiian Native

Transferred to a Four-Year Postsecondary Institution

	2015	2016	2017	2018
Overall	18.3%	19.3%	19.0%	18.7%
Black or African American	19.2%	21.9%	19.2%	16.9%
Hispanic	19.7%	21.7%	20.7%	21.1%
White	18.3%	18.8%	19.1%	19.7%
LGBT			21.1%	16.7%

Disproportionately Impacted Groups for which data are not provided due to FERPA data block:
American Indian / Alaska Native

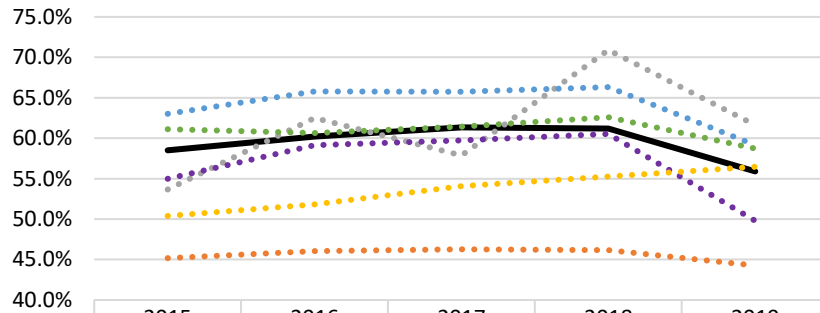# Santiago Canyon College's Equity Plan Statement

Santiago Canyon College recognizes the importance of equity and the college is committed to ensuring tenets of equity are paramount to the development and integration of all campus-wide plans, procedures, and policies. The college established a Student Equity Committee and was part of the participatory governance structure. In 2015, this Student Equity Committee and the Student Success Committee merged to provide a more seamless and collaborative effort between the Student Equity and Student Success and Support Program, and the BSI Work Group, creating the Student Success and Equity Committee (SS&EC).

In the Fall of 2016, with guidance from the California Community Colleges Chancellor's Office (CCCCO), the program leaders for SCC's multiple success initiatives (SSSP, SSSP Noncredit, BSI, BSIT, ABG Block Grant, Strong Workforce, and Student Equity) met to develop a plan to integrate our initiatives based on common goals shared by the programs. In the Spring of 2017, with a formal template provided, the program leaders of the four programs identified by the CCCCO (SSSP, SSSP Noncredit, BSI, and Student Equity) met to begin the development of a plan that would integrate the goals, activities, and programs of the four initiatives. This served as the genesis for SCC's Integrated Plan which was submitted at the end of the fall semester, 2017.

In the Fall of 2018, it was announced that the Chancellor's Office would formally merge the four programs into one program called the Student Equity and Achievement (SEA) Program, but would still require the development of a standalone equity plan. The Chancellor's Office provided new "success metrics" to identify disproportionate impact, and a new dashboard by which to pull data from. SCC, however, faces a singular challenge in deriving meaningful analysis of disproportionate impact in some of the metrics due to deficiencies and idiosyncrasies in our MIS submission data, especially the fact that we combine reporting of credit and noncredit students. The Chancellor's Office, provided direction to create activities utilizing guided pathways as a framework. In the spring of 2019, the template, and the general student data and equity data were released. Campus researchers drew down the data on state-mandated target populations from the Chancellor's Office dashboard. The data was cleaned and used in the development of strategies that address the gaps found under the five success metrics.

A call was placed to SCC's campus community to request activities that would serve to reduce the achievement gap for students identified in the data. A subgroup of the Student Success and Equity Committee met to review and suggest activities for inclusion in the equity plan. A draft of the plan was then reviewed by shared governance committees (Student Success & Equity, Academic Senate, and College Council) for editing and approval.
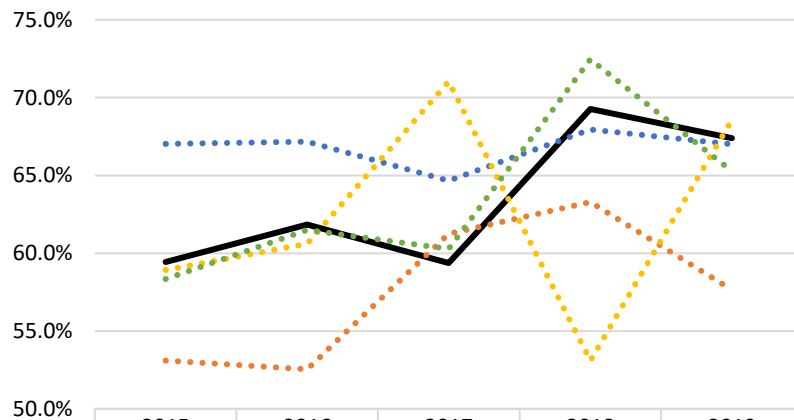
Enrolled in the Same Community College

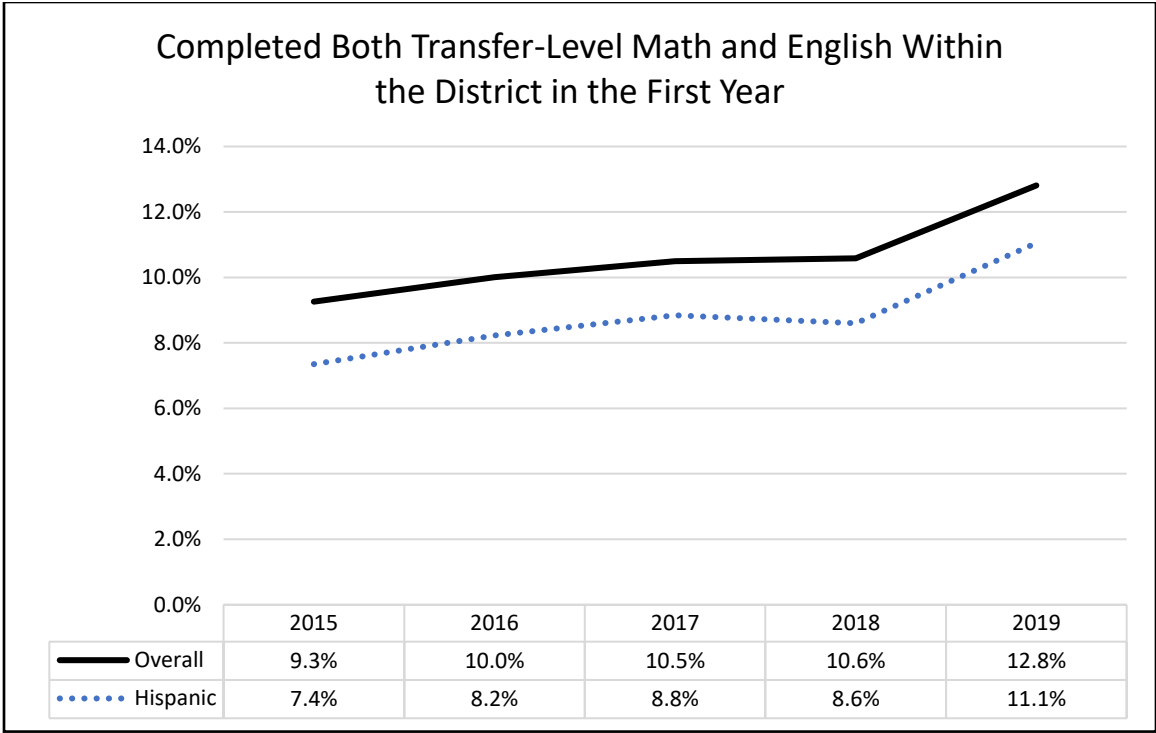|	2015	2016	2017	2018	2019
Overall	58.5%	60.2%	61.3%	61.2%	55.9%
American Indian/Alaska Native	53.7%	62.5%	57.9%	70.9%	61.6%
Asian	45.2%	46.0%	46.3%	46.2%	44.3%
Black or African American	55.0%	59.1%	59.7%	60.5%	49.8%
Filipino	50.4%	51.8%	54.1%	55.3%	56.5%
Hispanic	63.0%	65.8%	65.8%	66.3%	59.2%
White	61.1%	60.7%	61.4%	62.6%	58.7%

Disproportionately Impacted Groups for which data are not provided due to FERPA data block:
Foster Youth, Student with Disabilities, and LGBT
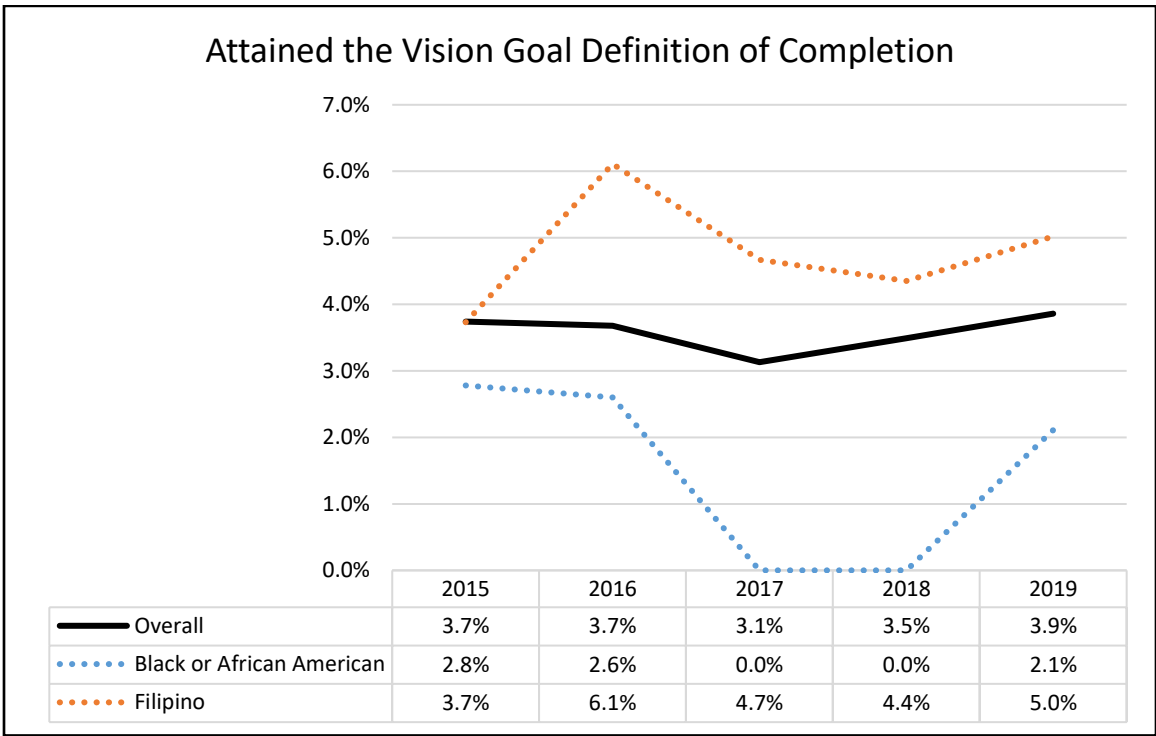
Retained from Fall to Spring at the Same College

	2015	2016	2017	2018	2019
Overall	59.4%	61.9%	59.4%	69.3%	67.4%
Black or African American	53.1%	52.5%	61.3%	63.3%	57.6%
Economically Disadvantaged	67.0%	67.2%	64.7%	68.0%	67.0%
Foster Youth	58.9%	60.6%	71.0%	53.1%	68.6%
Hispanic	58.3%	61.5%	60.3%	72.5%	65.3%

Disproportionately Impacted Groups for which data are not provided due to FERPA data block:
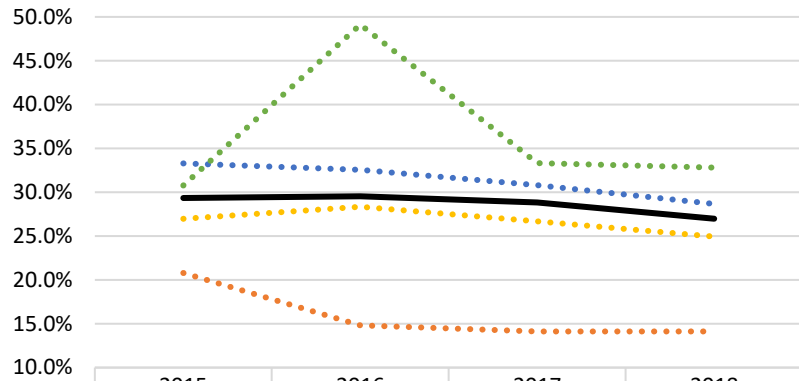No groups were excluded from this metric

Completed Both Transfer-Level Math and English Within the District in the First Year

	2015	2016	2017	2018	2019
Overall	9.3%	10.0%	10.5%	10.6%	12.8%
Hispanic	7.4%	8.2%	8.8%	8.6%	11.1%

Disproportionately Impacted Groups for which data are not provided due to FERPA data block:
Black or African American

Attained the Vision Goal Definition of Completion

	2015	2016	2017	2018	2019
Overall	3.7%	3.7%	3.1%	3.5%	3.9%
Black or African American	2.8%	2.6%	0.0%	0.0%	2.1%
Filipino	3.7%	6.1%	4.7%	4.4%	5.0%

Disproportionately Impacted Groups for which data are not provided due to FERPA data block:
American Indian/Alaska Native, Foster Youth, and Pacific Islander or Hawaiian Native

Transferred to a Four-Year Postsecondary Institution

	2015	2016	2017	2018
Overall	29.4%	29.5%	28.8%	27.0%
Black or African American	20.8%	14.8%	14.1%	14.1%
Economically Disadvantaged	33.3%	32.6%	30.8%	28.7%
Filipino	30.8%	49.1%	33.3%	32.8%
Hispanic	27.0%	28.3%	26.7%	24.9%
LGBT			27.0%	

Disproportionately Impacted Groups for which data are not provided due to FERPA data block:
American Indian/Alaska Native, Foster Youth, and Pacific Islander or Hawaiian Native