



**SADDLEBACK COLLEGE
STUDENT EQUITY AND
ACHIEVEMENT PROGRAM:
2022-25 STUDENT EQUITY PLAN**

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2022-25 STUDENT EQUITY PLAN

ASSURANCES:

- I have read the legislation [Education Code 78220](#) and am familiar with the goals, terms, and conditions of the Student Equity Plan, as well as the requirements of Student Equity & Achievement Legislation.

- I read and have given special consideration to Education Code 78220 section (b) and have considered the input of groups on campus including, but not limited to, the academic senate, academic faculty and staff, student services, and students, and have considered additional involvement of appropriate people from the community.

Race Consciousness in Equity Plan Development

In line with our college mission, the staff, and faculty of Saddleback College are dedicated to providing students with an outstanding, student-centered, learning experience and strong support services. We assist students in their effort to gain skills to support their transfer and career goals with intentional, innovative and collaborative support from both an instructional and student services equity focused lens.

Student Equity is a state-supported policy that works toward creating equal opportunity for access, success and transfer for groups historically underrepresented in higher education. Using the data provided by the Office of Planning, Research, and Accreditation, Saddleback College has created a plan to identify and address structural and academic barriers to academic success for students with greatest need. The goal of this plan is to close achievement gaps and help promote student success among our disproportionately impacted student groups.

This plan was developed by an approved body of contributors including: Professors: Claire Cesareo, Jonathan Luque, Sumaya McCleave, Efren Rangel, Steve Rosa and Dr. Femia Scarfone. Classified Professionals: Georgina Martinez, Dolores Paguirigan, Kim Rezvani, and Truong Tran. Administration: Dr. Juan Avalos, Dr. Kim D'Arcy, Dr. Roxanne Metz, Nicola Perry, Dr. Penny Skaff and Shouka Torabi. This plan was shared widely and presented to our college's participatory governance groups.

Contacts

DISTRICT CONTACT INFORMATION FORM

Required Contacts:

- Project Lead: Dr. Juan Avalos, Vice President of Student Services
- Alternate Project Lead: Dr. Penny Skaff, Dean of Counseling and Special Programs
- Approver: Chancellor/President: Dr. Elliot Stern
- Approver: Chief Business Officer: Cory Wathen
- Approver: Chief Instructional Officer: Tram Vo-Kumamoto
- Approver: Chief Student Services Officer: Dr. Juan Avalos
- Approver: Academic Senate President: Heidi Ochoa
- Approver: Guided Pathways Coordinator/Lead: Jonathan Luque

Equity Plan Reflection

2019-22 ACTIVITIES SUMMARY

- Additional Counseling, new student support staff and mentors
- Dedicated Financial Aid Specialist Outreach to DI Groups
- Emergency grants
- Faculty professional development
- Gas and grocery cards
- Retention
- Implementation of AB705
- Increase Transfer
- Increase and adoption of ZTC

KEY INITIATIVES/PROJECTS/ACTIVITIES

For a year our campus read, Undocumented. This college wide shared reading sparked critical dialogue campus wide and helped our college community understand the broader issues we face both locally and globally. From this One-Book effort, our faculty launched the Culturally Responsive Teaching and Learning Committee; whose aim is to provide our faculty with the education and resources to ensure their teaching styles and classrooms are void of micro aggressions and barriers that provide unnecessary burdens to students. This training included assessments of syllabi, clearer understanding of the benefits and necessity of AB 705 adoption, and most significantly a sense of urgency toward our Zero Textbook Cost (ZTC) efforts. An Equity and Inclusion Committee launched in spring of 2021 to ensure our campus community has a space regularly to bring forth equity and diversity concerns.

Efforts to provide access to disproportionately impacted students include the implementation of AB 705, the removal of basic skills English and math courses from our curriculum and our shift in placement policies. In addition, we increased hiring of focused student services staff to assist Hispanic and Latinx, First-Generation, and socioeconomically disadvantaged students in the enrollment process. These staff were trained and housed in Financial Aid, our Learning Resource Center and a new outreach program CLASE. Our SEA plan provided the ability to bring on more diverse and multi-lingual counselors into our counseling office. The plan allowed for increased

collaboration with our 14 area high schools in two neighboring school districts. A Saddleback College counselor is assigned to each area high school and provides Saddleback College counseling primarily to high school seniors, but begins to plant the college seed early with 9th, 10th and 11th graders with a focus on First-Generation college students. Between focused counseling and AB 19 we have had the opportunity to support Promise Cohorts of more than 1,000 diverse students for the past three years. Even with free college, students struggle to stay enrolled due to financial concerns, but the SEA plan allowed us to provide Emergency Grants to low income students. Other notable SEA efforts include an early alert system (Progress Report) which allows faculty, student and counselor to work as a team to support retention. SEA has been working in tandem with our Guided Pathway efforts with the inception of Pathway Completion Teams in spring 2021

EVIDENCE OF DECREASED DISPROPORTIONATE IMPACT

The efforts discussed above have focused on multiple metrics in the SEA plan. AB 705 efforts including the addition and offering of support courses along with our embedded tutoring program have resulted in significant increases in successful math and English completions in the first year for all students and reduced gaps for our disproportionate impacted students. ZTC has helped remove financial barriers for our students, saving millions of dollars in textbook costs, and has a positive impact in term-to-term persistence. CLASE offers mentoring to our transfer focused Hispanic and Latinx students and has a positive impact on term-to-term persistence. Equity gaps have narrowed across most metrics for students in our Promise Program, which offers triage and case management support services, addressing both academic and basic needs such as food insecurity, mental health, tutoring, and counseling services. Promise now serves more than half of first-time college students at Saddleback.

2022-25 PLANNING EFFORTS

The 2019-22 student equity plan informed our 2022-25 effort in multiple areas. While the integrated SEA plan did afford greater collaboration than prior SSSP plans, our approach for 2022-25 includes representation from all leadership groups and increased collaborative planning around our learning pathways and newly formed Connection Teams. This new plan will begin with the end in mind, meaning, there will be a focus on identifying what careers our students are striving for and how Saddleback College can help them achieve their career goals. We will not only help students plan for Saddleback College but also employ a more thoughtful approach to educating students on what to expect following transfer. Using resources such as the RP Group's Beyond the Gates research, we are identifying what our students need in order to be successful once they are at the four-year campus or in the workforce.

In fall of 2023, we look to open our new student services center, the Gateway Building, and the planning of this three-story, high-tech, energy-saving students resource building has been designed with equity and inclusion in mind. This new building will have an Apple-like store appeal, where staff are ready to come to students and support them, no longer tucked inside an office. There will be an open communal feel that welcomes everyone. We are building with a goal of removing barriers and creating a seamless process to providing services, from application to graduation, supporting our students, particularly, our First Generation and Hispanic and Latinx students at every milestone. Our hope is to take what has been experienced and learned through our Promise program and expand it campus wide. Through our Credit for Prior Learning (CPL),

we also look to honor our non-traditional students and their work experiences and apply college credit where credit is due.

PANDEMIC ACKNOWLEDGEMENT

- Interrupted Work Fully
- Catalyzed Work
- Delayed Work

Interrupted: in spring 2020 as our campus reacted to the pandemic, a variety of activities were inevitably interrupted including on campus tours, four-year college tours, in-person workshops, in-person ASG campus life activities, and the regular distribution of above and beyond services supported by SEP such physical gas and grocery card distribution.

Catalyzed: The pandemic catalyzed work such as increased online teaching, offering all student services in various modalities, increased technology supports (Chromebook Loan Program and increased internet access throughout campus in outdoor spaces. The pandemic forced us to think out of the box and we moved toward e-grants, collaborating with the College Foundation and the Financial Aid Office. In fact, we increased opportunities to support student and award students' financial funds through an online process. In the end, we found ourselves able to execute emergency grants in a timelier manner. The pandemic encouraged us to try new off the shelf student supports such as online mentoring. The college was able to scale up the online mentor program, Mentor Collective to levels not considered if not being forced to see past the confines of brick and mortar

Delayed: The pandemic did create a delay on the launch of our Guided Pathway Completion Teams (now Connection Teams as of Fall '22). The demand on our *Guided Pathway Faculty Leads* to transition to 100% online teaching in spring 2020 and then AY 2020-2021 seemed unreasonable to add another level of work during this time. We are however, excited to report that our faculty led teams are up and running and active as they research and plan focused and target activities for students in their pathway,

Link to Executive Summary

The Student Equity Plan is central to upholding SC's mission statement and to implementing Strategic Plan Goal 1. Goal 1 includes providing an equity framework by which the Plan's metrics of access can be addressed through: successful enrollment, retention from fall-to-spring, completion of transfer level math and English in 1 year, certificate and degree completion, and transfer to a four-year institution.

[https://sharepoint.saddleback.edu/groups/sesp/Shared%20Documents/Private%20Document%20Share/Student%20Equity%20Program/2019-2022%20Student%20Equity%20Plan%20\(in%20SEAP\)/2019-2022_student_equity_plan_final.pdf](https://sharepoint.saddleback.edu/groups/sesp/Shared%20Documents/Private%20Document%20Share/Student%20Equity%20Program/2019-2022%20Student%20Equity%20Plan%20(in%20SEAP)/2019-2022_student_equity_plan_final.pdf)

The college's strategic plan goal 1 is to ensure equity in access and achievement by:

- Goal 1: Ensure Student Equity in Access and Achievement
 - Objective 1.1: Reduce and eliminate the achievement gap among underrepresented students
 - Objective 1.2: Reduce and eliminate the achievement gap for completion rates in transfer-level math and English
 - Objective 1.3: Reduce and eliminate the achievement gap between online and traditional classroom classes
 - Objective 1.4: Increase equity in access to college
 - Objective 1.5: Reduce and eliminate student Fall-to-Spring and Fall-to-Fall retention equity gaps
 - Objective 1.6: Cultivate culturally responsive and inclusive learning and working environment free from explicit/implicit biases
 - Objective 1.7: Cultivate a culturally responsive and inclusive learning and working environment free from institutional biases

Student Populations Experiencing Disproportionate Impact Across all Metrics

Student Population* for Metric Workflow	Metrics				
	Enrollment	Completed Transfer-Level Math & English	Retention: First Primary Term to Secondary Term	Transfer	Completion
Current or former foster youth	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students with disabilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Low-income students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Veterans	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
American Indian or Alaska Native	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Asian	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Black or African American	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hispanic or Latino/a/x	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Native Hawaiian or other Pacific Islander	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
White	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Some other race	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
More than one race	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Homeless students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
LGBTQ+	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other: First-Generation college students	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

*Populations detailed in [Education Code 78220](#)

Metric: Successful Enrollment

Population Experiencing the Most Significant Disproportionate Impact:

Hispanic or Latinx

TARGET OUTCOMES FOR 2022-25

Timeframe	Measurement Output
Year 1 (2022-23)	Reduce achievement gap in Hispanic or Latinx students' enrollments by 3%
Year 2 (2023-24)	Reduce achievement gap in Hispanic or Latinx students' enrollments by 4%
Year 3 (2024-25)	Reduce achievement gap in Hispanic or Latinx students' enrollments by 5%

STRUCTURAL EVALUATION

STRUCTURE EVALUATION: Current Structure

- Instruction
 Student Services
 Business Services
 Other

What is the college's current process/policy/practice/culture that impedes equitable outcomes for this population?

College's current process that may impede equitable student outcomes for Hispanic and Latinx students to navigate the complex system of application and enrollment.

Clarifying the Path:

- Students who make a mistake will be negatively impacted in how they are coded (ex. Issues with residency, omission of SSN) and requires in-person appointment to correct.
- Limited targeted support for Hispanic and Latinx students; material is primarily in English.
- College application is lengthy and confusing.
- No current districtwide conversation regarding simplifying and aligning the course prerequisite clearance process. Same classes do not share the same entry and exit tokens.
- No existing Student Relations Management system (SRM) in place to more effectively identify and assist students with completing the onboarding process.
- FAFSA/DREAM Act remain optional.
- Little college information translated in Spanish; google translate on webpage is not

reliable.

Entering the Path:

- Limited staff to provide bilingual (English/Spanish) onboarding support.
- No current transportation plans are in place to bring potential students who want to explore our campus.
- Current process for AB-540 students is complex.

STRUCTURE EVALUATION: Ideal Structure

- | | |
|--|---|
| <input checked="" type="checkbox"/> Instruction | <input checked="" type="checkbox"/> Business Services |
| <input checked="" type="checkbox"/> Student Services | <input checked="" type="checkbox"/> Other |

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population?

What can bring more equitable student outcomes in enrollment for Hispanic and Latinx students?

Clarifying the path:

- Spread awareness of college programs and resources that provide support to Hispanic and Latinx students through marketing campaigns and outreach communication to high school partners, community-based organization and in multiple languages.
- Identify a private marketing agency that specializes in Hispanic and Latinx audiences to develop targeted marketing efforts.
- Hire additional Spanish speaking Enrollment Coaches.
- Offer Enrollment workshops such as Orientation, Advisement, and creating a First Semester Plan in Spanish with facilitation by Spanish speaking Enrollment Coaches and Counselors.
- Incorporate a Student Relations Management (SRM) system that assists with effectively communicating and onboarding incoming Hispanic and Latinx students.

Entering the path:

- Utilize Guided Pathway Completion Teams as interest area based inquiry action teams that address academic success barriers common to Hispanic and Latinx students.
- Improve the districtwide prerequisite process.
- Increase the number of Enrollment Coaches to expand onboarding and enrollment support for Hispanic and Latinx students.
- Develop business processes and communication for AB-540-student onboarding that is clear and easy to navigate and establish an on-campus DREAM CENTER.

PLANNING & ACTION

Intended Audience/Recipient:

- | | |
|--|--|
| <input checked="" type="checkbox"/> Administrator | <input checked="" type="checkbox"/> Partner (K12, Transfer, other) |
| <input checked="" type="checkbox"/> Faculty | <input checked="" type="checkbox"/> Students |
| <input checked="" type="checkbox"/> Classified Staff | |

Action Steps:

Clarifying the Path:

- Assess and inventory current college communications.
- Use outside agencies to help craft messages that are culturally focused and provide timely and manageable information.
- Professionally translate all materials into multiple languages.
- Become community partners with organizations such as ELAC, faith-based and non-profit organizations.
- Hire additional bilingual Enrollment Coaches to assist with application and enrollment processes.

Entering the Path:

- Utilize Guided Pathway Completion Teams as interest area based inquiry action teams that address academic success barriers common to Hispanic and Latinx students.
- Develop an onboarding business process that streamlines enrollment for AB-540/undocumented students.
- Review prospective Hispanic and Latinx student experiences through the onboarding process to help keep students on the path through the role of Enrollment Coaches and Success Coaches.
- Scale Spanish-language onboarding services such as advising, orientation, educational planning, and registration through collaboration of Enrollment Coaches and Counseling.

SUPPORT NEEDED

Support Needed

- Field Guidance & Implementation
- Technical Assistance/Professional Development
- Data & Research
- Policy & Regulatory Actions
- Technology Investments & Tools
- Pilots & Building Communities of Practice

Description of Support Needed

Policy & Regulatory Actions:

- Standardize time for registration across all community colleges.
- Standardize course numbers across all community colleges.

Technology Investments & Tools:

- Standardize student information systems across all community colleges.
- Expand college application information access to include abandoned applications for follow-up support.
- Adopt a statewide SRM to more effectively communicate and case manage student interactions.

Metric: Completed Transfer-Level Math & English**Population Experiencing the Most Significant Disproportionate Impact:**

Hispanic and Latinx

TARGET OUTCOMES FOR 2022-25

Timeframe	Measurement Output
<i>Year 1 (2022-23)</i>	Reduce achievement gap in completion of both transfer level English and math by 1%
<i>Year 2 (2023-24)</i>	Reduce achievement gap in completion of both transfer level English and math by 2%
<i>Year 3 (2024-25)</i>	Reduce achievement gap in completion of both transfer level English and math by 3%

STRUCTURAL EVALUATION**STRUCTURE EVALUATION: Current Structure**

- | | |
|--|--|
| <input checked="" type="checkbox"/> Instruction | <input type="checkbox"/> Business Services |
| <input checked="" type="checkbox"/> Student Services | <input type="checkbox"/> Other |

What is the college's current process/policy/practice/culture that impedes equitable outcomes for this population?

College's current process that may impede equitable student outcomes for Hispanic and Latinx students to complete transfer-level English and math courses.

Clarifying the Path:

- A lack of data sharing between Saddleback College and our main two feeder school districts.
- No strong messaging on the importance of incoming Hispanic and Latinx students and their enrollment in math and English coursework.
- A lack of a systemic approach to reach out to Hispanic and Latinx students who have not

completed or enrolled in a math or English course in their first semester.

Entering the Path:

- Costs of attending college full-time.
- A lack of academic-support services for Hispanic and Latinx students with non-traditional schedules, limited academic knowledge, and limited English.
- No sample schedule that support part-time enrollment.

Stay on the Path and Ensure Learning:

- An assumption that all students can make our class schedule work.
- Inconsistent grading practice.

STRUCTURE EVALUATION: Ideal Structure

- | | |
|--|---|
| <input checked="" type="checkbox"/> Instruction | <input checked="" type="checkbox"/> Business Services |
| <input checked="" type="checkbox"/> Student Services | <input type="checkbox"/> Other |

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population?

Opportunities to facilitate equity minded processes to improve transfer-level English and math among Hispanic and Latinx students.

Clarifying the Path:

- Utilize Guided Pathway Completion Teams as interest area based inquiry action teams that address academic success barriers common to Hispanic and Latinx students.
- Develop transition pathways to English and math to help Hispanic and Latinx students transition from high school to college that emphasizes their placement directly into transfer-level English and math.
- Encourage dual enrollment of transfer-level English and math when possible.
- Offer expanded Spanish-speaking enrollment support and counseling services.
- Host family nights to involve the Hispanic and Latinx families in their students' educational journeys.
- Provide ongoing support through Spanish speaking Success Coaches and Spanish speaking peer mentors (Mentor Collective).

Entering the Path:

- Create a process to recognize residency for AB 540 eligible students prior to receiving a high school diploma.
- Expand financial support and work study opportunities to support Hispanic and Latinx students.
- Develop and host workshops for parents of Hispanic and Latinx students to demystify higher education.

Stay on the Path and Ensure Learning:

- Success Coaches with focus on Hispanic and Latinx students not enrolled in math or English courses.

- Create culturally responsive teaching pedagogy for Hispanic and Latinx students.
- Hire more Hispanic and Latinx full-time English and math faculty.
- Increase our Mentor Collective for Hispanic and Latinx students.
- Develop professional development for faculty: cultural competency, grading for equity, Begin book club: Ungrading.
- Increase embedded tutoring in English and math classes with Spanish speaking tutors.

PLANNING & ACTION

Intended Audience/Recipient:

- | | |
|--|--|
| <input checked="" type="checkbox"/> Administrator | <input checked="" type="checkbox"/> Partner (K12, Transfer, other) |
| <input checked="" type="checkbox"/> Faculty | <input checked="" type="checkbox"/> Students |
| <input checked="" type="checkbox"/> Classified Staff | |

Action Steps:

Clarifying the Path

- Utilize Guided Pathway Completion Teams as interest area based inquiry action teams that address academic success barriers common to Hispanic and Latinx students.
- Support English/ESL/math faculty to develop partnerships with outreach and high school discipline colleagues to help provide information to future students as to why they should take these courses as soon as possible and not delay enrollment.
- Explore new math and English enrollment management deadlines and offer contextualized courses.

Entering the Path:

- Host family nights
- Create a process to recognize residency for AB 540 eligible students
- Expand financial support and work study with targeted messaging to Hispanic and Latinx students
- Create a systemic approach to follow up with Hispanic and Latinx students not enrolled in a math or English course with our Enrollment Coaches

Stay on the Path and Ensure Learning:

- Fund and provide administrative support to develop professional development and Communities of Practice that includes:
 - Equitable grading practices
 - Culturally responsive pedagogy for Hispanic and Latinx students
 - Continue to increase OER texts and other low-cost materials
 - Student-friendly office hours
- Encourage faculty to submit textbooks to the library reserve
- Hire more ethnically diverse FT faculty
- Fund and support an embedded tutoring program in English and math courses.

SUPPORT NEEDED

Support Needed

- Technical Assistance/Professional Development
- Data & Research
- Policy & Regulatory Actions
- Technology Investments & Tools

Description of Support Needed

Technical Assistance

- Guided Pathways
 - Alignment of SEA, Guided Pathways, and DEI goals
 - Culturally relevant curriculum
 - Equitable grading practices

Metric: Completed Transfer-Level Math & English

Population Experiencing the Most Significant Disproportionate Impact:

First-Generation College Students

TARGET OUTCOMES FOR 2022-25

Timeframe	Measurement Output
<i>Year 1 (2022-23)</i>	Reduce achievement gap in completion of both transfer level Math and English by 4%
<i>Year 2 (2023-24)</i>	Reduce achievement gap in completion of both transfer level Math and English by 8%
<i>Year 3 (2024-25)</i>	Reduce achievement gap in completion of both transfer level Math and English by 13%

STRUCTURAL EVALUATION

STRUCTURE EVALUATION: Current Structure

- Instruction
- Student Services
- Business Services
- Other

What is the college's current process/policy/practice/culture that impedes equitable outcomes for this population?

College's current process that may impede equitable student outcomes for First-Generation

students to complete transfer-level English and math courses.

Clarifying the Path:

- No systemic approach of following up with First-Generation students who have not completed/enrolled in a math or English course.
- No targeted campaigns to raise awareness on the importance of completing math and English in the first year.

Entering the Path:

- The financial cost of attending college and additional life obligations.
- A lack of focused academic support services for First-Generation students with non-traditional schedules and limited academic knowledge.
- A lack of clear messaging that suggest math and English in the first year leads to greater completion overall.

Stay on the Path and Ensure Learning:

- Inconsistent grading practices.
- A lack of direct messaging to First-Generation students of academic-support services available to them and how to access them; an assumption all students know about free tutoring and faculty office hours.

STRUCTURE EVALUATION: Ideal Structure

- | | |
|--|---|
| <input checked="" type="checkbox"/> Instruction | <input checked="" type="checkbox"/> Business Services |
| <input checked="" type="checkbox"/> Student Services | <input type="checkbox"/> Other |

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population?

Below are specific processes and practices that will bring more equitable student outcomes in completion of transfer-level English and math for First-Generation students.

Clarifying the Path:

- Utilize Guided Pathway Completion Teams as interest area based inquiry action teams that address academic success barriers common to First-Generation students.
- Create a program with outreach that targets First-Generation students to help transition to college English and math by providing them with information about taking these courses within their first year and what to expect.
- Create sample schedules that demonstrate completion of both English and math in a part-time schedule.
- Prescribe and require a path of study that requires First-Generation students to attempt math and English in their first year.
- An identified Enrollment and Success Coach to provide individualize support from application to completion.

Entering the Path:

- Expand financial support and work study to help eliminate the need to work off campus.

Stay on the Path and Ensure Learning:

- Develop and maintain learning communities for First-Generation students that include English and math courses.
- Hire more full-time English and math faculty.
- Encourage the adoption of Open Educational Resources (OER) English and math texts
Define what office hours are.
- Develop embedded tutoring and counseling services in the classroom specifically designed for First-Generation students.
- Increase faculty usage of the early alert system or Progress Report to identify First-Generation students who may be at-risk of not passing.
- Develop additional student-centered resources and support Mentor Collective where students can learn from one another.

PLANNING & ACTION**Intended Audience/Recipient:**

- | | |
|--|--|
| <input checked="" type="checkbox"/> Administrator | <input checked="" type="checkbox"/> Partner (K12, Transfer, other) |
| <input checked="" type="checkbox"/> Faculty | <input checked="" type="checkbox"/> Students |
| <input checked="" type="checkbox"/> Classified Staff | |

Action Steps:**Clarifying the Path:**

- Utilize Guided Pathway Completion Teams as interest area based inquiry action teams that address academic success barriers common to First-Generation students.
- Support English/ESL/math faculty to develop partnerships with outreach office and high school discipline colleagues.
- Prescribe and require a path of study that requires First-Generation students to attempt math and English in their first year.
- Provide optional “math jams” for students.

Entering the Path:

- Support to host family and community nights for the families of First-Generation students.
- Expand financial support and work study opportunities for First-Generation students.
- Leverage and promote EOPS support for First-Generation students.

Stay on the Path and Ensure Learning:

- Success Coaches to track and monitor First-Generation behavior and provide outreach and support.

SUPPORT NEEDED

Support Needed

- Field Guidance & Implementation
- Technical Assistance/Professional Development
- Data & Research
- Policy & Regulatory Actions
- Technology Investments & Tools
- Pilots & Building Communities of Practice

Description of Support Needed

- Guided Pathways
- Alignment of SEA, Guided Pathways, and DEI goals
- Culturally relevant curriculum
- Equitable grading practices

Metric: Retention from Primary Term to Secondary Term

Population Experiencing the Most Significant Disproportionate Impact:

First-Generation College Students

TARGET OUTCOMES FOR 2022-25

Target Outcomes

Timeframe	Measurement Output
<i>Year 1 (2022-23)</i>	Reduce achievement gap in Fall to Spring persistence by 4%
<i>Year 2 (2023-24)</i>	Reduce achievement gap in Fall to Spring persistence by 8%
<i>Year 3 (2024-25)</i>	Reduce achievement gap in Fall to Spring persistence by 12%

STRUCTURAL EVALUATION

STRUCTURE EVALUATION: Current Structure

- Instruction
- Student Services
- Business Services
- Other

What is the college's current process/policy/practice/culture that impedes equitable outcomes for this population?

College's current process that may impede equitable student outcomes for First-Generation students retention from primary term to secondary term.

Clarifying the Path:

- No specific outreach efforts for undecided First-Generation students introducing them to interest areas during their first semester.
- No specific outreach efforts for First-Generation students to utilize academic support services, such as counseling and Learning Resource Center during their first semester.
- The college support programs are designed primarily for full time students only.
- Student portal (MySite) is challenging; an assumption everyone has access to technology (internet, laptops, Chromebooks).

Entering the Path:

- Confusing certificate/noncredit/career pathways for First-Generation students who are not pursuing transfer pathways.
- No family support groups or resources for the families of First-Generation students.

Staying on the Path:

- No strategy for retaining First-Generation students.
- Lack of use of college's Early Alert or Progress Report system that can assist in connecting First-Generation students to the necessary support to be academically successful.
- Limited data on First-Generation students.
- No programs specifically designed for First-Generation student.

Ensure Learning:

- Limited training intended to prepare faculty to implement culturally relevant pedagogy for First-Generation students.
- No cohort-model for first-Generation students to provide comprehensive academic support and feel connected.

STRUCTURE EVALUATION: Ideal Structure Instruction Business Services Student Services Other**What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population?**

Below are processes that will bring more equitable student outcomes in retention from primary to secondary term for First-Generation students.

Clarifying the Path:

- Utilize Guided Pathway Completion Teams as interest area based inquiry action teams that address academic success barriers common to First-Generation students.
- Assign a Success Coach to every First-Generation student.
- Develop and utilize targeted messages for First-Generation students who are undecided.
- Develop relationships with the feeder high schools to have intentional outreach for First-Generation students coming to the college.

Entering the Path:

- Develop campus communication/messaging that is more student friendly for incoming students that incorporates guided pathways milestones program mapper and eventually works as part of a Student Relationship Management (SRM) system.
- Develop ongoing academic-support programs/resources for First-Generation students to assist them in navigating their first year of college.
- Connect First-Generation students to academic-support programs as soon as they enroll at the college by way of enrollment and Success Coaches.

Stay on the Path:

- Create programs/initiatives for First-Generation students to assist them in feeling a sense of belonging to the college.
- Hire Success Coach to support First Generation students.
- Utilize retention data to identify when/what support First-Generation students need.
- Develop a comprehensive strategy for retaining First-Generation students.
- Track First-Generation students who lose financial aid and reach out to these students to encourage them to return to the college.
- Guarantee access to college Financial Literacy programs
- Create First-Generation students' affinity group and mentorship programs/Mentor Collective.
- Scale up the college's Early Alert System/Progress Report to help First-Generation college students stay on track.

Ensure Learning:

- Create opportunities, through campus events, for community engagement for first-generation students.
- Develop a First-Generation students' cohort program or learning community.
- Develop contextualized course that support First-Generation students.

PLANNING & ACTION**Intended Audience/Recipient:**

- | | |
|--|---|
| <input checked="" type="checkbox"/> Administrator | <input type="checkbox"/> Partner (K12, Transfer, other) |
| <input checked="" type="checkbox"/> Faculty | <input checked="" type="checkbox"/> Student |
| <input checked="" type="checkbox"/> Classified Staff | |

Action Steps:**Clarifying the Path:**

- Utilize Guided Pathway Completion Teams as interest area based inquiry action teams that address academic success barriers common to First-Generation students.
- Develop an implementation plan for targeted messaging to First-Generation students that will include information on interest areas and services and aligns with student success milestone.

Entering the Path:

- Create first year/semester experience of sequenced classes by leveraging current program maps for undecided students who identify as First Generation.
- Develop campus communication/messaging that is adapted to First-Generation students.
- Assign a Success Coach to ensure case management strategies in alignment with Guided Pathways.

Stay on the Path:

- Utilize intentional outreach by way of Enrollment and Success Coaches to provide in-reach to First-Generation students to encourage them to use college services such as financial aid, counseling, and learning centers.
- Create programs/initiatives for First-Generation students to foster a sense of community at the college.
- Utilize retention data to develop a comprehensive retention strategy designed for First-Generation students.

Ensure Learning:

- Utilize Guided Pathway Completion Teams as interest area based inquiry action teams that address academic success barriers common to First-Generation students.
- Expand programs and practices focused on developing a sense of community for First-Generation students.
- Institute college-wide initiatives to prepare faculty to implement culturally relevant pedagogy for First-Generation students.
- Provide faculty professional development activities.
- Explore opportunities to provide college credit that is connected to employment based learning through programs like CWE (Cooperative Work Experience)

SUPPORT NEEDED**Support Needed**

- Field Guidance & Implementation
- Technical Assistance/Professional Development
- Data & Research
- Policy & Regulatory Actions
- Technology Investments & Tools
- Pilots & Building Communities of Practice

Description of Support Needed

- Develop and host statewide professional development that supports faculty and staff in understanding the successful retention strategies that support First-Generation students.
- Provide robust funding to implement innovative practices and initiatives such as Guided Pathways and SEA.
- Funding for technology to implement Student Information Systems that support equity plan initiatives
- Funding to continue to reduce the cost of college for students.
- Increase accessibility to zero cost textbook resources.
- Assist colleges with purchasing Student Relationship Management Systems that allow for

text message communication.

- Improve articulation and pathways from community colleges to universities.
- Address transportation barriers common to First-Generation students.

Metric: Completion

Population Experiencing the Most Significant Disproportionate Impact:

Hispanic and Latinx

Areas of Completion

- Adult Ed/Noncredit Completion
- Certificate Completion
- Degree Completion

TARGET OUTCOMES FOR 2022-25

Timeframe	Measurement Output
<i>Year 1 (2022-23)</i>	Reduce achievement gap in award completion by 2%
<i>Year 2 (2023-24)</i>	Reduce achievement gap in award completion by 4%
<i>Year 3 (2024-25)</i>	Reduce achievement gap in award completion by 6%

STRUCTURAL EVALUATION

STRUCTURE EVALUATION: Current Structure

- Instruction
- Student Services
- Business Services
- Other

What is the college's current process/policy/practice/culture that impedes equitable outcomes for this population?

College's current process that may impede equitable student outcomes for Hispanic and Latinx students to complete stated educational goal.

Clarifying the path:

- A lack of guidance specifically designed for Hispanic and Latinx students on how the college's Guided Pathways design works.
- No specific connection between Hispanic and Latinx students and Completion Teams.

Entering the path:

- Many Hispanic and Latinx first-time students are undecided when they start college
- Lack of effective communication to Hispanic and Latinx students about available academic counseling, and services.
- A lack of available data on why noncredit Hispanic and Latinx students are not completing

certificates of competency in the noncredit ESL program.

- A lack of a college-wide articulation strategy to course completion, degree and certificate attainment and credit programs for Hispanic and Latinx students enrolled in the college's noncredit ESL program.

Stay on the Path and Ensure Learning:

- A lack of focused communication strategies to inform Hispanic and Latinx students of academic counseling, services, financial aid, and resources.

STRUCTURE EVALUATION: Ideal Structure

Instruction

Student Services

Business Services

Other

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population?

Below are specific processes and practices that will bring more equitable student outcomes in completion of degrees and certificates for Hispanic and Latinx students.

Clarify and Enter a Path:

- Utilize Guided Pathway Completion Teams as interest area based inquiry action teams that address academic success barriers common to Hispanic and Latinx students.
- Identify Enrollment and Success Coaches to help track and monitor Hispanic and Latinx student progress.
- Engage in outreach to prospective Hispanic and Latinx students to develop targeted information sessions regarding degrees, certificates, and support services offered by the college.
- Collect and utilize data to learn how Hispanic and Latinx students navigate the Guided Pathways framework as they enter college.
- Track the progress of Hispanic and Latinx students as they create and follow educational plans.
- Coordinate and sequence targeted communication to Hispanic and Latinx students through a student relationship management (SRM) system.
- Monitor noncredit ESL students who identify as Hispanic and Latinx to transition to credit pathways and intervene as needed.

Stay on the Path and Ensure Learning:

- Promote financial aid opportunities and academic support centers to Hispanic and Latinx students.
- Recommend all Guided Pathway Completion Teams to identify and address equity gaps in outcomes for Hispanic and Latinx students.
- Provide a campus-wide Embedded Tutor Program to assist Hispanic and Latinx students.
- Expand Cooperative Work Experience (CWE) opportunities to Hispanic and Latinx students.
- Increased on-campus work-study opportunities for Hispanic and Latinx students.

- Develop a degree audit system focused Hispanic and Latinx students who are near completion of degrees and/or certificates.

PLANNING & ACTION

Intended Audience/Recipient:

- | | |
|--|--|
| <input checked="" type="checkbox"/> Administrator | <input checked="" type="checkbox"/> Partner (K12, Transfer, other) |
| <input checked="" type="checkbox"/> Faculty | <input checked="" type="checkbox"/> Students |
| <input checked="" type="checkbox"/> Classified Staff | |

Action Steps:

Clarify and Enter a Path:

- Utilize Guided Pathway Completion Teams as interest area based inquiry action teams that address academic success barriers common to Hispanic and Latinx students.
- Map Hispanic and Latinx student experience including navigation of our student systems to uncover barriers.
- Ensure Hispanic and Latinx students to complete comprehensive student education plans at the end of their first semester/year.
- Develop all communication materials in multiple languages, specifically Spanish.

Stay on the Path and Ensure Learning:

- Utilize Guided Pathway Completion Teams as interest area based inquiry action teams that address academic success barriers common to Hispanic and Latinx students.
- Identify Enrollment and Success Coaches to help track and monitor Hispanic and Latinx student progress
- Collect completion data on Hispanic and Latinx students, including information about exit points/reasons, utilization of financial aid, and access to student support services.
- Increase use of Early Alert System Progress Report for timely feedback on performance.
- Increase and publicize access to technology, such as laptops, tablets, and consistent WIFI, to reduce barriers that may prevent Hispanic and Latinx students from completing courses, enrolling, and submitting materials for graduation and transfer.
- Expand access to support services (e.g. nights and weekends)
- Review class schedules to provide offerings (e.g. time and modality) to allow completing degrees/certificates in a timely manner; not all students can attend full time.
- Expand Embedded-tutoring programs across disciplines.
- Increase opportunities for Hispanic and Latinx students to experience work-based learning including jobs, internships, and apprenticeships (CWE)

SUPPORT NEEDED

Support Needed

- Field Guidance & Implementation
- Technical Assistance/Professional Development
- Data & Research
- Policy & Regulatory Actions
- Technology Investments & Tools

Description of Support Needed

- Provide statewide professional development opportunities that introduce participants to what other colleges are doing in the area of completion.
- Provide robust funding to implement innovative practices and initiatives such as Guided Pathways and SEA.
- Support technology to implement student information and communication systems that assist equity plan initiatives.
- Provide additional support to continue to reduce the cost of college for students.
- Increase accessibility to zero-textbook-cost resources.
- Improve articulation and pathways from community colleges to universities.
- Encourage the UC system to accept articulated high school course credit.
- Provide professional development for faculty on equitable instructional practices that help retain Hispanic and Latinx students.

Metric: Completion

Population Experiencing the Most Significant Disproportionate Impact:

First-Generation College Student

Areas of Completion

- Adult Ed/Noncredit Completion
- Degree Completion
- Certificate Completion

TARGET OUTCOMES FOR 2022-25

Timeframe	Measurement Output
<i>Year 1 (2022-23)</i>	Reduce achievement gap in award completion by 3%
<i>Year 2 (2023-24)</i>	Reduce achievement gap in award completion by 6%
<i>Year 3 (2024-25)</i>	Reduce achievement gap in award completion by 8%

STRUCTURAL EVALUATION

STRUCTURE EVALUATION: Current Structure

- | | |
|--|---|
| <input checked="" type="checkbox"/> Instruction | <input checked="" type="checkbox"/> Business Services |
| <input checked="" type="checkbox"/> Student Services | <input type="checkbox"/> Other |

What is the college's current process/policy/practice/culture that impedes equitable outcomes for this population?

College's current process that may impede equitable student outcomes for First-Generation students to complete stated educational goal.

Clarify the Path:

- Information overload of new information during the onboarding process regarding requirements to complete degrees or certificates.
- A lack of guidance specifically designed for First-Generation students on how the college's Guided Pathways design works for them.
- A lack of clear direction for First-Generation students on how to use academic-support tools such as Learning Resource Center and Faculty Office Hours.

Entering the Path:

- Lack of effective communication to First-Generation students about available academic counseling, and services.
- Limited first semester experience/learning communities for undecided students who identify as First-Generation.
- Working students have limited access passed 7:00pm Monday through Thursday and less on Friday and little to no weekend support.

Stay on the Path and Ensure Learning:

- A lack of focused communication strategies to First-Generation students to inform of academic counseling services, financial aid, and resources.

STRUCTURE EVALUATION: Ideal Structure

- | | |
|--|---|
| <input checked="" type="checkbox"/> Instruction | <input checked="" type="checkbox"/> Business Services |
| <input checked="" type="checkbox"/> Student Services | <input type="checkbox"/> Other |

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population?

Below are specific processes and practices that will bring more equitable student outcomes in completion of degrees and certificates for First-Generation students

Clarify and Enter a Path:

- Utilize Guided Pathway Completion Teams as interest area based inquiry action teams that address academic success barriers common to First-Generation students.
- Identify Enrollment and Success Coaches to help track and monitor Hispanic and Latinx student progress.

- Utilize data on First-Generation students' usage and effectiveness of services such as Guided Pathways' framework and make revisions to better fit their needs.
- Update online and in-person orientation and advisement to include accessible language First-Generation students can understand.
- Collaborate with high schools to develop actions and programs that help transition First-Generation students to the college.
- Develop first-year experience programs targeting First-Generation students in all Guided Pathway interest areas
- Coordinate targeted communication for First-Generation students through a SRM system.
- Require student education plan (My Academic Plan (MAP)) after completion of one semester or one year.

Stay on the Path and Ensure Learning:

- Promote full utilization of financial aid and academic support centers.
- Identify Enrollment and Success Coaches to help track and monitor Hispanic and Latinx student progress.
- Encourage all Guided Pathway Completion Teams to work on addressing equity gaps in outcomes for First-Generation students.
- Utilize culturally relevant curriculum.
- Fund and support a campus wide embedded classroom tutor program.
- Design ways to better market scholarship opportunities to First-Generation students.
- Increase work-study opportunities for First-Generation students.
- Target outreach to First-Generation students who are near completion of degrees and/or certificates.

PLANNING & ACTION

Intended Audience/Recipient:

- | | |
|--|--|
| <input checked="" type="checkbox"/> Administrator | <input checked="" type="checkbox"/> Partner (K12, Transfer, other) |
| <input checked="" type="checkbox"/> Faculty | <input checked="" type="checkbox"/> Students |
| <input checked="" type="checkbox"/> Classified Staff | |

Action Steps:

Clarify and Enter a Path:

- Utilize Guided Pathway Completion Teams as interest area based inquiry action teams that address academic success barriers common to First-Generation students.
- Identify Enrollment and Success Coaches to help track and monitor Hispanic and Latinx student progress.
- Collect data to better understand how First-Generation students utilize the Guided Pathways framework, counseling, and career services and make changes, as needed.
- Require First-Generation students to complete comprehensive student education plans at the end of their first semester or year.
- Collect completion data on First-Generation students, including exit points/reasons and percentage of part time, First-Generation students.

Stay on the Path and Ensure Learning:

- Collect data to better understand how First-Generation students use financial aid, counseling, learning resource center, and Mentor Collective and make changes to college practices, as needed.
- Increase use of Early Alert System/Progress Report for timely feedback on student performance
- Improve efforts to increase participation of campus engagement activities (e.g. clubs, equity activities, and honors program)
- Increase access to technology
- Review class schedules to provide offerings (e.g. time and modality) to allow completing degrees/certificates in a timely manner. Not all student schedules can be full-time.
- Increase opportunities for First-Generation students to experience work-based learning including jobs, internships, and apprenticeships by exploring the Career Resource Center.

SUPPORT NEEDED

Support Needed

- Field Guidance & Implementation
- Technical Assistance/Professional Development
- Data & Research
- Policy & Regulatory Actions
- Technology Investments & Tools

Description of Support Needed

- Provide statewide professional development opportunities to share best practices on how to best support First-Generation students.
- Provide robust funding to implement innovative practices and initiatives such as guided pathways and SEA.
- Support technology to implement student information and communication systems that assist equity plan initiatives.
- Provide additional support to continue to reduce the cost of college for First-Generation students.
- Improve articulation and pathways from community colleges to universities.
- Address transportation barriers for students seeking to attend college.
- Encourage the UC system to accept articulated high school course credit.
- Encourage communications and alignments between high schools and community colleges to make dual enrollment and transitions to community college easier.
- Explore additional supports for non-academic barriers, such as housing.

Metric: Transfer

Population Experiencing the Most Significant Disproportionate Impact:

Hispanic and Latinx

TARGET OUTCOMES FOR 2022-25

Timeframe	Measurement Output
Year 1 (2022-23)	Reduce achievement gap in transfer by 3%
Year 2 (2023-24)	Reduce achievement gap in transfer by 6%
Year 3 (2024-25)	Reduce achievement gap in transfer by 8%

STRUCTURAL EVALUATION

STRUCTURE EVALUATION: Current Structure

- Instruction
- Student Services
- Business Services
- Other

What is the college's current process/policy/practice/culture that impedes equitable outcomes for this population?

College's current process that may impede equitable student outcomes for Hispanic and Latinx students to transfer.

Clarifying the Path:

- No substantial outreach that supports the community wide message regarding the value of the four-year degree.
- Transfer-related events are not planned to support the working student.

Entering the Path:

- Navigation of general education and transfer requirements (including transfer time frames) are confusing and hard to find information.

Stay on the Path:

- While the college has effective culturally competent support resources (recruitment) specifically designed to the needs of the Hispanic and Latinx population, there are limited supports once they are enrolled and physically on campus.
- Hispanic and Latinx students do not enroll full-time at the same rate as our non-Hispanic/non-Latinx students.
- Our courses are offered predominantly between the hours of 8:00am-4:00pm.

- Lack of support services to assist Hispanic and Latinx students with the transfer-related financial aid process

Ensure Learning:

- A lack of culturally-competent curriculum in many courses
- Student success services are not always provided (i.e. limited tutoring, limited evening hours, limited multiple languages) or students are not aware they exist on campus.

STRUCTURE EVALUATION: Ideal Structure

- Instruction
- Student Services
- Business Services
- Other

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population?

Below are specific processes and practices that will bring more equitable student outcomes in transfer for Hispanic and Latinx students

Clarifying the Path:

- Completion Team
- Enrollment Coach
- Design transfer-related events for Hispanic and Latinx students.
- Expand opportunities for dual enrollment to decrease transfer time for Hispanic and Latinx students enrolled at local high schools.

Entering the Path:

- Completion Team
- Enrollment Coach
- Explore an embedded counseling program to help students navigate general education (GE) and transfer requirements.

Stay on the Path:

- Expand support for Dream Scholars program for undocumented students to work towards transfer.
- Support campus culture of transfer through targeted campus events and workshops, including Spanish-language events.
- Expand work study and paid research opportunities to help Hispanic and Latinx students enroll in and complete more units
- Create a course schedule with more classes available outside of traditional work hours and in online and hybrid modalities.
- Expand support services and financial aid opportunities for students facing family and work obligations that may cause students to stop out.
- Expand financial aid in terms of eligibility time frame and cost of materials for Hispanic and Latinx students.

- Expand funding to accommodate Hispanic and Latinx students who are not eligible for categorically funded programs.
- Offer financial aid workshops in Spanish.
- Explore connections between Saddleback and 4-year institutions with programming specifically designed for Hispanic and Latinx students.
- Create a soft hand-off between Saddleback College and four-year, including four-year campus tours.

Ensure Learning:

- Support faculty in curriculum and pre-requisites that support the path to transfer.
- Explore how to make academic support services more flexible, accessible, and embedded, particularly for general education classes.

PLANNING & ACTION

Intended Audience/Recipient:

- Administrator
- Faculty
- Classified Staff
- Partner (K12, Transfer, other)
- Students

Action Steps:

Clarifying the Path:

- Offer Transfer Center workshops in multiple modalities with open-access to recordings of these events.
- Coordinate dual enrollment efforts to develop and clarify educational pathways between K-12, community colleges, and 4-year institutions.

Entering the Path:

- Offer Transfer Center workshops that support the student at each milestone (i.e., Golden Four, 30 units, application process, etc.)

Stay on the Path:

- Completion Team
- Enrollment Coach
- Establish support resources specifically for Hispanic and Latinx students through the coordinated efforts of the college's current structure.
- Work with the DREAM Scholars program to leverage transfer resources for their students
- Explore options to expand work-study and paid research opportunities with the Foundation, Career Resource Center, and Strong Workforce Development.
- Offer courses outside of the traditional schedule and in varied modalities.
- Leverage various funding sources to support Hispanic and Latinx students, partner with community based organizations.
- Offer financial aid workshops in Spanish.

Ensure Learning

- Offer professional development and communities of practice covering culturally relevant curriculum, grading for equity, and cultures of belonging.
- Review the literature on the most effective forms of instructional support to decrease equity gaps in course success and transfer for Hispanic and Latinx students.
- Work with Guided Pathways to identify support that faculty need for curriculum or course prerequisite shifts, student academic support, and other concerns.

SUPPORT NEEDED**Support Needed**

- Field Guidance & Implementation
- Technical Assistance/Professional Development
- Data & Research
- Policy & Regulatory Actions
- Technology Investments & Tools
- Pilots & Building Communities of Practice

Description of Support Needed

- Align equitable transfer requirements between CSUs and UCs and within each system
- Chancellor’s Office as a champion for free community college for all
- Increase funding to provide continuous and targeted professional development opportunities, support, and funds for culturally relevant curriculum, grading for equity, and creating cultures of belonging in the classroom and academic support centers

Metric: Transfer**Population Experiencing the Most Significant Disproportionate Impact:**

First-generation college students

TARGET OUTCOMES FOR 2022-25

Timeframe	Measurement Output
<i>Year 1 (2022-23)</i>	Reduce achievement gap in transfer by 6%
<i>Year 2 (2023-24)</i>	Reduce achievement gap in transfer by 15%
<i>Year 3 (2024-25)</i>	Reduce achievement gap in transfer by 21%

STRUCTURAL EVALUATION

STRUCTURE EVALUATION: Current Structure

- Instruction
- Student Services
- Business Services
- Other

What is the college's current process/policy/practice/culture that impedes equitable outcomes for this population?

College's current process that may impede equitable student outcomes for First-Generation students to transfer.

Clarifying the Path:

- Transfer-related events are not planned to support the working student.
- Transfer often requires a student attending full-time.

Entering the Path:

- Navigation of general education and transfer requirements (including transfer time frames) are confusing and hard to find information.
- Gatekeepers' courses, both in major specific courses and general education that prevent timely transfer.

Stay on the Path:

- Many courses are offered predominantly between the hours of 8am-4pm, Monday through Thursday.
- Limited offerings of courses for major specific requirements.
- The college needs to ensure that the Transfer Center and Counseling services are accessible and known to First-Generation students.
- Faculty and staff in support areas do not have sufficient knowledge of the transfer process, which leads to misinformation communicated.
- Counseling appointments are difficult to schedule.
- Inconsistencies with UC requirements pertaining to specific major preparation.

Ensure Learning:

- A lack of First-Generation focus across the curriculum.
- Academic tutoring services for specific areas of study are not always available.
- Professors' office hours may be at times that are not accessible to students.

STRUCTURE EVALUATION: Ideal Structure

- Instruction
- Student Services
- Business Services
- Other

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population?

Below are specific processes and practices that will bring more equitable student outcomes in transfer for First-Generation students.

Clarify the Path:

- Increase transfer outreach to K-12 schools geared towards college preparation and 4-year university partnerships for transfer opportunities
- Increase knowledge of transfer requirements across campus.

Entering the Path:

- Completion Team
- Enrollment Coach
- Increase opportunities for dual enrollment to help incoming high-school students who are First-Generation to be on the path to transfer.
- Assess GE classes and requirements to ensure there are no barriers for First-Generation students.

Stay on the Path:

- Expand work study and paid research opportunities to help First-Generation students enroll in and complete more units
- Create a course schedule with more classes available outside of traditional work hours and in online and hybrid modalities.
- Expand support services and financial aid opportunities for students facing family and work obligations that may cause students to stop out.
- Expand financial aid in terms of eligibility period and cost of materials for First-Generation students.
- Expand funding to accommodate First-Generation students who are not eligible for categorically funded programs.
- Explore connections between Saddleback and 4-year institutions with programming specifically designed for First-Generation students.
- Create a soft hand-off between Saddleback College and four-year, including four-year campus tours.

Ensure Learning:

- Support faculty in curriculum and pre-requisite shifts that can smooth the path to transfer.
 - Explore how to make academic support services more flexible, accessible, and embedded, particularly for general education classes.

PLANNING & ACTION

Intended Audience/Recipient:

- Administrator
- Faculty
- Classified Staff
- Partner (K12, Transfer, other)
- Student

Action Steps:

Clarify the Path:

- Completion Team
- Enrollment Coach
- Explore pathways between Saddleback and 4-year institutions that create TAG agreements
- Develop more comprehensive, navigable, and accessible transfer and articulation policies so First-Generation students are clear on steps and requirements.

Entering the Path:

- Develop a comprehensive transfer campaign to increase transfer knowledge through partnerships with K-12 schools.

Staying on the Path/Ensure Learning:

- Completion Team
- Enrollment Coach
- Establish support resources specifically for First-Generation students through the coordinated efforts of the college's current structure.
- Explore options to expand work-study and paid research opportunities with the Foundation, Career Resource Center, and Strong Workforce Development.
- Offer courses outside of the traditional schedule and in varied modalities.
- Leverage various funding sources to support First-Generation students, partner with community based organizations.

Ensure Learning

- Offer professional development and communities of practice covering relevant curriculum, grading for equity, and cultures of belonging.
- Review the literature on the most effective forms of instructional support to decrease equity gaps in course success and among First-Generation students.
- Work with Guided Pathways to identify support that faculty need for curriculum or course prerequisite shifts, student academic support, and other concerns.

SUPPORT NEEDED

Support Needed

- Field Guidance & Implementation
- Technical Assistance/Professional Development
- Data & Research
- Policy & Regulatory Actions
- Technology Investments & Tools
- Pilots & Building Communities of Practice

Description of Support Needed

- Align equitable transfer requirements between CSUs and UCs; and within each system
- Increase funding to provide continuous and targeted professional development opportunities, support, and funds for culturally relevant curriculum, grading for equity, and creating cultures of belonging in the classroom and academic support centers
- Often, California Community Colleges state-wide initiatives do not align with UC and CSU criteria.

STUDENT SUPPORT INTEGRATION SURVEY (Optional)

GUIDED PATHWAYS

Alignment

Saddleback College has adopted its Learning Pathways and, while we anticipate iterations of our pathways as we continue to plan and re-organize our college structure, what is clear is that our efforts are focused with student success in mind and, most significantly, success for all students with varying needs (First-Generation and Hispanic or Latinx students). We have launched Connection Teams led by interdisciplinary faculty leaders, counselors, classified professionals and Success Coaches.

Each Connection Team uses data to better understand student behaviors. The data is disaggregated by individual student cohorts. Connection Teams explore the behaviors of students including our First-Generation and Hispanic and Latinx student populations. The Connection Team work is aligned with the college's strategic plan, in particular, Goals 1 and 2. Leaders of Guided Pathways have contributed richly to the development of the 2022-2025 SEA plan.

Thus far, we have successfully launched:

Learning Pathway Program Mapper or "sample schedules," for each of our areas of study and aligned them with their pathway. This has been a collaboration of instructional department chairs and counseling.

Students and faculty enrollment into our Learning Pathways Canvas shells or GPS. These Canvas shells are maintained by our pathway faculty leads who provide timely and focused information uploaded to the shell.

Students enrolled in Canvas shells can ask questions of faculty and students with like-learning interests through the Canvas shell discussion boards.

Learning pathway specific opportunities such as career and transfer workshops, campus speakers and activities, internship, job opportunities through Handshake, and scholarship opportunities can be published in the GPS canvas shells.

FINANCIAL AID

FAFSA Participation

The Financial Aid office will implement the following strategies to increase FAFSA participation and completion on our campus.

Increase email and text communication encouraging students to apply for financial aid, especially those students who are enrolled, but have not applied for aid. The communication will encourage students to complete a financial aid application and inform them about various financial aid programs available.

Increase number and types of workshops offered to students. The Financial Aid Office will offer weekly in-person financial aid application assistance workshops (Spanish assistance available) and daily virtual application assistance via Zoom. This is in addition to various financial aid workshops on topics such as Satisfactory Academic Progress and Financial Literacy.

Increase presence on campus via workshops and tabling events which will provide for more opportunities for students to get information about applying for aid and having their questions answered. Financial aid will utilize staff and student employees to conduct financial aid awareness events on campus to encourage participation and bring awareness to FAFSA and various financial aid programs available to students.

PELL Grant Participation

The Financial Aid office will implement the following strategies to increase Pell Grant recipient participation and completion on our campus.

Approval of a Financial Aid Office Assistant will allow the Financial Aid office to implement a “high-touch” customer experience for students, which includes direct outreach in the form of email, phone and text. Students will be able to work directly with their financial aid specialist on completion of files and special circumstances, such as those identified as needing dependency overrides or income adjustments, or who are homeless or at risk of becoming homeless, etc.

The Financial Aid Office will continue to identify opportunities to streamline department processes with the goal of decreasing processing time for student financial aid applications and requests.

The Financial Aid Office will continue to work with district IT to increase automation of various financial aid processes, including increasing the timeliness of students receiving financial aid award notifications and ensuring students have access to award notifications on-demand to make informed decisions about enrollment.

Additional Aid for Students

- Yes
- No

Description of Additional Aid

- Saddleback College participates in the Cal Grant program that is administered by the California Student Aid Commission.
- HEERF Institutional funds will continue to be used for student direct support through near-completion tuition waivers, debt discharge of enrollment related fees and financial aid, bookstore vouchers, parking waivers, laptops, and basic needs. Indirect support includes funds for the Student Engagement Center as well as the classroom through instructional kits and instructional related software for remote delivery.
- COVID Recovery Block Grant will supplement many of the efforts that HEERF funds were able to support.
- California Adult Education Program funds support reentry and adult learners through counseling and learning center resources.
- The college's Learn-to-Earn program provides students with the opportunity to take ownership of a loaned laptop after meeting minimum criteria.
- Hundredths of thousands of dollars issued directly to our students through the college's Foundation each year, with an new emphasis on immediate emergency relief. In 2021-22 a total of \$447,213.00 was distributed.

BASIC NEEDS

Basic Needs Center

- Yes
- No

Services

The Basic Needs Center is a safe on-campus space supporting all students. The Center's goal is to eliminate obstacles to help students succeed. It can achieve this with the recent hiring of a Basic Needs Center Director and small support staff to assist our students with life essentials.

The Basic Needs center helps students to connect and access resources, and refers out when needed. It empowers students to take on their own unique non-academic barriers in order to achieve greater success in the classroom. The Center provides food, temporary housing, transportation, financial support and personal care. Its partners include Food Resource Center, FOODA subsidiary program, and Cal-Fresh application assistance.

The Basic Needs Center currently provides **daily**:

- Breakfast, lunch and snacks for students;
- Weekly bags of food pantry items (student chooses items);
- Monthly grocery gift cards;
- Cal-Fresh enrollment support;
- Basic Needs clothing closet;
- Coordination of access to free showers;
- Monthly bus passes;
- Housing referrals to community partners with developed relationships; and
- Free laptops for students through a “Learn to Earn Program.”

Participation

- Increase marketing focused on the Basic Needs Center and services provided
- Develop and give promotional presentations within classrooms
- Hold several large-scale campus food distribution events per year
- Partner with Counseling, EOPS, DSPS, and VETS Program to support food and housing insecure students
- Build greater connections with community resources to increase support and resources offered within the center
- Increase social media campaigns to build awareness
- Collaborate with College Foundation to raise greater awareness for student’s non-academic barrier needs that result in an increase in emergency grant opportunities, particularly for students who are not full time.

** In our student community, we have a forgotten middle where federal financial aid is not possible, but significant financial burdens exist.*

Food Pantry

Saddleback College has a Food Pantry that provides snacks, grocery bags, and grocery gift cards. Currently, this Food Pantry is open three days a week in addition to supplying “snack hubs” in the Learning Resource Center and lower campus. The pantry currently offers dry goods, fresh foods, ready-to-eat meals, and credits to on-campus food resources.

ZERO-TEXTBOOK COST

Zero-Textbook Cost Program

The Open Educational Resources/Zero Textbook Cost (OER/ZTC) movement at Saddleback College began in 2016 with 6 faculty using OER textbooks. A Work Group was formed under the Student Success committee and collaborated with the Academic Senate. A resolution was passed supporting the group’s efforts to support faculty interested in exploring Open Educational Resources to replace publisher textbooks. Through state and college grants, we have been able to offer faculty stipends to convert from publisher textbooks to OER/ZTC. In 2018, we collaborated with the Office of Research, Planning, and Accreditation to analyze student success, retention, and cancellation rates of ZTC versus non-ZTC courses. In 2019, we focused on marketing ZTC offerings to students by creating student-facing informational flyers. We reached out directly to departments and divisions in which high-quality OER was available, but not being utilized, such as the Math and Communications departments. In 2021, we focused on mapping ZTC

degree/certificate pathways. This complicated process requires crosschecking of the online class schedule and college catalog for degree/certificate requirements. For Fall 2022, we are currently offering 862 sections of ZTC (41% of all sections). This has grown from 8% of sections in 2018-19, 21% in 2019-20, 32% in 2020-21, and 37% in 2021-22. In addition, we have manually mapped 33 certificates/degrees that can be obtained entirely without purchasing a textbook. Saddleback College continues to participate in local and statewide OER/ZTC efforts through the Academic Senate OERI. A ZTC Libguide has been created, as well as a student-facing ZTC website.

LGBTQ+

LGBTQ+ Support

Saddleback College is compliant with Education Code 66271.2 by publicly listing an appointed campus LGBTQ+ Liaison.

Our efforts include LGBTQIA+ professional experts, therapists, and a LGBTQ+ counselor. The Associated Student Government is an active college-wide organization with support from our Counseling Division, Campus Health and Mental Health Center, District Affinity Group and several faculty-sponsored LGBTQIA+ plus clubs and organizations in support of our students.

Our hope is to create a campus environment where students feel safe and confident to self-identify at time of college application so we can do more as a college to support proactively this important student cohort. This area of student support is a priority to our campus leadership, and we anticipate a significant increase in campus wide efforts as we move forward with our 2022-2024 SEA plan.

MENTAL HEALTH

Mental Health-Related Programs

Saddleback College has a robust mental health program that strives to meet the needs of hard-to-reach, underserved populations. This program provides mental health services (psychotherapy, psychological assessment, and crisis intervention) both in-person and via telehealth, has established an integrated Basic Needs Center, responds to all mental health-related Care Reports, offers classroom outreach presentations, and engages in ongoing training on culturally competent mental health care.

In Spring 2020, Saddleback College invested in a telehealth platform to provide medical and mental health services to our students virtually. COVID-19 in some ways increased the likelihood of reaching underserved populations because schools realized they needed different ways to reach their students. Telehealth continues to be an option for hard-to-reach students who, for a multitude of reasons, cannot come to campus in-person.

Also embedded in Student Health and Wellness is an integrated Basic Needs Center. Saddleback College hired a Basic Needs Coordinator, established two food distribution centers on campus, put together a clothing closet with new and gently used clothing, and has established partnerships in the community to assist students with housing needs. No matter the breadth of our mental health services, students likely will not access them if they do not have stable housing or food security.

The SOCCCD invested in a software program called Maxient, which provides a platform for individuals to submit a Care report when they have concerns about a student's well-being. Roughly, 85% of the Care reports received are mental health related. A Student Health and Wellness Center staff member reaches out to the student, assesses the need, and connects the student with appropriate resources. In many cases, the Care reports received are for underserved students who greatly benefit from the resources provided.

Another effective way to reach underserved populations is to provide classroom outreach. Each semester, the psychology staff visit various classrooms, either in-person or virtually, to inform students about the services available at the Student Health and Wellness Center, including medical, mental health, and basic needs. Paying particular attention to classes that include underserved populations (e.g., ESL, Human Services, Veterans) helps ensure underserved students are aware of the resources available to them.

GENERAL ACCESSIBILITY

Accessibility

To improve and support accessibility to all curricula and technology across the campus, below is a summary of campus-wide projects/initiatives.

Saddleback College Alternate Media and DSPS actively promotes technological access in several ways including:

- Directly assists students with disabilities in using assistive technology;
- Manages Alternative Format Services;
- Provides specialized consulting to web and electronic document producers; and
- Advises the college on technology-related legal and compliance issues.

This program focuses on all aspects of access to technology for students with disabilities. Technology is extremely important to all college students, but especially so for students with disabilities. Technology mitigates learning barriers and promotes academic success for disabled students.

Alternate Media manages a broad spectrum of responsibilities relating to accessible technology at the college. It supports current assistive technology and forecasts technology needs. It supports the college's transition from inaccessible paper educational materials to accessible electronic versions.

Supporting Students with Disabilities

Students with disabilities use Alternate Media in resolving issues with their assistive technology (AT). Most students are fluent users of their personal technology, but issues occur occasionally and Alternate Media can often facilitate resolutions and solve problems.

Alternate Media assists the college open computer labs by installing and maintaining accessible technology for short-term and long-term needs. It also maintains an optimized assistive

technology lab that includes auxiliary aids that enhance the productivity of the assistive technology.

Alternative Format Texts

Students who are blind, have reduced vision, or have cognitive reading issues encounter barriers with printed text. Blind students may need text converted to e-text or formatted for Braille output. Students with low vision may need enlarged paper texts or computer documents formatted for screen enlargement. Students with cognitive reading issues use computer files configured for special technology that improves reading time and comprehension.

Alternate Media provides conversion of paper texts and inaccessible electronic texts into materials usable by students with reading disabilities. The process starts with paper texts that are cut, scanned and digitized into readable materials. The output ranges from searchable PDF files to Braille documents.

Options for implementing required faculty and staff trainings on accessibility include:

- Professional Development (PD) opportunities
- Universal Design for Learning (UDL) trainings
- Canvas accessibility trainings with IT

The 508 Coordinator continues to review and update campus technology and communication platforms. Activities include:

- Develop and implement an Institutional Course Design Rubric for Accessibility for all course formats
- Develop a college-wide procurement process to ensure all purchases, educational materials, and information (ICT) are accessible
- Maintain the goals of the Accessibility Workgroup:
 - Review Board Policy/Administrative Regulations related to accessibility and disability
 - Compliance

The newly approved Director of Disabled Students Programs and Services (DSPS) will further advocate for college-wide accessibility beyond accommodations coordinated by DSPS.

INSTITUTIONAL PLANNING

Ongoing Engagement

The Board of Trustees reviews and approves Student Equity Plans. They monitor and engage in the progress on district-wide DEI objectives by reviewing data in the [Strategic Plan Indicators Dashboard](#). They review of these objectives at their annual [Board Evaluation Workshop](#). During monthly board meetings, the college presidents and chancellor provide the Board with updates on ongoing DEIA activities. Examples of these reports include: [Chancellor's Board Report](#), [Irvine Valley College President's Report](#), and the [Saddleback College President's Report](#). Additionally, throughout the year, the colleges present to the Board important topics like [enrollment](#)

[management](#), which includes DEIA issues related to student success

The Board is informed and engaged in efforts to increase student diversity, equity, inclusion, and access (DEIA), and creating a learning and working environment free from biases. One of the [SOCCCD Board of Trustees' goals](#) is to monitor the progress of the District-wide Strategic Plan 2020-2025. Goal 1 is to ensure student equity in access and achievement. The objectives outlined in this goal are the following:

- Reduce and eliminate the achievement gap among underrepresented students;
- Reduce and eliminate the achievement gap for completion rates in transfer-level math and English;
- Reduce and eliminate the achievement gap between online and traditional classroom classes;
- Increase equity in access into college;
- Reduce and eliminate student Fall-to-Spring and Fall-to-Fall retention equity gaps;
- Cultivate a culturally responsive and inclusive learning and working environment free from explicit/implicit biases; and
- Cultivate a culturally responsive and inclusive learning and working environment free from institutional biases.

Integrated Budgeting

While some expenses now are permanently allocated in the SEA budget to allow for consistent delivery and growth of equity services and programs, a much larger percentage of the SEA budget remains unallocated to allow for request. The College Resource Request (CRC) process facilitates greater awareness and opportunity for each requester to consider the availability of other funding. The CRC committee review and rate the resource requests to ensure their alignment with the mission statement and college goals, which would include institutional equity goals.

Student Voice

Included in this new 2022-2025 plan is the creation of a Student Multicultural Center. We anticipate this being a direct opportunity to seek additional and specific student feedback from students who greater identify with our disproportionately impacted student groups, Hispanic/Latinx and First-Generation. We of course will continue to partner with our Associated Student Government whom we will collaborated with on this plan and who continue to be leaders on our campus in the area of Undocumented and LGBTQI+ campus efforts.