

# 2022-25 STUDENT EQUITY PLAN

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## Executive Summary

### Saddleback College

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# Executive Summary

## SADDLEBACK OVERVIEW

Saddleback College is a Hispanic Serving Institution (HSI) located in the city of Mission Viejo. Serving over 22,000 students, Saddleback is one of two colleges within the South Orange County Community College District (SOCCCD) offering over 300 associate degrees, certificates, and occupational skills awards within 190 programs. The college is seeing a shift in the student population served with 45% of its student body being between the ages of 18 and 24 and with a composition of 50% White, 27% Hispanic/Latinx 12% Asian, and 2% Black/African American.

## MISSION

**Saddleback College empowers its diverse student body to achieve personal, academic, and economic achievement through equitable and innovative educational experiences.**

The Student Equity Plan is designed to advance the college mission by analyzing and addressing each student equity metric based on disaggregated data for our disproportionately impacted student groups.

## EQUITY METRICS AND DEFINITIONS

Metric	Definition
Successful Enrollment	Number of students that enroll out of the total number of applicants.
Persistence	Number of students in primary term that return in the secondary term.
Completed Transfer Math & English	Number of students completing transfer-level Math & English within first year.
Completion	Number of students that complete their academic goal.
Transfer	Number of students that transfer to four-year institution.

## DISPROPORTIONATE IMPACTED (DI) GROUPS

The Student Equity Plan analyzes and addresses five equity metrics for disproportionately impacted students. Based on the data provided by the California Community Colleges Chancellor's Office (disaggregated by race, ethnicity, gender, age, ability, economic status and special populations), Saddleback acknowledged that Hispanic/Latinx and First-Generation college students are disproportionately impacted under many metrics. The Table below shows that Hispanic/Latinx students are disproportionately impacted across all five metrics with the exception of *Persistence*. Similarly, First-Generation college students are disproportionately impacted across all five metrics with the exception of *Successful Enrollment*.

Metrics Student Population	Successful Enrollment	Persistence	Completed Transfer Math & English	Completion	Transfer
Hispanic / Latinx	✓		✓	✓	✓
First-Generation College Students		✓	✓	✓	✓

## EQUITY GOALS

The following goals were adopted and recorded in the 2022-25 Student Equity Plan under each metric and specific for each disproportionately impacted student group:

### Successful Enrollment

#### Hispanic/Latinx

1-year: Reduce achievement gap in Hispanic or Latinx students' enrollments by 3%

2-year: Reduce achievement gap in Hispanic or Latinx students' enrollments by 4%

3-year: Reduce achievement gap in Hispanic or Latinx students' enrollments by 5%

### Persistence

#### First-Generation College Student

1-year: Reduce achievement gap in Fall to Spring persistence by 4%

2-year: Reduce achievement gap in Fall to Spring persistence by 8%

3-year: Reduce achievement gap in Fall to Spring persistence by 12%

## Completed Transfer-Level Math & English

### Hispanic/Latinx

1-year: Reduce achievement gap in completion of both transfer level English and math by 1%

2-year: Reduce achievement gap in completion of both transfer level English and math by 2%

3-year: Reduce achievement gap in completion of both transfer level English and math by 3%

### First-Generation College

1-year: Reduce achievement gap in completion of both transfer level Math and English by 4%

2-year: Reduce achievement gap in completion of both transfer level Math and English by 8%

3-year: Reduce achievement gap in completion of both transfer level Math and English by 13%

## Completion

### Hispanic/Latinx

1-year outcome: Reduce achievement gap in award completion by 2%

2-year outcome: Reduce achievement gap in award completion by 4%

3-year outcome: Reduce achievement gap in award completion by 6%

### First-Generation College

1-year outcome: Reduce achievement gap in award completion by 3%

2-year outcome: Reduce achievement gap in award completion by 6%

3-year outcome: Reduce achievement gap in award completion by 8%

## Transfer

### Hispanic/Latinx

1-year outcome: Reduce achievement gap in transfer by 3%

2-year outcome: Reduce achievement gap in transfer by 6%

3-year outcome: Reduce achievement gap in transfer by 8%

### First-Generation College

1-year outcome: Reduce achievement gap in transfer by 6%

2-year outcome: Reduce achievement gap in transfer by 15%

3-year outcome: Reduce achievement gap in transfer by 21%

## ACTIVITIES / INITIATIVES

Saddleback funds employee positions, programming, and services that aim at closing the equity gaps for disproportionately impacted groups under each equity metric. The following is a summary of action items documented in the 2022-25 Student Equity Plan that can be funded under the Student Equity and Achievement Program (SEAP) funds.

### Successful Enrollment

- 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 and faith-based and non-profit organizations.
- Hire additional bilingual Enrollment Coaches to assist with application and enrollment processes.
- 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.
- Bilingual Enrollment Coaches to assist with application and enrollment processes.
- Enrollment workshops such as Orientation, Advisement, and creating a First Semester Plan in Spanish.
- School Teams (school Dean, Counselor, and Coach) to address academic success barriers common to Hispanic / Latinx students based on area of study.

## Persistence

- 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 align with student success milestones.
- 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 align with Guided Pathways.
- 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.
- 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).
- Peer-to-Peer Mentoring Program facilitated by Student Development and Office of Student Success.
- Basic Needs Center (C.A.R.E Corner) to respond to non-academic barriers based on the Basic Needs Survey results.
- Emergency grants to address academic and non-academic challenges through an established application process led by the Basic Needs Center.

## Completed Transfer-Level Math & English

- 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 regarding 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.
- 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 systematic approach to follow up with Hispanic and Latinx students not enrolled in a math or English course with our Enrollment Coaches.
- Fund and provide administrative support to improve 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.
- Success Coaches with focus on Hispanic / Latinx students
- Family Nights for Hispanic / Latinx and First-Generation College students
- AB 705 eliminated access gap into college-level English and math
- Professional Development

## Completion

- 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 complete comprehensive student education plans at the end of their first semester/year.
- Develop all communication materials in multiple languages, specifically, Spanish.
- 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).
- Student Success Workshops (Week of Workshops - WOW, Bobcat Days, Pop-Up Hours)
- School Teams (school Dean, Counselor, and Coach) utilize specific school data dashboard to identify pathway completion barriers



## Transfer

- 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.
- Offer Transfer Center workshops that support the student at each milestone (e.g., Golden Four, 30 units, application process, etc.).
- 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.
- 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.
- Transfer focused counseling services
- Transfer Fairs
- Exploration and adoption of MESA, Puente, and AANAPISI
- UC Success Project to triage Saddleback UC applications in progress

## SEAP ALLOCATION

SEAP funds are allocated on a yearly basis and have a two-year spending cycle. Saddleback received \$6,439,545 for the 2021-22 academic year and was allocated in the following expenditure categories.

Expenditure Type	Allocation
1000 - Instructional Salaries	\$1,681,641
2000 - Non-Instructional Salaries	\$1,962,573
3000 - Employee Benefits	\$1,745,598
4000 - Supplies and Materials	\$11,928
5000 - Other Operating Expenses and Services	\$334,988
Capital Outlay	\$711
7000 - Other Outgo	\$702,106
<b>Total</b>	<b>\$6,439,545</b>

## EQUITY PROGRESS

Saddleback College has positively impacted disproportionately impacted groups in several student metrics while equity gaps persist in other metrics.

For Hispanic/Latinx students, equity gaps are almost closed for *Successful Enrollment* and *Completed Transfer-Level Math & English*. Although there is substantial improvement and the equity gap is moving towards closing for the *Completion* metric, there is a significant equity gap that persists for *Transfer*.

For our First-Generation College Students, the equity gap is almost closed under *Persistence*. However, there are significant equity gaps that persist under the *Completed Transfer-Level Math & English*, *Completion*, and *Transfer metrics*.



Student Population Metric Workflow	Successful Enrollment	Persistence	Completed Transfer Level Math & English	Completion	Transfer
Hispanic / Latinx	✓		✓	✓	✓
First-Generation College Students		✓	✓	✓	✓

LEGEND	
Red Box	Significant equity gaps persist
Yellow Box	Substantial Improvement. Equity gaps are moving toward closing
Green Box	Equity gaps are almost closed
Grey Box	No equity gaps exist

Saddleback College aligns equity goals with the Strategic Plan. The following are dashboards that reflect the 2022-23 academic year (2019-20 baseline) using the Proportionality Index (PI) methodology. Dashboards show progress in closing equity gaps for some disproportionately impacted student groups.

### Success Enrollment

#### GOAL 1: ENSURE STUDENT EQUITY IN ACCESS AND ACHIEVEMENT

##### 1.4 INCREASE EQUITY OF ACCESS INTO COLLEGE

INDICATOR: ESTABLISH A BASELINE FOR THE OVERALL PERCENTAGE OF STUDENTS WHO ENROLL AFTER APPLYING AND BY UNDERREPRESENTED STUDENT GROUPS

COLLEGE  
SADDLEBACK COLLEGE

OBJECTIVE  
1.4

BASELINE (2019-2020)

TARGET IS 0 DI GROUPS BY ACADEMIC YEAR 2024-2025

INDICATOR DEFINITIONS

#### SADDLEBACK COLLEGE

##### NUMBER OF DISPROPORTIONATE IMPACT (DI) GROUPS (BY ACADEMIC YEAR)



#### SADDLEBACK COLLEGE EQUITY GAPS\* BY OBJECTIVE (ACADEMIC YEAR: 2022-2023)

NUMBER OF DISPROPORTIONATE IMPACT (DI) GROUPS: **4** OUT OF 17 (DI) GROUPS (24%)

##### APPLICATION TO ENROLLMENT

GENDER	FEMALE	0.95
	MALE	1.05
ETHNICITY	AMERICAN INDIAN OR ALASKA NATIVE	0.53
	ASIAN	1.00
	BLACK OR AFRICAN AMERICAN	0.79
	HISPANIC / LATINO	0.96
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	0.89
	TWO OR MORE RACES	1.12
	UNREPORTED OR UNKNOWN	0.36
	WHITE	1.05
AGE	AGES 0-24	1.06
	AGES 25+	0.55
SPECIAL POPULATIONS	ECONOMICALLY DISADVANTAGED	1.58
	FIRST-GEN	0.81
	VETERAN	0.94
	FOSTER YOUTH	0.90
	DSPS	0.97

## Persistence

### GOAL 1: ENSURE STUDENT EQUITY IN ACCESS AND ACHIEVEMENT

**1.5** REDUCE AND ELIMINATE STUDENT FALL TO SPRING AND FALL TO FALL RETENTION EQUITY GAPS  
 INDICATOR: ESTABLISH A BASELINE FOR STUDENT RETENTION RATES BY UNDERREPRESENTED STUDENT GROUPS

COLLEGE  
 SADDLEBACK COLLEGE

OBJECTIVE  
 1.5

BASELINE (2019-2020)

TARGET IS 0 DI GROUPS BY ACADEMIC YEAR 2024-2025

INDICATOR DEFINITIONS

SADDLEBACK COLLEGE

NUMBER OF DISPROPORTIONATE IMPACT (DI) GROUPS (BY ACADEMIC YEAR)



SADDLEBACK COLLEGE EQUITY GAPS\* BY OBJECTIVE (ACADEMIC YEAR: 2022-2023)  
 NUMBER OF DISPROPORTIONATE IMPACT (DI) GROUPS: **2** OUT OF 34 (DI) GROUPS (6%)

		PERSISTENCE FALL-TO-SPRING	PERSISTENCE FALL-TO-FALL
GENDER	FEMALE	1.01	1.01
	MALE	0.99	0.99
ETHNICITY	AMERICAN INDIAN OR ALASKA NATIVE	1.02	1.02
	ASIAN	1.03	1.05
	BLACK OR AFRICAN AMERICAN	0.90	0.77
	HISPANIC / LATINO	0.98	0.98
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	0.98	1.06
	TWO OR MORE RACES	1.01	1.02
	UNREPORTED OR UNKNOWN	1.08	0.99
AGE	WHITE	1.01	1.01
	AGES 0-24	1.01	1.03
	AGES 25+	0.88	0.69
SPECIAL POPULATIONS	ECONOMICALLY DISADVANTAGED	1.03	1.04
	FIRST-GEN	0.93	0.91
	VETERAN	1.02	0.91
	FOSTER YOUTH	0.90	0.81
	DSPS	1.07	1.13

## Completed Transfer-Level Math & English

### GOAL 1: ENSURE STUDENT EQUITY IN ACCESS AND ACHIEVEMENT

**1.2** REDUCE AND ELIMINATE EQUITY GAPS FOR COMPLETION RATES IN TRANSFER-LEVEL MATH AND ENGLISH (VFS)  
 INDICATOR: INCREASE THE COMPLETION RATE OF TRANSFER-LEVEL MATH AND ENGLISH WITHIN STUDENTS' FIRST YEAR TO 50 PERCENT

COLLEGE  
 SADDLEBACK COLLEGE

OBJECTIVE  
 1.2

BASELINE (2019-2020)

TARGET IS 0 DI GROUPS BY ACADEMIC YEAR 2024-2025

INDICATOR DEFINITIONS

SADDLEBACK COLLEGE

NUMBER OF DISPROPORTIONATE IMPACT (DI) GROUPS (BY ACADEMIC YEAR)



SADDLEBACK COLLEGE EQUITY GAPS\* BY OBJECTIVE (ACADEMIC YEAR: 2022-2023)  
 NUMBER OF DISPROPORTIONATE IMPACT (DI) GROUPS: **13** OUT OF 51 (DI) GROUPS (25%)

		TRANSFER ENGLISH	TRANSFER MATH	TRANSFER ENGLISH AND MATH
GENDER	FEMALE	0.97	0.94	0.94
	MALE	1.04	1.06	1.07
ETHNICITY	AMERICAN INDIAN OR ALASKA NATIVE	1.10	1.05	1.37
	ASIAN	0.98	1.26	1.13
	BLACK OR AFRICAN AMERICAN	0.74	0.55	0.54
	HISPANIC / LATINO	0.94	0.92	0.96
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	0.92	1.05	1.03
	TWO OR MORE RACES	1.09	1.14	1.08
	UNREPORTED OR UNKNOWN	0.50	1.01	0.40
AGE	WHITE	1.06	1.02	1.03
	AGES 0-24	1.07	1.08	1.09
	AGES 25+	0.42	0.39	0.23
SPECIAL POPULATIONS	ECONOMICALLY DISADVANTAGED	1.05	1.03	1.05
	FIRST-GEN	0.80	0.67	0.68
	VETERAN	0.89	0.95	0.81
	FOSTER YOUTH	0.64	0.69	0.60
	DSPS	1.03	0.96	0.90

## Completion

### GOAL 1: ENSURE STUDENT EQUITY IN ACCESS AND ACHIEVEMENT

**1.2** REDUCE AND ELIMINATE EQUITY GAPS FOR COMPLETION RATES IN TRANSFER-LEVEL MATH AND ENGLISH (VFS)  
 INDICATOR: INCREASE THE COMPLETION RATE OF TRANSFER-LEVEL MATH AND ENGLISH WITHIN STUDENTS' FIRST YEAR TO 50 PERCENT

COLLEGE  
 SADDLEBACK COLLEGE

OBJECTIVE  
 1.2

BASELINE (2019-2020)

TARGET IS 0 DI GROUPS BY ACADEMIC YEAR 2024-2025

INDICATOR DEFINITIONS

#### SADDLEBACK COLLEGE NUMBER OF DISPROPORTIONATE IMPACT (DI) GROUPS (BY ACADEMIC YEAR)



#### SADDLEBACK COLLEGE EQUITY GAPS\* BY OBJECTIVE (ACADEMIC YEAR: 2022-2023) NUMBER OF DISPROPORTIONATE IMPACT (DI) GROUPS: 13 OUT OF 51 (DI) GROUPS (25%)

		TRANSFER ENGLISH	TRANSFER MATH	TRANSFER ENGLISH AND MATH
GENDER	FEMALE	0.97	0.94	0.94
	MALE	1.04	1.06	1.07
ETHNICITY	AMERICAN INDIAN OR ALASKA NATIVE	1.10	1.05	1.37
	ASIAN	0.98	1.26	1.13
	BLACK OR AFRICAN AMERICAN	0.74	0.55	0.54
	HISPANIC / LATINO	0.94	0.92	0.96
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	0.92	1.05	1.03
	TWO OR MORE RACES	1.09	1.14	1.08
	UNREPORTED OR UNKNOWN	0.50	1.01	0.40
AGE	WHITE	1.06	1.02	1.03
	AGES 0-24	1.07	1.08	1.09
SPECIAL POPULATIONS	AGES 25+	0.42	0.39	0.23
	ECONOMICALLY DISADVANTAGED	1.05	1.03	1.05
	FIRST-GEN	0.80	0.67	0.68
	VETERAN	0.89	0.95	0.81
	FOSTER YOUTH	0.64	0.69	0.60
	DSPS	1.03	0.96	0.90

## Transfer

### GOAL 2: TRANSFORM LIVES THROUGH LEARNING AND ACHIEVEMENTS

**2.1** INCREASE THE NUMBER OF STUDENTS ANNUALLY WHO EARN ASSOCIATE DEGREES, CERTIFICATES, OR 9 UNITS IN CAREER EDUCATION PROGRAMS THAT PREPARE THEM FOR AN IN-DEMAND JOB (VFS), INDICATOR: ESTABLISH A BASELINE OF COMPLETION BY AWARD TYPE AND CTE PROGRAM

BASELINE (2019-2020). TARGET IS 20% INCREASE BY ACADEMIC YEAR 2024-2025

#### DEGREES (AA, AS, AAT AND AST)



#### CERTIFICATES



#### STUDENTS WHO EARN 9 UNITS IN A CTE PROGRAM



## DIVERSITY, EQUITY, INCLUSION AND ACCESSIBILITY (DEIA) COMMITTEE

Saddleback College established the Diversity, Equity, Inclusion and Accessibility (DEIA) Committee in 2020 as part of the governance committee structure. The committee is led by the Director of College Equity, Inclusion and Access as a tri-chair model alongside the Vice President of Equity and Inclusion from the Faculty and Classified Senates.

### Committee Purpose

The DEIA Committee coordinates college-wide equity and inclusion efforts, in alignment with statewide student equity and achievement initiatives and the college strategic plan. This includes supporting the College's Goals for AB 705 Implementation, Guided Pathways, and Transfer through a lens of equity and student success. This council makes recommendations to the Consultation Council and decisions are made by consensus to ensure all stakeholder interests are represented.

### CONTACT INFORMATION

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