

# 2025-28 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 28,000 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 47% White, 28% 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, First Generation and Black/African American college students are disproportionately impacted under many metrics. The Table below shows where Black/African American, First-Generation College Students, and Hispanic/Latinx, students are disproportionately impacted across the equity five metrics.

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

### DISPROPORTIONATE IMPACTED GROUP FOCUS

Saddleback College will focus in addressing equity gaps for the following groups:

- Black/African American
- First-Generation College Students
- Hispanic/Latinx

## EQUITY GOALS

The following goals were adopted and recorded in the 2025-28 Student Equity Plan under each metric and specific for each disproportionately impacted student group including Black African American, First-Generation College Students, and Hispanic/Latinx:

### Successful Enrollment

Eliminate the **5% achievement gap** in **Successful Enrollment** for **Black/African American**

### Persistence

Eliminate the **12% gap** for **Black/African American**, and the **5% gap** for **First-Generation** students in **Fall-to-Spring Persistence**.

### Completed Transfer-Level Math & English

Eliminate the **9% gap** for **Black/African American**, the **8% gap** for **First-Generation**, and the **1% gap** for **Hispanic/Latinx** students in **Completion of Transfer-Level Math and English**.

### Completion

Eliminate the **9% gap** for **Black/African American**, the **9% gap** for **First-Generation**, and the **2% gap** for **Hispanic/Latinx** students in award **Completion**.

### Transfer

Eliminate the **11% gap** for **First-Generation**, and the **3% gap** for **Hispanic/Latinx** students in **Transfer**.

## STUDENT EQUITY PLAN FRAMEWORK

As Saddleback College transitions from the 2022–25 Student Equity Plan to the 2025–28 plan, we recognize that several initiatives and structural changes have proven highly effective and will continue forward. Three key institutional practices, including the restructuring of academic programs into five schools, the Success Coaches model, and the establishment of the Office of College Equity, Inclusion, and Access, have created a strong foundation for equity-focused work and will remain central to our strategies. Each of these efforts has fostered greater belonging, increased alignment of services with student needs, and provided an infrastructure that directly addresses barriers to persistence and completion.

To build upon this progress, the college will continue to organize strategies by “wing” including Instruction, Student Services, and Administrative Services. This structure provides clarity and accountability, ensuring that equity is not viewed as the responsibility of one department and rather as a shared, college-wide commitment. By aligning equity goals across the three wings, the college will be able to sustain coordinated action and leverage expertise across divisions to address systemic barriers.

Additionally, the governance and accountability process led by the Diversity, Equity Inclusion, and Accessibility (DEIA) Committee, Student Success Coordinating Committee (SSCC) and Consultation Council (CC) will remain central to the next plan. This structure clarifies roles with the goal of improved communication and transparency around equity strategies and decision-making. Moving forward, the DEIA Committee will analyze data and best practices, and SSCC will facilitate discussion with broad representation from all five schools to consider adopting recommendations and strategies. This cycle will ensure that equity efforts remain both collaborative and institutionally accountable. Finally, the college will strengthen its partnership with the Office of Planning, Research and Accreditation (OPRA) to create an impact evaluation tool and assessment framework.

This will allow the campus to measure effectiveness, refine approaches in real time, and maintain accountability to close equity gaps. This will provide continuity across equity plans and will guide the 2025–28 cycle by reinforcing what works: a student-centered structure, a culture of accountability, and commitment to embedding equity into all aspects of the institution.



2025-28 Student Equity Plan			
<b>Diversity, Equity, Inclusion and Accessibility (DEIA) Committee</b>		<ol style="list-style-type: none"> <li>1. Explore data for each metric</li> <li>2. Research best practices</li> <li>3. <u>Make</u> recommendations to SSCC</li> <li>4. Measures adopted strategies</li> </ol>	
<b>Student Success Coordinating (SSC) Committee</b>		<ol style="list-style-type: none"> <li>1. Review data, best practices, and recommendations</li> <li>2. Discuss</li> <li>3. Adopt strategy</li> </ol>	
<b>Consultation Council (CC)</b>		<ol style="list-style-type: none"> <li>1. DEIAC and SSCC report overview to CC</li> <li>2. Director adds strategies to Student Equity Plan</li> </ol>	
Student Equity Plan Metrics	Key Strategies		
	Instruction	Student Services	Administrative Services
<b>Successful Enrollment</b>	Are there student population representation gaps within each school?	Include Outreach and Strategic Partnership efforts.	Wayfinding Clear Signs Accessibility
<b>Persistence</b>	Which student population(s) did not return for the second term?	Include overview of student services and how they interconnect for persistence and retention.	Artwork Murals Ambience
<b>Completed Transfer Level Math &amp; English</b>	What can each school do (not just STEM or HSS) to ensure all students complete math and English?	Include tutoring efforts.	Conducive classrooms for learning math and English (ex. group accessible)
<b>Completion</b>	What are schools doing or <u>can</u> do to ensure courses are offered for students to complete on time?	Include counseling efforts.	Overall classroom experience (furniture, technology, safety)
<b>Transfer</b>	Are there course gaps to transfer to top choice schools?	Include Transfer Center efforts.	Overall college experience (buildings, technology, grounds, safety)

### DI Focus: First Generation, Hispanic/Latinx, Black/African-American

## 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 strategies based on our adopted framework and the 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

#### **Instruction Wing:**

The DEIA Committee will collaborate with OPRA to analyze data on Successful Enrollment and identify gaps among student populations within each of the five schools. The DEIA Committee will research and recommend best practices to SSCC to facilitate discussions aimed at adopting strategies to achieve equity goals and eliminate gaps for DI student populations. Initial discussions will focus on the question: *“Are there student population representation gaps within each school?”*

Following the adopted framework for Saddleback College, the Diversity, Equity, Inclusion and Accessibility (DEIA) Committee will collaborate with the Office of Planning, Research and Accreditation (OPRA) to analyze data on Successful Enrollment and identify representation gaps among student populations within each of the College’s five schools. The DEIA Committee will research best practices and provide recommendations to the Student Success Coordinating Committee (SSCC), which will review these recommendations and facilitate discussions aimed at adopting strategies to achieve equity goals and eliminate gaps for our DI student populations. Initial discussions will focus on the question: *“Are there student population representation gaps within each school?”*

#### **Student Services Wing:**

The Office of Outreach and Strategic Partnerships has been addressing enrollment gaps for disproportionately impacted (DI) student groups through its implementation of the Enrollment Coach model, offering personalized student support through the enrollment process. Bilingual Enrollment Coaches engage with community organizations such as libraries, Unidos, ELAC meetings, and K-12 parent groups, and the department has implemented key strategies that have allowed for key collaboration and funding support opportunities with the HSI grant.

Outreach efforts are further supported through collaboration with the Office of Planning, Research, and Accreditation (OPRA), which provides a list of applicants who have not yet enrolled. The Office of Outreach and Strategic Partnerships connect with these students through phone outreach and mail merge campaigns. Additionally, the office works closely with Adult Education to support bilingual non-credit students in successfully transitioning to credit courses.

Aligned with Saddleback College's adopted framework, the Office of Outreach and Strategic Partnerships is planning to launch a Call Center to lead coordinated call campaigns. This Call Center will collaborate across campus departments to streamline communication, align outreach with institutional priorities, and strengthen efforts to achieve equity goals and close gaps for DI student populations.

### **Administrative Services Wing:**

Facilities & Maintenance Operations play a critical role in supporting students and removing barriers that contribute to enrollment and achievement gaps. Students may have a variety of reasons for not enrolling in their intended term, and systemic factors such as wayfinding, signage, and accessibility can create obstacles for both prospective and currently enrolled students.

To address these issues, architects have been engaged to assess the student environment through field surveys and data collection. Their findings are included in the ADA Transition Plan, which serves as a foundational guide for improvements. Facilities Administration will review the ADA Transition Plan and develop a comprehensive corrective action plan. Examples of goals include providing accessible furniture and ADA-compliant workstations in every classroom, as well as addressing elevator accessibility needs.

Additionally, Facilities Administration will convene a dedicated workgroup to identify and address barriers related to wayfinding and signage, ensuring that the campus environment is navigable and inclusive for all students.

**Activities from 2022-25 Student Equity Plan that can be funded under the Student Equity and Achievement Program (SEAP) funds.**

- 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

### Instruction Wing:

Following Saddleback College's established framework, the Diversity, Equity, Inclusion, and Accessibility (DEIA) Committee will partner with the Office of Planning, Research, and Accreditation (OPRA) to analyze Persistence data and identify student populations who enrolled and completed their first semester but did not return for the subsequent term. The Committee will research best practices and present recommendations to the Student Success Coordinating Committee (SSCC), which will review the findings and lead discussions on adopting strategies that advance equity goals and close gaps for disproportionately impacted (DI) student populations. Initial discussions will center on the question: *"Which student population(s) did not return for a second term?"*

### Student Services Wing:

Student Services is a strategic, student-centered ecosystem that bridges academic, personal, and professional development, ensuring that every student has the resources and guidance necessary to persist, succeed, and achieve their educational goals. It encompasses a comprehensive range of programs designed to support the diverse needs of students and promote persistence and retention. From enrollment and onboarding to in-semester support, Student Services provides resources at multiple touchpoints, offering timely and targeted assistance.

The College has centralized most of its Student Services including Outreach & Strategic Partnerships, Admissions & Records, Student Payment Office, Disabled Students Programs and Services (DSPS), Financial Aid, VETS Center, CalWORKs, Counseling, Career Resource Center, EOPS/CARE/NextUp, Placement and Prerequisites, and the Transfer Center in the new, state-of-the-art Gateway building. This centralization provides students with a single, accessible location where they can navigate enrollment processes, access critical support, and receive guidance that directly impacts their academic persistence. The Gateway building is designed not only for efficiency but also to foster a welcoming environment where students feel supported.

In addition, the College Center building has been restructured to further centralize retention-focused services, including Basic Needs Center, Multicultural Center, LGBTQIA+ Center, Rising Scholars, Monarch Scholars, AANHPI Scholars, Student Life and Development, Associated Student Government, and the Student Health & Wellness Center. These spaces provide holistic support that

addresses students' academic, emotional, and social needs, ensuring that barriers to success such as food insecurity, mental health challenges, or lack of engagement are proactively addressed.

Beyond physical spaces, Student Services collaborate closely with the Instruction Wing to embed support within the classroom experience. Services such as success coaching offered through the Office of Student Success are integrated within all five schools of the institution. This approach ensures that support is not separate from learning but actively woven into students' educational journeys.

A central focus of Student Services is advancing equity and access, particularly for disproportionately impacted (DI) students. Through continuous assessment of programs, intentional student touchpoints, and cross-campus collaboration, Student Services will continue to identify and remove barriers to success while promoting pathways for completion, transfer, and career readiness. This wing will continually seek innovative ways to streamline services, improve accessibility, and create a culture where all students, regardless of background, can thrive.

#### **Administrative Services Wing:**

A strong sense of belonging is critical to student success and can be fostered through intentional programming, visible role models, and thoughtfully designed environments. The Facilities, Maintenance & Operations team plays a pivotal role in promoting persistence by creating campus spaces that reflect and affirm the identities of the students we serve. One current initiative is the installation of a building mural that celebrates the diversity, achievements, and stories of our student community. This visual representation not only enhances the campus environment but also reinforces students' connection to the College, fostering pride, inclusion, and engagement. Future plans include ongoing assessments of campus spaces to ensure accessibility, comfort, and opportunities for student expression, making the physical environment an integral part of supporting student belonging and success.

**Activities from 2022-25 Student Equity Plan that can be funded under the Student Equity and Achievement Program (SEAP) funds.**

- 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

### Instruction Wing:

Aligned with Saddleback College's established framework, the Diversity, Equity, Inclusion, and Accessibility (DEIA) Committee will collaborate with the Office of Planning, Research and Accreditation (OPRA) to analyze data on the completion of Transfer-Level Math and English. The Committee will research best practices and present recommendations to the Student Success Coordinating Committee (SSCC), which will review the findings and guide discussions on adopting strategies that advance equity goals and close gaps for our disproportionately impacted (DI) student populations. Initial discussions will center on the question: *“What can each school—not just STEM or HSS—do to ensure all students successfully complete math and English?”*

### Student Services Wing:

To ensure access and inclusivity, the Learning Assistance Program offers tutoring services in multiple modalities including drop-in, embedded in courses, and online, to meet students where they are. The tutoring center prioritizes diversity in tutor hiring and training, recruiting tutors through faculty recommendations and equity-minded hiring practices, ensuring they reflect the student population. All tutors receive CRLA & ACTLA-certified training that includes equity-minded practices, cultural responsiveness, and strategies that build trust and create a welcoming, affirming learning environment.

The program also collaborates with campus initiatives that serve disproportionately impacted groups such as the Basic Needs Center, Health Center, MESA, CISL, EOPS, and athlete success initiatives to provide targeted support. Peer-led workshops and test prep study groups focus on challenging courses that often serve as barriers to degree completion, allowing students to engage in collaborative learning that fosters persistence. These efforts specifically include supporting students in completing transfer-level math and English within their first year.

Communication and outreach strategies are equity-centered, using inclusive language and multiple platforms (email, text campaigns, classroom visits/tours, and social media) to ensure that students understand tutoring is a resource for everyone; not only for those that may be struggling.

The program continuously evaluates its practices through student feedback surveys and usage data, using this input to make improvements that address barriers and improve outcomes. These combined efforts have contributed to narrowing course success gaps and increasing persistence among

disproportionately impacted students. On the most recent review of equity gap data, the DI percentage point gap was below the margin of error for all groups.

The Learning Assistance Program will continue implementing strategies designed to support the successful completion of transfer-level math and English within students' first academic year, with a particular focus on addressing the academic support needs of all disproportionately impacted (DI) student groups.

### **Administrative Services Wing:**

Creating an environment that supports student success in Math and English courses within the first academic year is a central priority for the College. Research shows that equitable, accessible, and engaging classroom environments significantly impact student outcomes, particularly for disproportionately impacted (DI) student groups. The Facilities, Maintenance, and Operations team plays a critical role in ensuring that learning spaces meet the diverse needs of all students.

Several campus buildings are currently undergoing upgrades and renovations to enhance both accessibility and functionality. These improvements are designed to create spaces that not only comply with accessibility standards but also foster active engagement, collaboration, and flexible teaching approaches.

For English courses, classrooms are being equipped with mobile, wheeled furniture that can be easily reconfigured to accommodate a variety of learning styles, group activities, and instructional strategies. This flexibility allows instructors to adapt their classrooms to meet the needs of different cohorts and supports students in engaging deeply with course content.

For Mathematics, the College is constructing a state-of-the-art Math and Computer Science building designed with modern, accessible classroom layouts that promote collaborative learning. These spaces will include technology-enhanced classrooms, group work areas, and adaptable seating arrangements to support both individual and team-based problem-solving. The goal is to create an environment where students can thrive academically while developing critical thinking and collaboration skills.

The College will continue to regularly assess classroom spaces and student needs to ensure that all learning environments are equitable and supportive. These efforts aim to remove barriers to learning,

provide resources tailored to student success, and ultimately improve completion rates for transfer-level Math and English courses within the first year—particularly for students from disproportionately impacted groups. By intentionally designing learning spaces and leveraging facilities planning, the College reaffirms its commitment to academic equity, student engagement, and long-term success.

**Activities from 2022-25 Student Equity Plan that can be funded under the Student Equity and Achievement Program (SEAP) funds.**

- 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

### **Instruction Wing:**

Following Saddleback College's established framework, the Diversity, Equity, Inclusion and Accessibility (DEIA) Committee will collaborate with the Office of Planning, Research, and Accreditation (OPRA) to analyze Completion data and identify student populations who did not achieve their academic goals within the College's five schools. The Committee will research best practices and present recommendations to the Student Success Coordinating Committee (SSCC), which will review the findings and facilitate discussions to adopt strategies that advance equity goals and close gaps for DI student populations. Initial discussions will focus on the question: *"What are schools currently doing, or could they do, to ensure students have access to the courses they need to complete on time?"*

### **Student Services Wing:**

Academic counseling is a cornerstone strategy for improving student completion and addressing equity gaps, particularly for disproportionately impacted (DI) student populations. By offering individualized, culturally responsive guidance, counselors help students navigate the complex pathways to academic success, including course selection, program planning, transfer requirements, and career preparation. This personalized support ensures that DI students are equipped with the knowledge and resources to make informed decisions about their academic trajectory.

To address equity gaps, academic counseling incorporates proactive and targeted interventions. These include early alert systems to identify students at risk of falling behind, regular progress monitoring, and personalized outreach to provide timely support and resources. Counselors work closely with DI students to remove barriers that may impede progress, such as limited access to information, financial constraints, or challenges navigating college systems. By anticipating and addressing these barriers, counseling becomes a tool for equity, ensuring that students who historically experience lower completion rates have the support necessary to succeed.

Counseling practices are also intentionally integrated with other student support services, mentoring programs, career services, and learning communities. This holistic approach creates multiple touchpoints of support, reinforcing student persistence and engagement. Additionally, counseling sessions emphasize skill-building in academic planning, time management, and self-advocacy,

empowering students to take ownership of their educational journey while fostering confidence and resilience.

By employing data-driven strategies, counselors can monitor outcomes and continually refine support services to better serve DI students. This includes tracking completion of transfer-level courses, certificate and degree attainment, and progression toward transfer or career goals. The ongoing evaluation of interventions ensures that gaps are identified early, and targeted solutions are implemented, thereby eliminating disparities in achievement.

Moving forward, academic counseling will continue to systematically assess student outcomes and respond with targeted interventions aimed at eliminating gaps for DI students. By continuously evaluating progress and implementing equity-focused strategies, counseling will ensure that all DI students have the guidance, resources, and support necessary to successfully complete transfer-level courses, degrees, and certificates within their intended timelines.

### **Administrative Services Wing:**

The College is committed to supporting students in the successful completion of their academic goals by creating a holistic and supportive classroom experience. The Facilities, Maintenance & Operations team plays a critical role in this effort by ensuring that classrooms are equipped with modern, flexible furnishings that accommodate diverse learning styles and instructional strategies. By providing spaces that are accessible, adaptable, and conducive to engagement, students can fully participate in their courses and focus on learning.

Equally, the Information Technology (IT) department enhances the academic experience by providing reliable, up-to-date technology and digital resources that support both in-person and remote learning. From classroom technology and instructional software to network access and technical support, IT ensures that students and faculty can seamlessly integrate technology into the teaching and learning process.

Campus Police contribute to academic success by maintaining a safe and secure learning environment. Students are better able to focus on their coursework when they know that their well-being is prioritized and that safety measures are in place across campus.

Together, the coordinated efforts of Facilities, IT, and Campus Police will continue to create an environment where students can thrive academically, engage meaningfully in their coursework, and achieve their educational goals.

**Activities from 2022-25 Student Equity Plan that can be funded under the Student Equity and Achievement Program (SEAP) funds.**

- 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 dashboards to identify pathway completion barriers.

## Transfer

### **Instruction Wing:**

Following Saddleback College's established framework, the Diversity, Equity, Inclusion, and Accessibility (DEIA) Committee will partner with the Office of Planning, Research, and Accreditation (OPRA) to analyze transfer data and identify student populations within the College's five schools who did not continue to four-year institutions. The Committee will research best practices and present recommendations to the Student Success Coordinating Committee (SSCC), which will review the findings and lead discussions to adopt strategies that advance equity goals and close gaps for disproportionately impacted (DI) student populations. Initial discussions will center on the question: *"Are there course offering gaps that limit transfer to students' top-choice schools?"*

### **Student Services Wing:**

The College is committed to eliminating transfer achievement gaps for diverse and underserved (DI) student populations through the comprehensive support provided by the Transfer Center. The Transfer Center offers dedicated staff and counselors who guide students in understanding essential transfer information, requirements, and processes, equipping them with the knowledge and strategies needed to strengthen their competitive edge when applying to four-year universities.

In addition, the Transfer Center provides access to university representative visits, application workshops, and hands-on labs, ensuring students receive direct support throughout the transfer process. Participation in the UC and CSU Transfer and Admission Guarantee programs further provides students with a structured pathway and a competitive advantage for successful admission.

These services are specifically designed to address equity and access, targeting historically underrepresented and underserved student populations to close transfer achievement gaps. The College will continue to maintain and expand these services, with a focused goal of supporting DI students to ensure they have the guidance, resources, and opportunities necessary to successfully transfer to four-year institutions.

**Administrative Services Wing:**

The College is committed to supporting transfer success for all students, with a particular focus on eliminating disparities for disproportionately impacted (DI) students. Transfer outcomes are influenced not only by academic preparation but also by the overall college experience, including the quality of campus facilities, access to technology, and a safe learning environment.

The Facilities, Maintenance & Operations team plays a critical role in creating physical spaces that promote student engagement, accessibility, and persistence. Upgrades to classrooms, study areas, and common spaces are designed to foster collaboration and a sense of belonging, which are essential for DI students navigating the transfer process.

Information Technology (IT) ensures that students have access to reliable and equitable technology resources, including hardware, software, and connectivity. By supporting both in-person and virtual learning environments, IT helps remove barriers that disproportionately affect DI students, ensuring they can fully participate in transfer preparation activities, research, and application processes.

Campus Police contribute to a safe and secure campus environment, promoting student well-being and confidence to engage fully in college life. A secure campus allows students, especially those from DI populations, to focus on academic goals and transfer preparation without safety concerns interfering with their experience.

Through coordinated efforts across Facilities, IT, and Campus Police, the College addresses key environmental, technological, and safety factors that influence persistence and transfer. These activities will continue with a deliberate focus on eliminating gaps for DI students, ensuring equitable access to resources and opportunities that increase their competitive edge for transfer to four-year universities.

**Activities from 2022-25 Student Equity Plan that can be funded under the Student Equity and Achievement Program (SEAP) funds.**

- 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. The following tables reflect allocations and expenditure categories from 2022-25.

<b>2022-23 Allocation</b>	
<b>Expenditure Type</b>	<b>Allocation</b>
1000 – Instructional Salaries	\$2,304,444
2000 – Non-Instructional Salaries	\$1,857,526
3000 – Employee Benefits	\$1,963,051
4000 – Supplies and Materials	\$70,137
5000 – Other Operating Expenses and Services	\$312,665
Capital Outlay	\$33,880
7000 – Other Outgo	\$242,500
<b>Total</b>	<b>\$6,784,203</b>

<b>2023-24 Allocation</b>	
<b>Expenditure Type</b>	<b>Allocation</b>
1000 – Instructional Salaries	\$1,917,101
2000 – Non-Instructional Salaries	\$1,979,145
3000 – Employee Benefits	\$1,905,857
4000 – Supplies and Materials	\$54,825
5000 – Other Operating Expenses and Services	\$518,119
Capital Outlay	\$266,524
7000 – Other Outgo	\$134,000
<b>Total</b>	<b>\$6,775,571</b>

## EQUITY PROGRESS

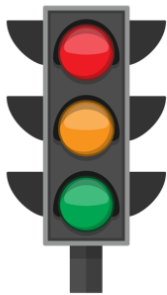
Saddleback College has positively impacted disproportionately impacted groups in several student metrics while equity gaps persist in other metrics.

For Hispanic/Latinx students, equity gaps are closed for *Successful Enrollment* and *Persistence*. Although there is substantial improvement and the equity gap is moving towards closing for the *Completion of Transfer Level Math & English, Completion, and Transfer* metrics, significant gaps persist and will be the focus for this plan cycle.

For our First-Generation College Students, there are significant equity gaps that persist under the *Persistence, Completed Transfer-Level Math & English, Completion, and Transfer* metrics. The college will continue the work to close gaps for this population.

## AREAS OF DISPROPORTIONATE IMPACT

Saddleback College



Student Population Metric Workflow	Successful Enrollment	Persistence	Completed Transfer Level Math & English	Completion	Transfer
Hispanic / Latinx	Dark Green Box	Dark Green Box	Yellow Box	Yellow Box	Yellow Box
First-Generation College Students	White Box	Yellow Box	Yellow Box	Yellow Box	Yellow Box

LEGEND	
Red Box	Equity gaps increased
Yellow Box	Equity gaps remain unchanged
Dark Green Box	No equity gaps exist
White Box	No Data provided by CCC Chancellor's Office



Note: Data provided by the State is only current through the 2022-2023 academic year.  
Data Source: CCCC, Data on Demand, Student Equity Data Files, January 2025.

The following Data Vista snapshots show the comparison of the overall student population and disaggregation by ethnicity to identify disproportionately impacted groups.

### **Success Enrollment**

**Successful Enrollment at Same College** - Among all applicants who indicated an intent to enroll in the selected college in the selected year as a general admit student for the first time, the proportion of cohort students who enrolled in the same community college in the selected year.

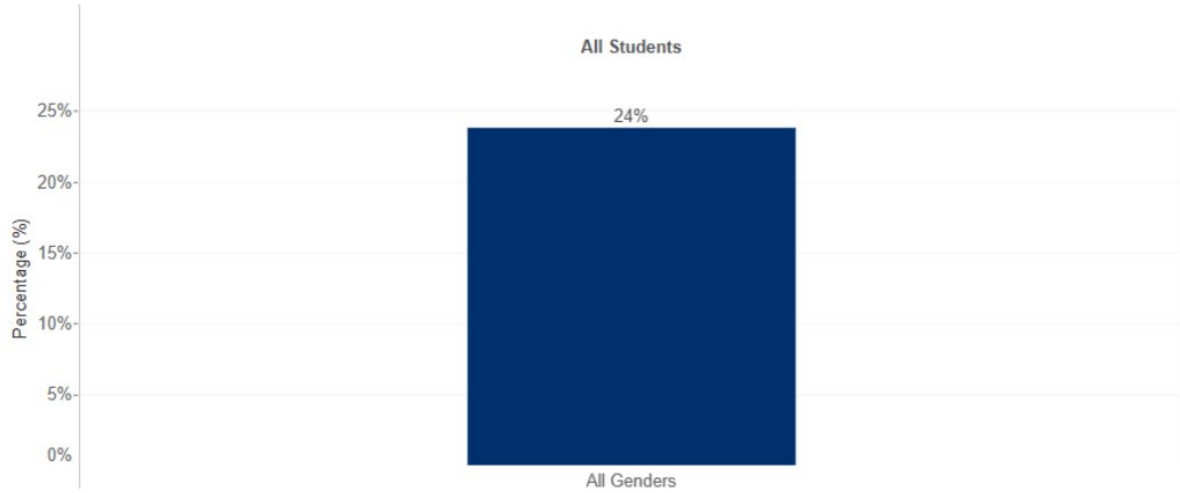
Overall, 24% of first-time applicants enrolled at the college. When examining disproportionately impacted (DI) student groups, enrollment patterns reveal persistent gaps. Among Black/African American students, only 19% enrolled in the subsequent primary term—representing a 5% gap below the overall college enrollment rate.

In comparison, 30% of Hispanic/Latinx applicants enrolled in the next primary term, exceeding the overall rate and highlighting effective outreach and engagement practices that could be leveraged across other populations. Currently, data for First-Generation students are not yet available, limiting the ability to analyze outcomes for this group. Collecting and monitoring this data will be essential to identify challenges and implement targeted strategies that support equitable enrollment outcomes for all student populations.

**Saddleback College Successful Enrollment: Same College (300C) in Academic Year 2023-24**

By Overall

Among first-time applicants who indicated an intent to enroll in selected college in selected year, the proportion who enrolled at that college in that year 300C

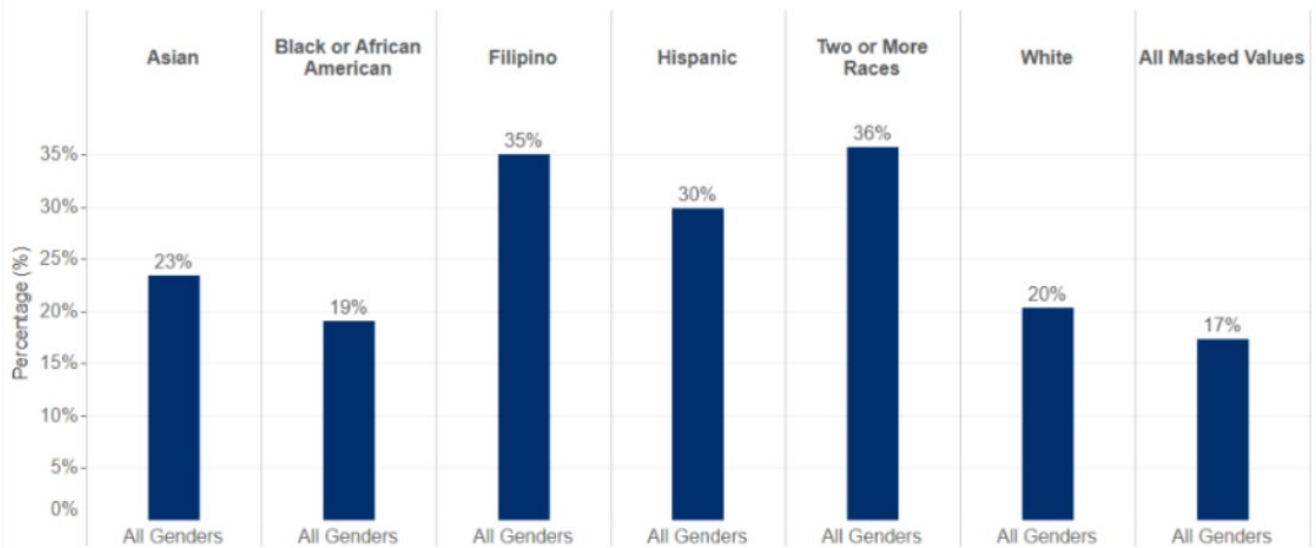


		All Students
All Genders	Value	3,446
	Denom	14,459
	Perc	24%

**Saddleback College Successful Enrollment: Same College (300C) in Academic Year 2023-24**

By Ethnicity

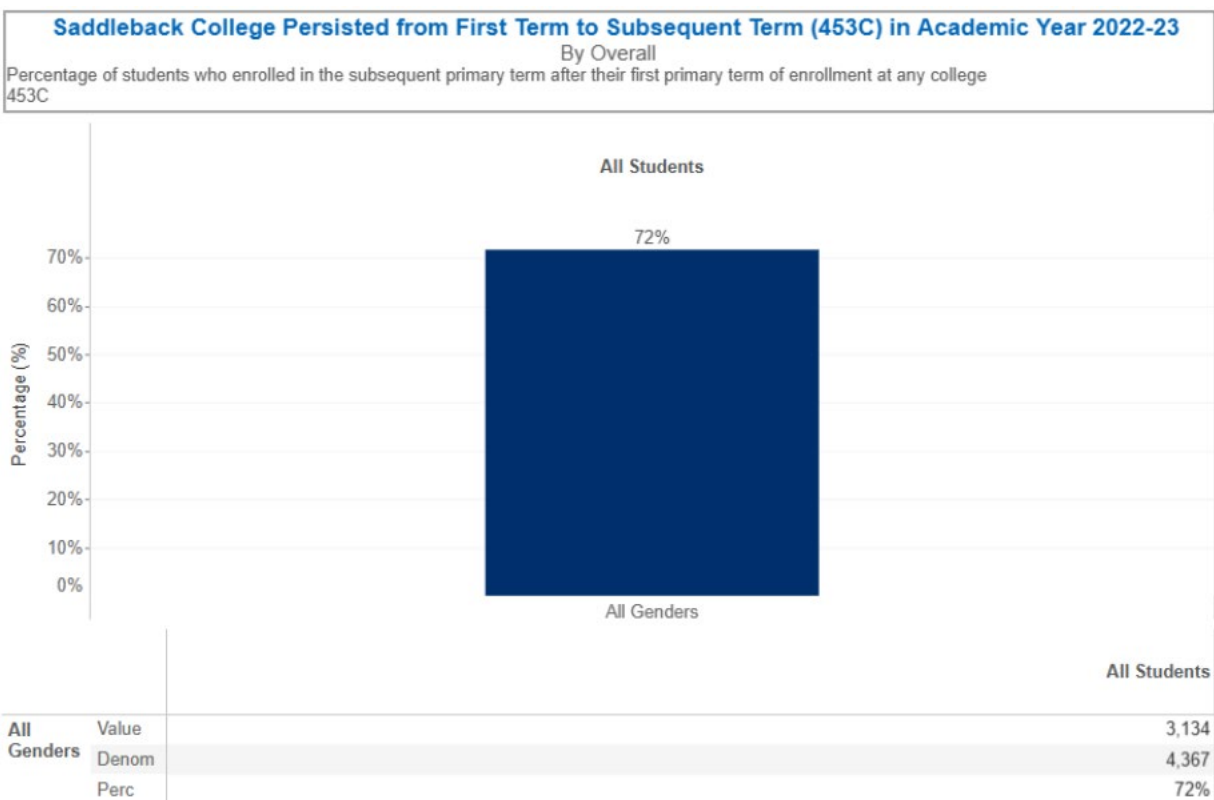
Among first-time applicants who indicated an intent to enroll in selected college in selected year, the proportion who enrolled at that college in that year 300C



		Asian	Black or African American	Filipino	Hispanic	Two or More Races	White	All Masked Values
All Genders	Value	279	74	98	1,044	262	1,602	87
	Denom	1,189	387	280	3,491	732	7,880	500
	Perc	23%	19%	35%	30%	36%	20%	17%

**Persistence**

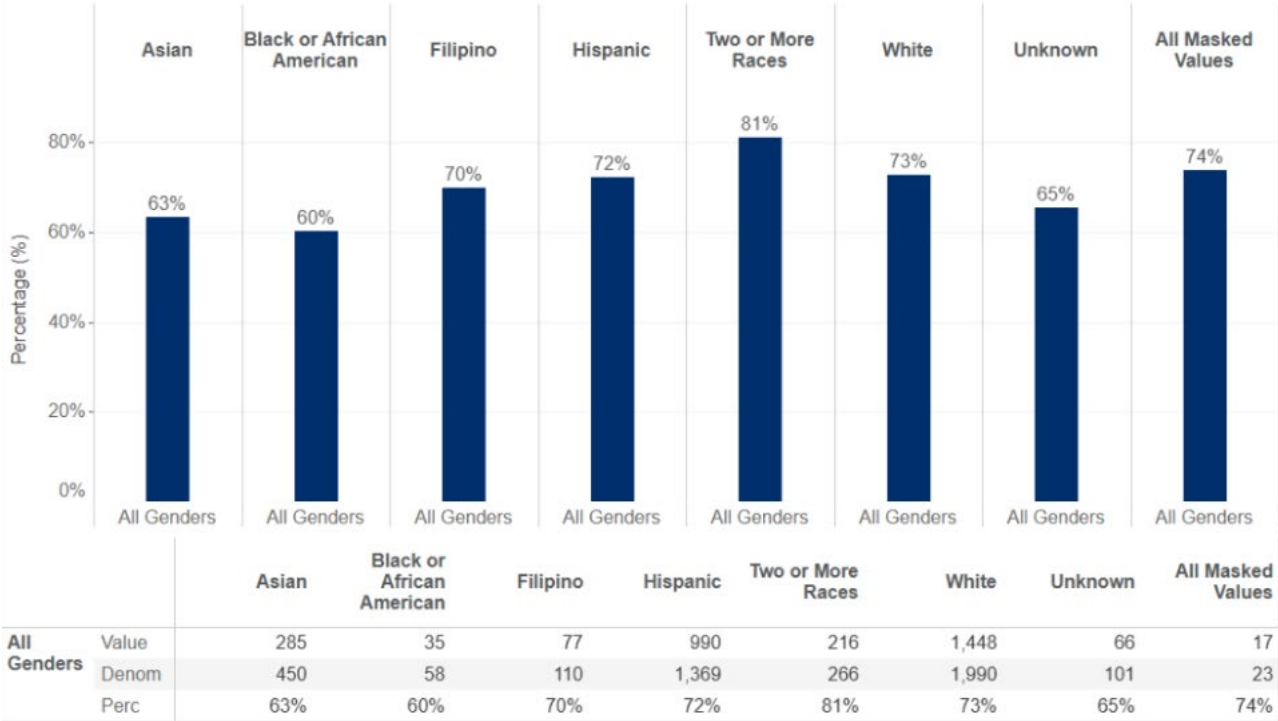
**Persisted from First Term to Second Term** - Among students in the cohort, the proportion who persisted from their first primary term of enrollment to the subsequent primary term at any college. Overall, 72% of students are enrolling in the subsequent primary term after their first term of enrollment. When comparing Disproportionately Impacted (DI) Groups, 60% of Black/African American students, 67% of First-Generation students, and 72% of Hispanic/Latinx students are enrolling in the following term. This reflects a **12% gap** for Black/African American students and a **5% gap** for First-Generation students compared to the overall enrollment rate.



**Saddleback College Persisted from First Term to Subsequent Term (453C) in Academic Year 2022-23**

By Ethnicity

Percentage of students who enrolled in the subsequent primary term after their first primary term of enrollment at any college  
453C

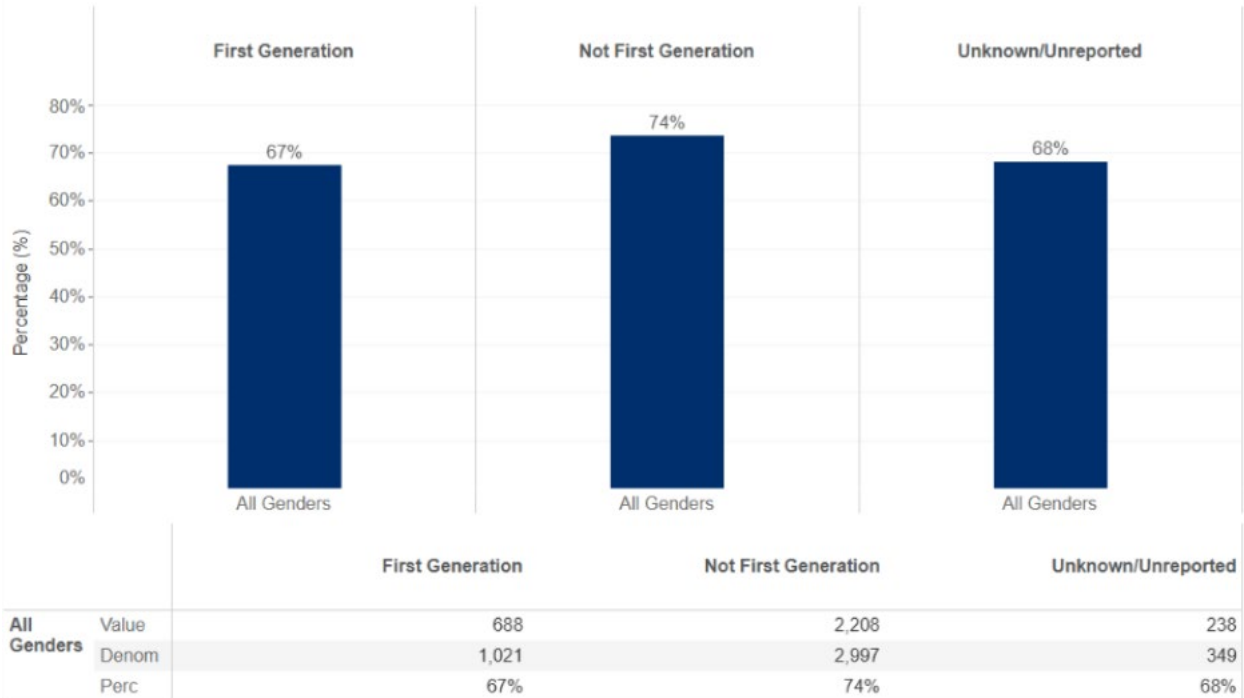


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**Saddleback College Persisted from First Term to Subsequent Term (453C) in Academic Year 2022-23**

By First Generation

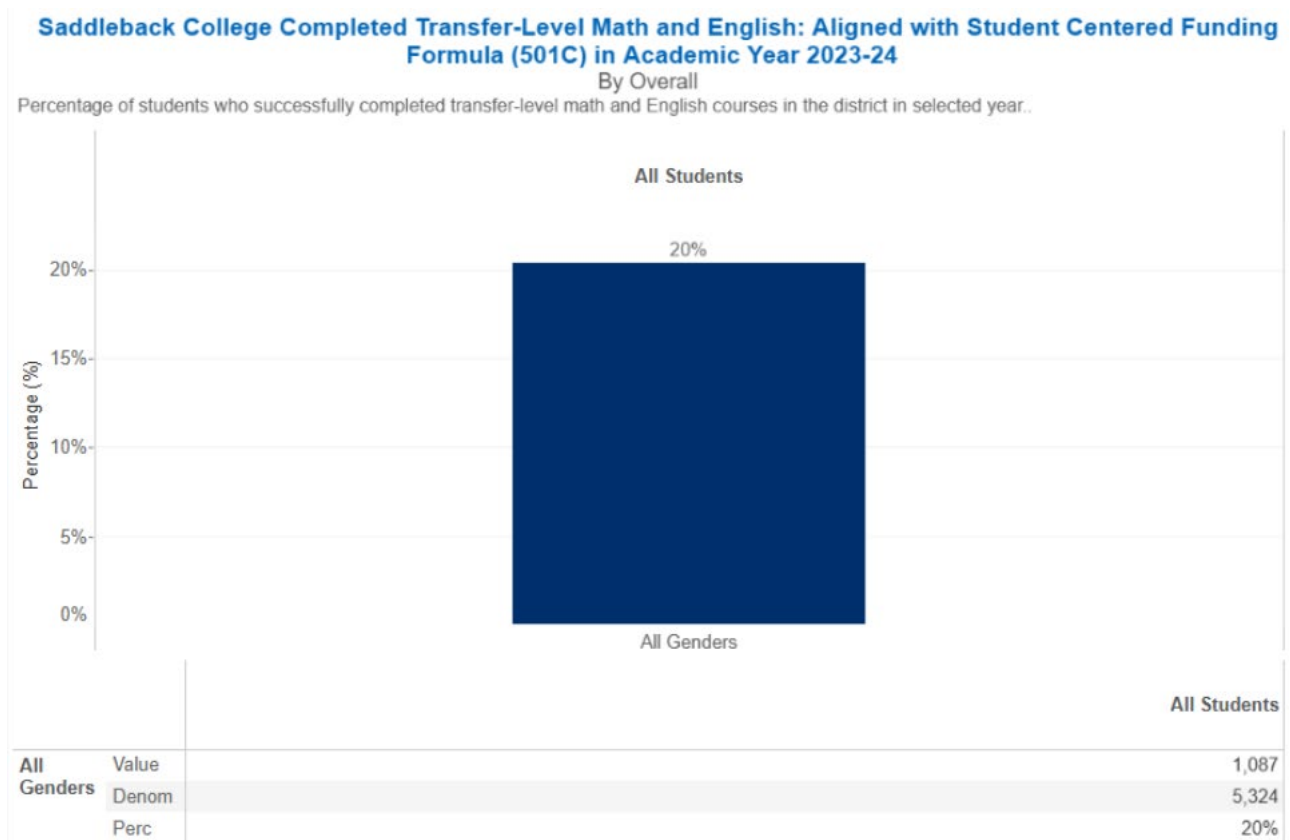
Percentage of students who enrolled in the subsequent primary term after their first primary term of enrollment at any college  
453C



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### Completed Transfer-Level Math & English

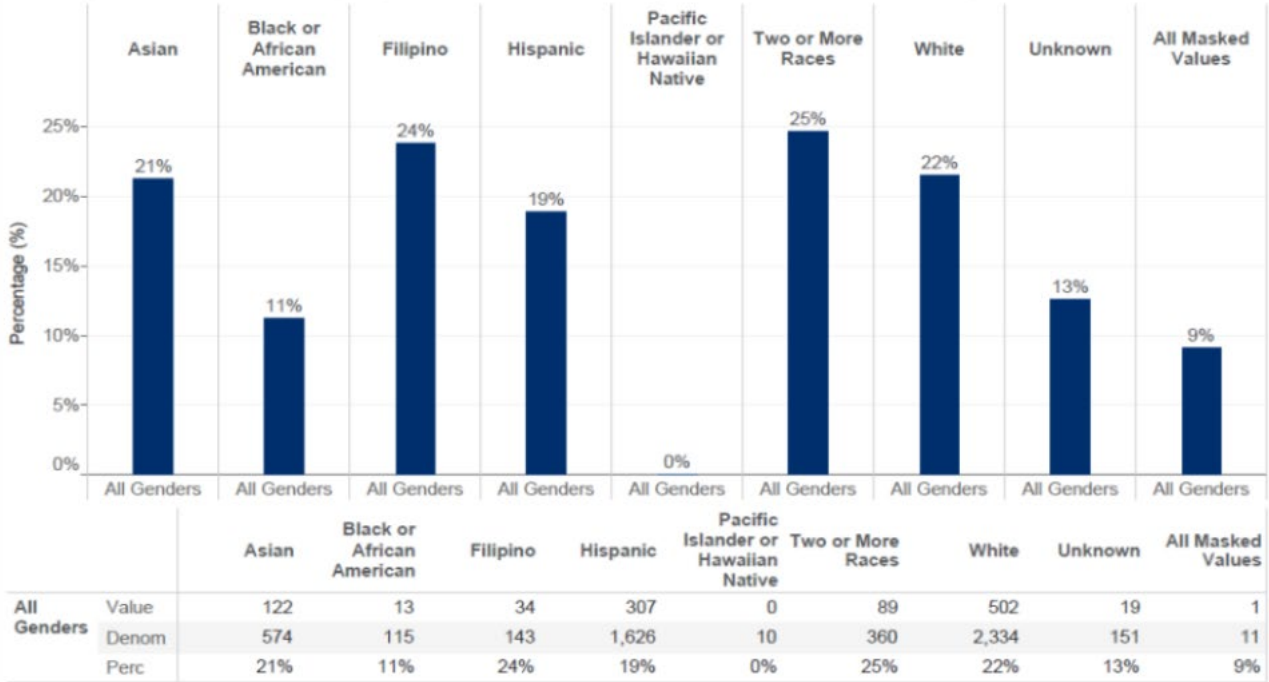
**Transfer-Level Math and English** - Among students in the cohort, the proportion who completed both transfer-level math and English in their first academic year of credit enrollment within the district. Overall, 20% of students are successfully completing transfer-level math and English courses within their first academic year. When comparing our disproportionately impacted (DI) groups, completion rates are lower for several populations: 11% of Black/African American students (a 9% gap), 12% of First-Generation students (an 8% gap), and 19% of Hispanic/Latinx students (a 1% gap) are completing transfer-level math and English within their first year.



### Saddleback College Completed Transfer-Level Math and English: Aligned with Student Centered Funding Formula (501C) in Academic Year 2023-24

By Ethnicity

Percentage of students who successfully completed transfer-level math and English courses in the district in selected year..

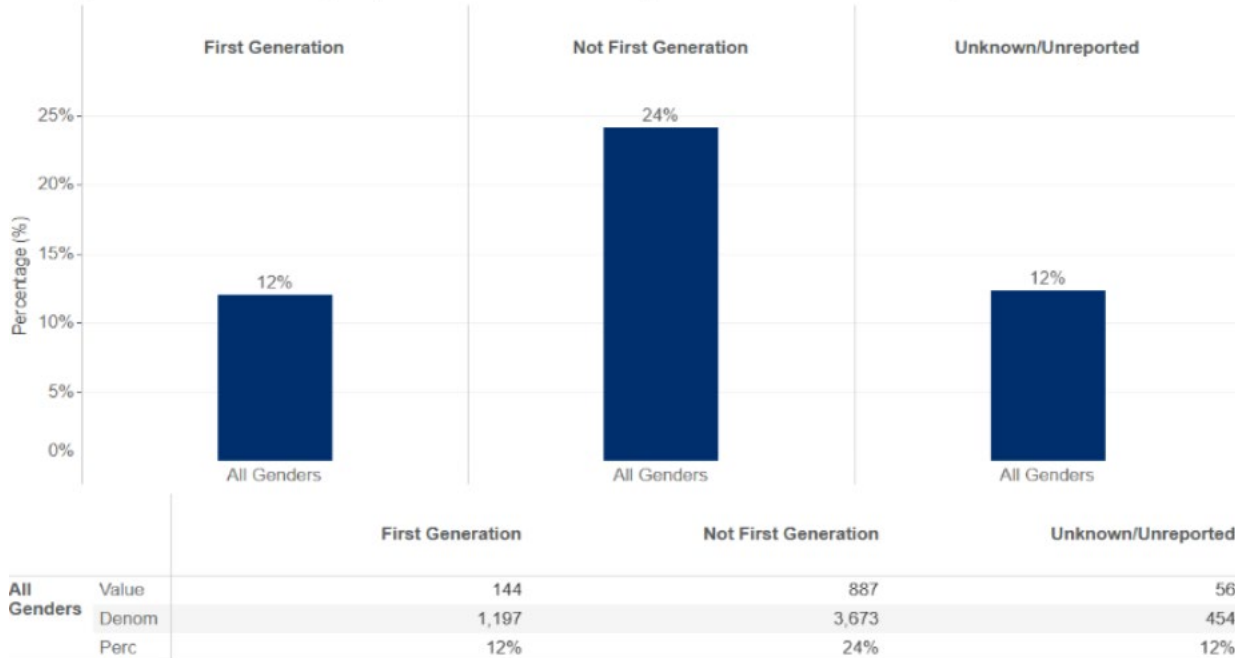


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### Saddleback College Completed Transfer-Level Math and English: Aligned with Student Centered Funding Formula (501C) in Academic Year 2023-24

By First Generation

Percentage of students who successfully completed transfer-level math and English courses in the district in selected year..

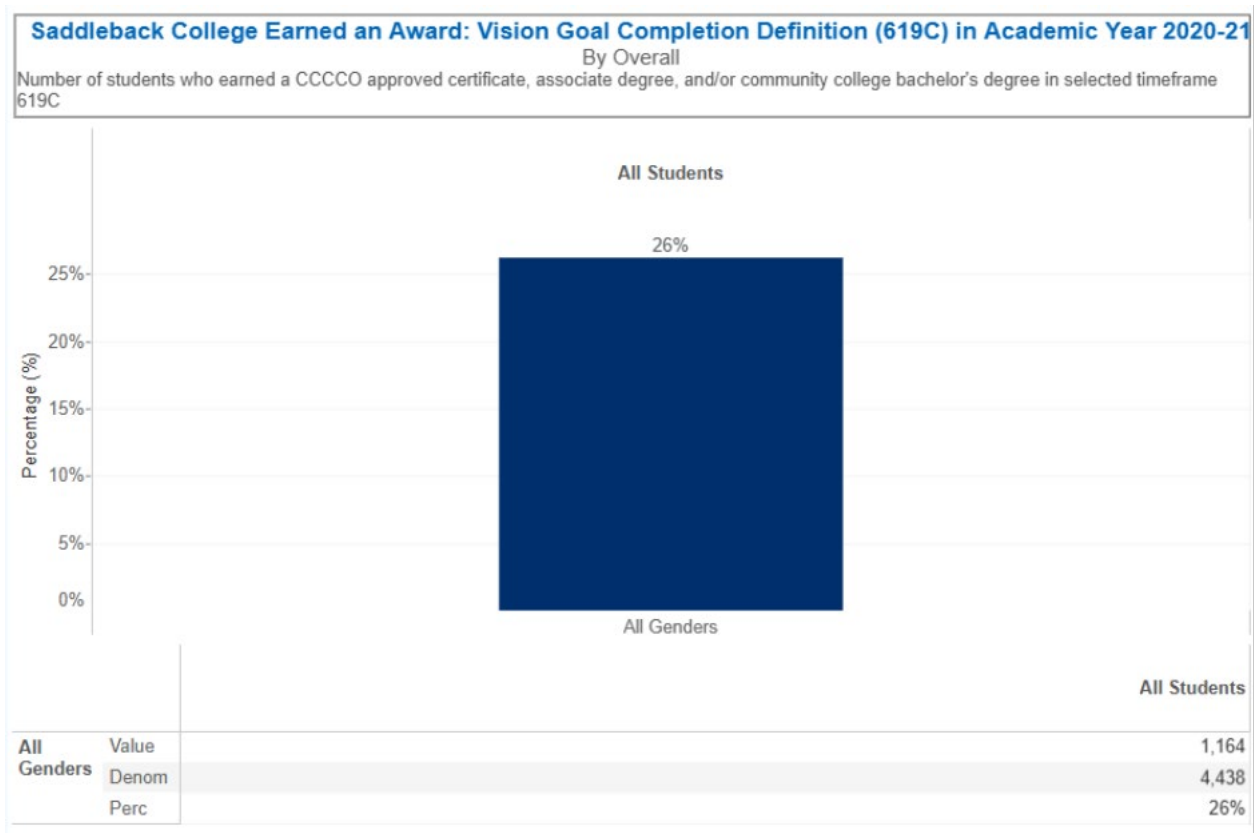


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## Completion

**Earned an Award** - Among students in the cohort, the unduplicated count of students who earned one or more of the following: Chancellor's Office approved certificate, associate degree, and/or CCC baccalaureate degree, and had an enrollment in the selected year in the district that they earned the award within 2, 3, 4, or 6 years.

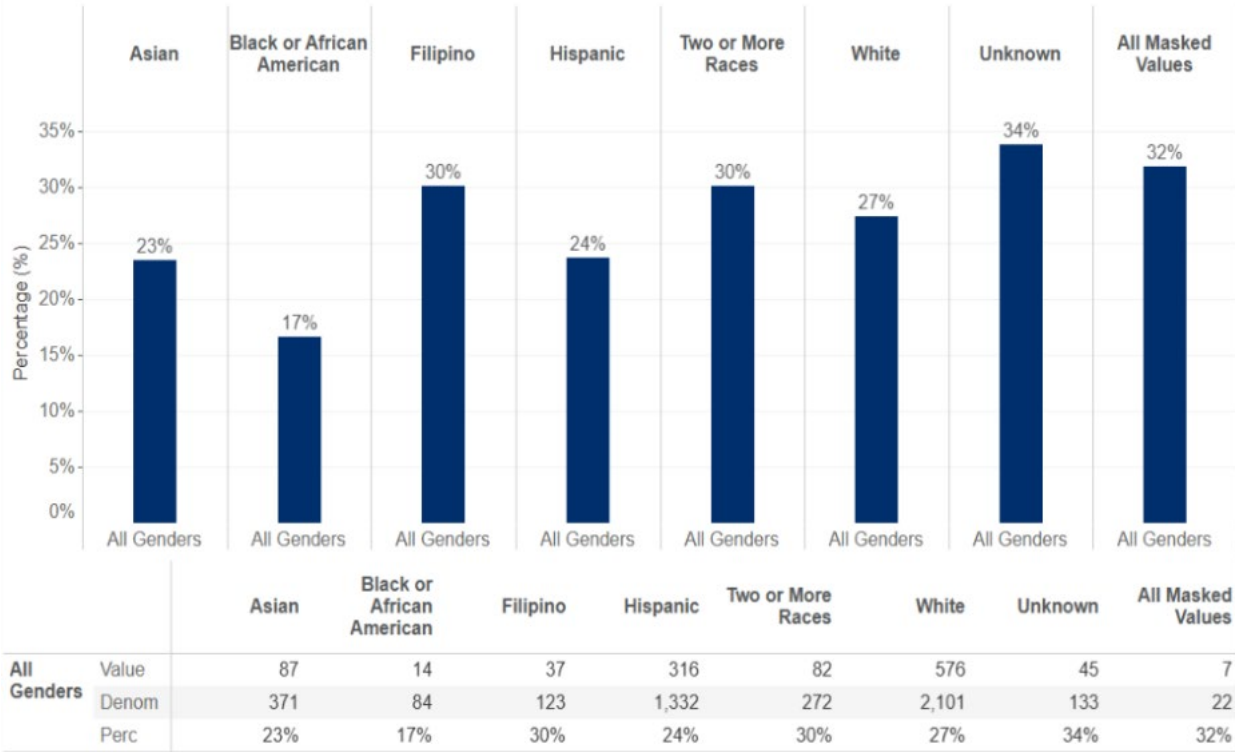
Overall, 26% of students are successfully earning a CCCCCO-approved certificate, associate degree, or community college bachelor's degree. When disaggregated by disproportionately impacted (DI) groups, 17% of Black/African American students (a 9 percentage-point gap), 17% of First-Generation students (a 9 percentage-point gap), and 24% of Hispanic/Latinx students (a 2 percentage-point gap) are achieving the same milestone.



**Saddleback College Earned an Award: Vision Goal Completion Definition (619C) in Academic Year 2020-21**

**By Ethnicity**

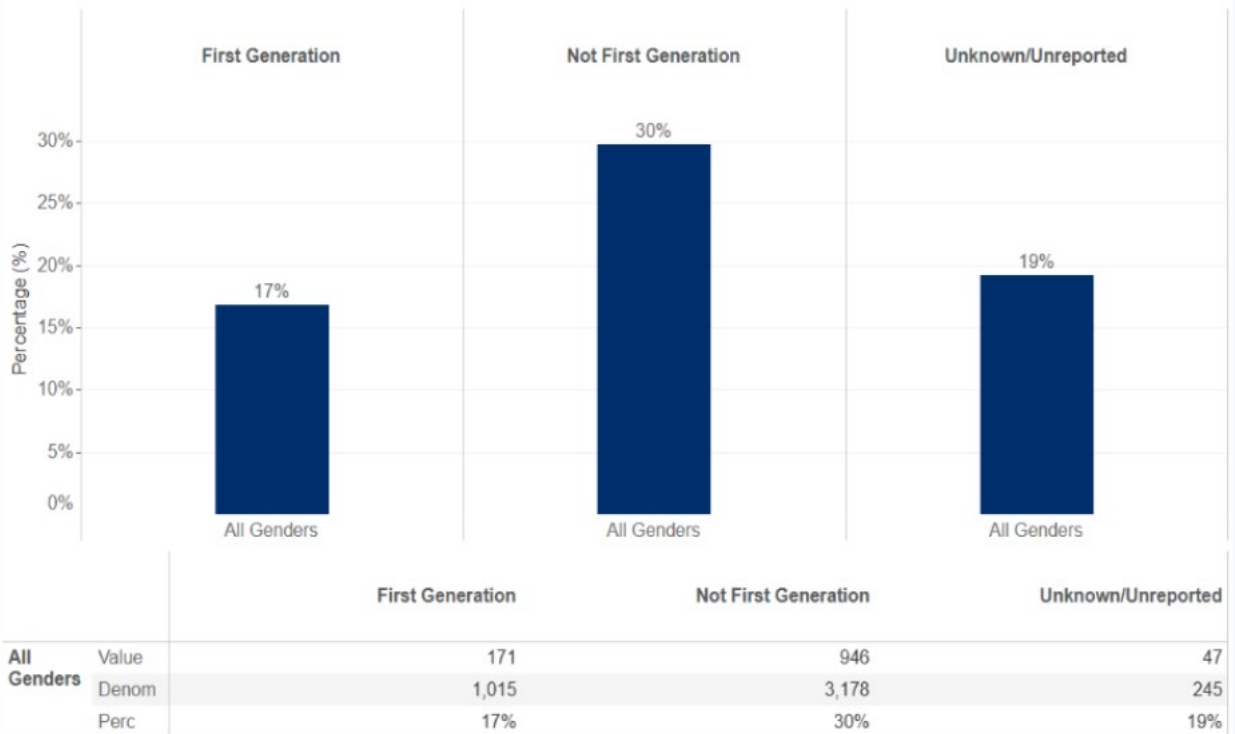
Number of students who earned a CCCC approved certificate, associate degree, and/or community college bachelor's degree in selected timeframe 619C



**Saddleback College Earned an Award: Vision Goal Completion Definition (619C) in Academic Year 2020-21**

**By First Generation**

Number of students who earned a CCCC approved certificate, associate degree, and/or community college bachelor's degree in selected timeframe 619C



**Transfer**

**Transfers to a Four-Year Institution** - Among students in the cohort who earned 12 or more units at any time and at any college and who exited the community college system in the selected year, the number of cohort students who enrolled in any four-year postsecondary institution in the subsequent year or 3 years after for 2 year cohort, 4 years after for 3 year cohort, 5 years after for 4 year cohort and 7 years after for 6 year cohort.

Overall, 36% of students are transferring to four-year institutions. Among our disproportionately impacted (DI) groups, 25% of First-Generation students and 33% of Hispanic/Latinx students are successfully transferring, representing achievement gaps of 11 and 3 percentage points, respectively, compared to the overall student population. Data for Black/African American students is currently unavailable.

**Saddleback College Transferred to a Four-Year Institution: Any Four-Year (with denominator used in SEP) (620C) in Academic Year 2019-20**

By Overall

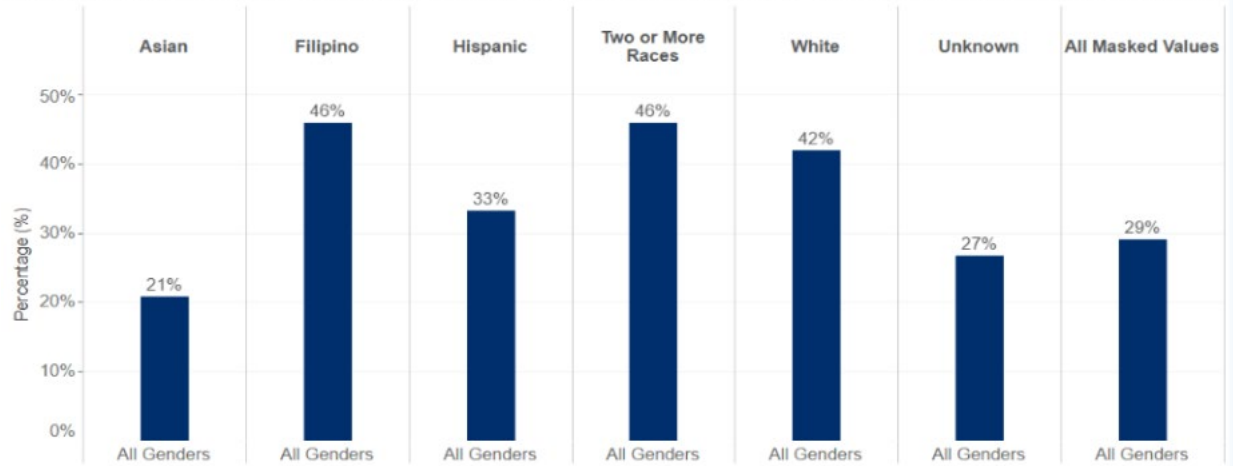
Number of students who earned 12+ units, exited the community college system, and enrolled in any 4-year college by the subsequent year after the sel..



**Saddleback College Transferred to a Four-Year Institution: Any Four-Year (with denominator used in SEP) (620C) in Academic Year 2019-20**

By Ethnicity

Number of students who earned 12+ units, exited the community college system, and enrolled in any 4-year college by the subsequent year after the sel..



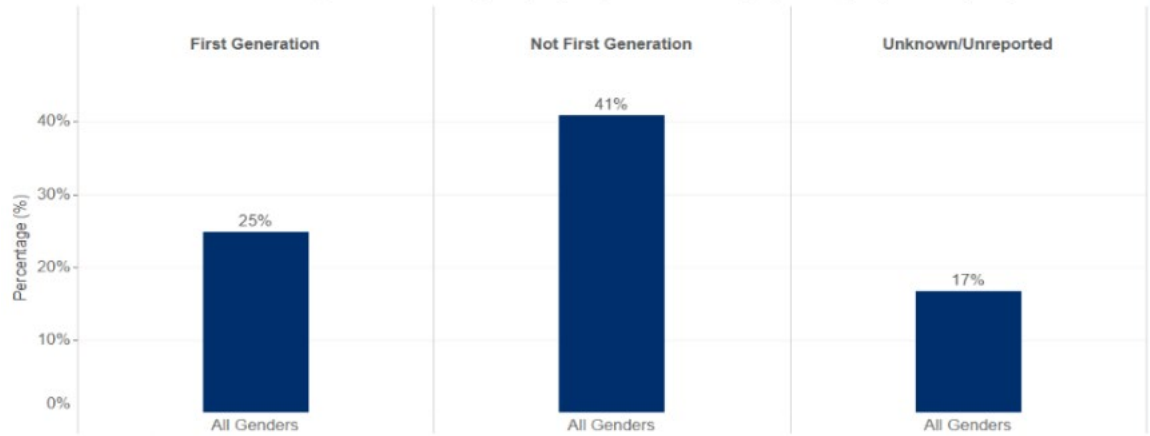
		Asian	Filipino	Hispanic	Two or More Races	White	Unknown	All Masked Values
<b>All Genders</b>	Value	49	34	177	61	411	46	9
	Denom	236	74	534	133	980	172	31
	Perc	21%	46%	33%	46%	42%	27%	29%

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**Saddleback College Transferred to a Four-Year Institution: Any Four-Year (with denominator used in SEP) (620C) in Academic Year 2019-20**

By First Generation

Number of students who earned 12+ units, exited the community college system, and enrolled in any 4-year college by the subsequent year after the sel..



		First Generation	Not First Generation	Unknown/Unreported
<b>All Genders</b>	Value	101	665	21
	Denom	408	1,626	126
	Perc	25%	41%	17%

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## **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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**Director of College Equity, Inclusion and Access**

Saddleback College

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