



**SANTIAGO
CANYON
COLLEGE**

**Santiago Canyon College
Student Equity Plan**

January 2005

Santiago Canyon College Student Equity Plan

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**Santiago Canyon College
Student Equity Plan**

Signature Page

District: Rancho Santiago Community College

College: Santiago Canyon College

President, Board of Trustees

Date

District Chancellor: _____

College President: _____

Academic Senate President: _____

Student Equity Coordinator: _____

Executive Summary

Executive Summary

Striving to maintain a campus atmosphere that closely reflects the college mission to “foster an environment that develops knowledge and understanding, critical thinking, sound decision making, cultural awareness, effective communication skills”, Santiago Canyon College uses its student equity plan as a blueprint giving us impetus to guide student achievement and success. Our college has dedicated administration, faculty, staff and students to ensure that the student equity plan will remain a living document, and assist our campus in realizing our vision to escort students as they journey through their personal academic goals.

Goals

The driving force of the planning committee was a set of goals and objectives that encompassed academic principles and student needs. Using this watershed as our point of reference, we set forth to forge a path based upon statistical data identifying student deficiencies amongst Asians, African Americans, Hispanics, and White students. As a result, our goals were established as follows:

Goal 1: Access

The college will continue to ensure that all ethnic groups within the community served will have access to both credit and non-credit programs.

Goal 2: Course Completion

To achieve a 72% overall completion rate by 2006

Goal 3: ESL and Basic Skills Completion

English-To increase numbers of students successfully completing sequenced courses by 5% annually. To increase registration in reading and study skills courses for students who place in English N50, N60 and 061 annually through 2008

ESL- To increase student persistence by 10 percentage points per level each year through 2006. To increase the numbers of students transitioning from non-credit ESL to credit ESL by 5 percentage points per year

Reading- To increase enrollments by 10 percentage points per year through 2006. To increase student persistence in the ESL program by 15 percentage points. To increase the numbers of students transitioning from Continuing Education Reading Program into the credit Reading program by 5 percentage points per year.

Math- to increase persistence from lower levels of math to higher levels by 5% annually through 2006. To seek alternative instructional delivery systems. To research reasons students do not persist.

Goal 4: Degree and Certificate Completion

To consistently increase the number of students qualified to be awarded by 15% each year

Goal 5: Transfer

To increase the number of transfer students by 5% annually

Activities

Realizing that in order to succeed in attaining established goals with efficacy and consistency, college wide, Santiago Canyon College has convened a Student Equity Committee who is committed to safeguard the principles and objectives that will bring about a more equitable distribution of academic achievement for all students, and thus level the playing field of opportunity. Therefore, our college has a bevy of activities that respond to each goal in order to dismantle barriers and manifest positive change. In summation, some activities include, but are not limited to:

Community advertising and promotion; partnerships with local universities' transfer programs; surveys to determine how SCC's matriculation efforts are perceived; expand course offerings; acquire transportation service between credit and non-credit campuses; develop culture center; promote financial aid via in-reach to all students; increase staff development; articulate with OUSD and counseling to create topic-specific college instruction.

Resources

Knowing that only through staunch support and a shared vision will our goals be met, our college president has confidently maintained a position of leadership which enables those involved in plan implementation to fiscally meet our goals. As a result of severe budget cuts, additional funds have not been made available; however, through creative budgeting, existing funds both general and categorical, have been identified to secure program advancement. Moreover, in the spirit of cooperation, administration in the academic and student services divisions encourage participation on the Student Equity Committee, thus allowing in-kind funds to be used to secure program implementation as mapped out through the student equity plan.

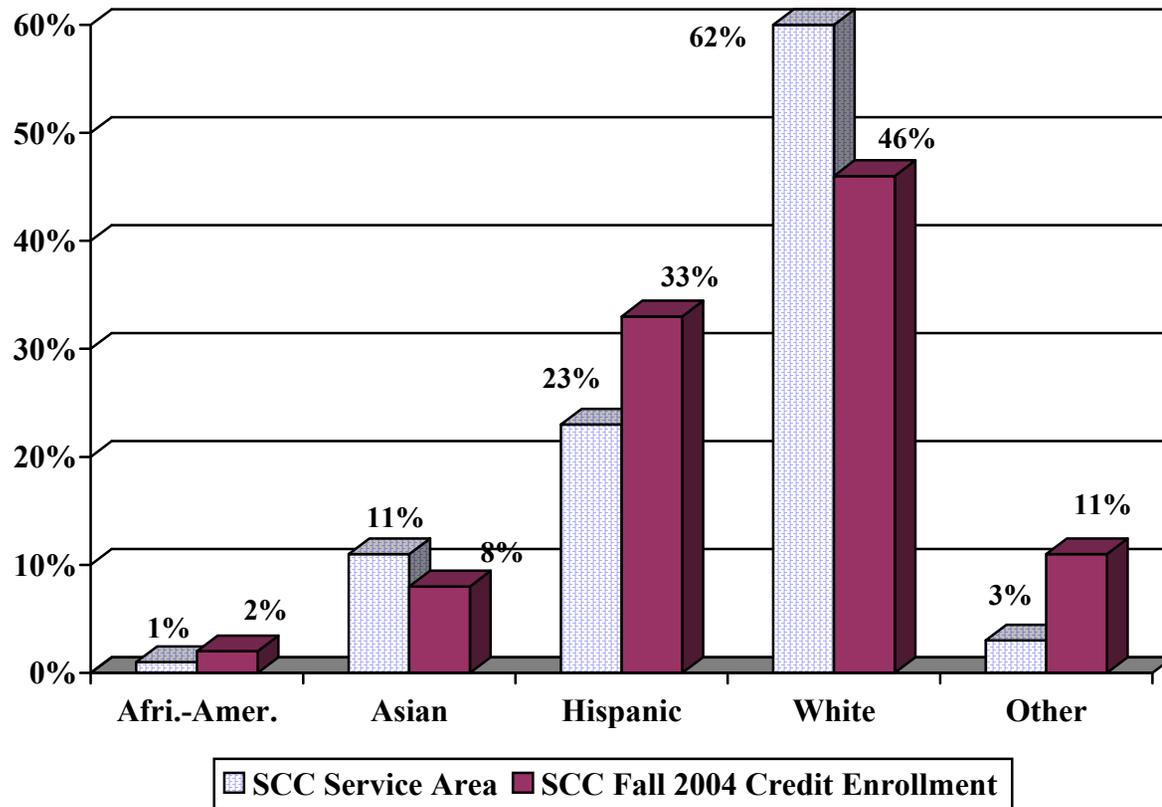
Contact Information

The Student Equity Coordinator at Santiago Canyon College is Loretta M. Jordan, Director of Student Services (714) 628-4933

Campus-Based Research

Campus-Based Research

1.1 ACCESS (Credit): Compare the percentage of each population group that is enrolled to the percentage of each group in the adult population within the community served.



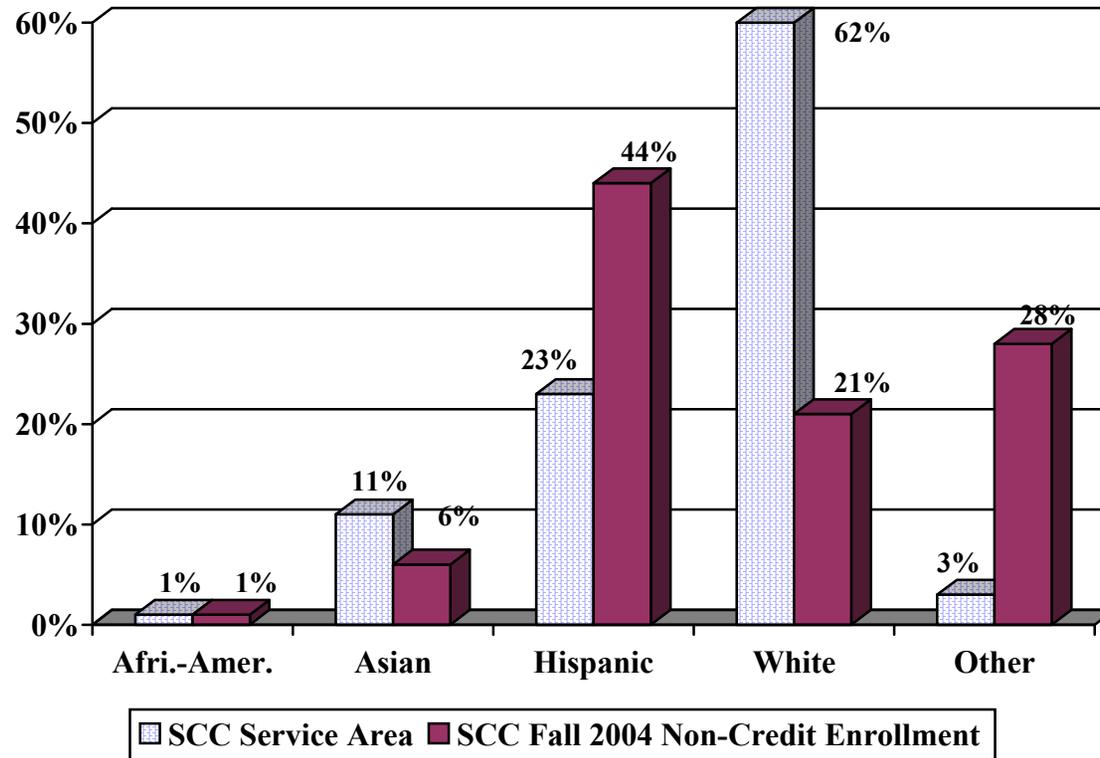
SCC Goal: The college will continue to ensure that all ethnic groups within the community served will have access to credit programs.

* SCC Service Area includes Anaheim, Orange, Tustin, Villa Park, and Yorba Linda

Source: US Census Bureau
Fall 2000-2004 RSCCD Enrollment Trends

Campus-Based Research

1.2 ACCESS (Non-credit): Compare the percentage of each population group that is enrolled to the percentage of each group in the adult population within the community served.



SCC Goal: The college will continue to ensure that all ethnic groups within the community served will have access to non-credit programs.

* SCC Service Area includes Anaheim, Orange, Tustin, Villa Park, and Yorba Linda

Source: US Census Bureau
Fall 2000-2004 RSCCD Enrollment Trends

Campus-Based Research

2 COURSE COMPLETION: Ratio of the number of credit courses that students by population group actually complete by the end of the term compared to the number of courses in which students in that group are enrolled on the census day of the term.

	Female	Hispanic	Asian	African-American	White	TOTAL*
Fall 2000	66%	68%	70%	70%	69%	68%
Spring 2001	65%	68%	68%	65%	64%	66%
Fall 2001	65%	68%	70%	67%	65%	66%
Spring 2002	66%	70%	71%	70%	67%	68%
Fall 2002	65%	66%	66%	61%	65%	65%
Spring 2003	66%	67%	72%	66%	68%	68%
Fall 2003	64%	68%	67%	60%	68%	68%
Spring 2004	65%	72%	67%	69%	71%	71%

SCC Goal: By 2006, SCC will achieve a 72% overall completion rate.

*Completion rates provided for four ethnic groups only; therefore, the total of those four groups do not equal the total column.

Source: RSCCD's ITS program CR0170, Grade Distribution report

Campus-Based Research

3.1 ESL and BASIC SKILLS COMPLETION (English): Ratio of the number of students by population group who complete a degree-applicable course after having completed the final ESL or basic skills course to the number of those students who complete such a final course.

English	Female	Hispanic	Asian	African-American	White	TOTAL
English N50 to N60 (Fall '02 to Fall '03)	35% n=17	21% n=24	50% n=2	0% n=2	0% n=4	19% n=36
English N60 to 061 (Fall '02 to Fall '03)	43% n=72	37% n=73	17% n=6	0% n=3	39% n=46	35% n=141
English 061 to 101 (Fall '02 to Fall '03)	34% n=183	30% n=145	36% n=33	0% n=3	29% n=113	31% n=324

SCC Goal: To increase numbers of students successfully completing sequenced courses by 5% annually. To increase registration in reading and study skills courses for students who place in English N50, N60 and 061 annually through 2008.

* "n" refers to total number of students enrolled in the first course of the two courses. Percentage refers to percent of successful completion of the second course in the sequence.

** number of students provided for selected groups only; therefore the total of those groups do not necessarily equal the total column.

Campus-Based Research

3.2 ESL and BASIC SKILLS COMPLETION (ESL): Ratio of the number of students by population group who complete a degree-applicable course after having completed the final ESL or basic skills course to the number of those students who complete such a final course.

ESL	Female	Hispanic	Asian	African-American	White	TOTAL
ESL 055 to 107 (Fall '02 to Fall '03)	65% n=20	58% n=26	0% n=8	n=0	33% n=3	50% n=40
ESL 107 to 109 (Fall '02 to Fall '03)	36% n=11	50% n=23	0% n=4	n=0	0% n=1	31% n=29
ESL 109 to 110 (Fall '02 to Fall '03)	56% n=18	75% n=21	0% n=8	n=0	100% n=1	56% n=32
ESL 110 to English 101 (Fall '02 to Fall '03)	50% n=22	50% n=17	0% n=10	n=0	50% n=4	37% n=35
ESL 112 to English 101 (Fall '02 to Fall '03)	38% n=21	36% n=15	0% n=14	n=0	0% n=3	34% n=35

SCC Goal: To increase student persistence by 10 percentage points per level each year through 2006. To increase the numbers of students transitioning from non-credit ESL to credit ESL by 5 percentage points per year.

* "n" refers to total number of students enrolled in the first course of the two courses. Percentage refers to percent of successful completion of the second course in the sequence.

** number of students provided for selected groups only; therefore the total of those groups do not necessarily equal the total column.

*** ESL 109 was not offered in Fall 1999

Campus-Based Research

3.3 ESL and BASIC SKILLS COMPLETION (Reading): Ratio of the number of students by population group who complete a degree-applicable course after having completed the final ESL or basic skills course to the number of those students who complete such a final course.

Reading	Female	Hispanic	Asian	African-American	White	TOTAL
Reading 080 to 090 (Fall '02 to Fall '03)	14% n=44	11% n=73	20% n=5	0% n=2	11% n=9	11% n=92
Reading 090 to 100 (Fall '02 to Fall '03)	0% n=29	0% n=36	0% n=3	0% n=0	0% n=7	0% n=52

SCC Goal: To increase enrollments by 10 percentage points per year through 2006. To increase student persistence in the ESL program by 15 percentage points. To increase the numbers of students transitioning from Continuing Education Reading Program into the credit Reading program by 5 percentage points per year.

* "n" refers to total number of students enrolled in the first course of the two courses. Percentage refers to percent of successful completion of the second course in the sequence.

** number of students provided for selected groups only; therefore the total of those groups do not necessarily equal the total column.

Campus-Based Research

3.4 ESL and BASIC SKILLS COMPLETION (Math): Ratio of the number of students by population group who complete a degree-applicable course after having completed the final ESL or basic skills course to the number of those students who complete such a final course.

Math	Female	Hispanic	Asian	African-American	White	TOTAL
Math N06 to N48 (Fall '02 to Fall '03)	39% n=62	0% n=56	0% n=1	0% n=2	32% n=34	33% n=104
Math N48 to 060 (Fall '02 to Fall '03)	38% n=200	30% n=146	44% n=9	0% n=6	26% n=153	30% n=349
Math 060 to 070 or 080 (Fall '02 to Fall '03)	21% n=294	14% n=180	4% n=24	14% n=7	19% n=266	17% n=528

SCC Goal: To increase persistence from lower levels of math to higher levels by 5% annually through 2006. To seek alternative instructional delivery systems. To research reasons students do not persist.

* "n" refers to total number of students enrolled in the first course of the two courses. Percentage refers to percent of successful completion of the second course in the sequence.

** number of students provided for selected groups only; therefore the total of those groups do not necessarily equal the total column.

Campus-Based Research

4. **DEGREE and CERTIFICATE COMPLETION:** Ratio of the number of students by population group who receive a degree or certificate to the number of students in that group with the same informed matriculation goal.

		Female		Hispanic		Asian		African-American		White		TOTAL*
		n	%	n	%	n	%	n	%	n	%	
<i>Degrees</i>	1999-2000	58	59%	19	19%	5	5%	1	1%	60	60%	100
	2000-2001	165	59%	58	21%	23	8%	3	1%	175	62%	282
	2001-2002	215	63%	64	19%	33	10%	3	1%	203	59%	344
	2002-2003	278	57%	107	22%	43	9%	4	1%	274	56%	488
	2003-2004	245	53%	108	23%	32	7%	4	1%	253	55%	464
<i>Certificates</i>	1999-2000	4	31%	1	8%	1	8%	0	0%	11	85%	13
	2000-2001	27	33%	21	26%	17	21%	0	0%	34	42%	81
	2001-2002	54	50%	30	28%	13	12%	3	3%	52	48%	109
	2002-2003	60	57%	34	32%	21	20%	6	6%	36	34%	106
	2003-2004	71	40%	55	26%	13	6%	3	1%	108	52%	209

SCC Goal: To consistently increase the number of students qualified to be awarded by 15% each year.

*Number of students provided for four ethnic groups only; therefore the total of those four groups do not equal the total column.

Source: SCC Graduation Office

Campus-Based Research

3 TRANSFER: Ratio of the number of students by population group who complete a minimum of 12 units and have attempted a transfer level course in mathematics or English to the number of students in that group who actually transfer after one or more (up to six) years.

	Hispanic		Asian		African-American		White		TOTAL*
	n	%	n	%	n	%	n	%	
1998-99	63	13%	78	16%	4	1%	290	59%	490
1999-00	111	18%	106	17%	8	1%	314	51%	615
2000-01	124	20%	110	18%	15	2%	291	47%	621
2001-02	156	19%	127	16%	22	3%	397	49%	808
2002-03	217	19%	179	16%	23	2%	559	50%	1,117
2003-04	280	23%	220	18%	26	2%	563	46%	1,236

SCC Goal: To increase our transfer number by 5% annually.

Source: National Student Clearinghouse

Goals and Activities

GOALS AND ACTIVITIES

1. STUDENT SUCCESS INDICATOR FOR ACCESS

“Compare the percentage of each population group that is enrolled to the percentage of each group in the adult population within the community served”

GOAL 1: The college will continue to ensure that all ethnic groups within the community served will have access to both credit and non-credit programs.

Activities and Expected Outcomes for Goal 1

Target Date	Activity	Person/Group Responsible	Expected Outcome
1/05-ongoing	Highly publicize college programs and offerings.	Director of Public Affairs & Governmental Relations	More publicity about SCC’s existence throughout the service area will be promulgated and thus increase community involvement
	Provide regular opportunities for the community to visit the college campus, i.e. cultural and sporting events, lectures, and civic or service group meetings.	SCC Administration Outreach Cross Cultural Resource Center	
	Cultivate the support of local community leaders by asking them to publicly promote SCC whenever possible.	SCC Administration RSCCD Administration Director of Public Affairs & Governmental Relations	
1/05-ongoing	Maintain close relationships with UCI, CSUF, Chapman University and other local universities’ transfer programs.	Transfer Center Counseling Department Instructional Division	Stronger relationships between SCC and transferring institutions will be formed
	Conduct a study about the receiving institutions’ perceptions of SCC’s matriculation efforts.	Research Department Matriculation Coordinator	
	Conduct a regular assessment of transfer student outcomes.	Research Department Transfer Center Counseling Department	
	Continue SCC efforts to help students understand the transfer process and transfer options through the refinement of presentation materials and workshops.	Counseling Department Transfer Center	

1/05-ongoing	Establish separate ESL and Reading departments with expanded offerings in each one in order to accommodate the growing population of students needing these classes.	Academic Senate Curriculum Development Dept Department Chairs Dean of Instruction VP of Instruction	More offerings in the areas of ESL and Basic Skills will be available
	Increase faculty and classified staff in both ESL and Reading departments in order to provide sufficient instruction and aid to students.	SCC Administration President's Council Academic Senate	
1/05-ongoing	Acquire District support for the development of a shuttle service for SCC students between SCC-CE and SAC.	SCC Administration Chancellor's Office Fiscal Services Administrative Services	Transportation barriers will be dismantled and thus allow for more student access to and from SCC; non-credit students will be exposed to credit coursework with more ease
	Establish a relationship with OCTA to provide more services.	SCC Administration	
	Provide OCTA with requests for more flexible bus schedules, with sufficient evidence related to SCC student transportation needs.	Research Department SCC Administration	

GOALS AND ACTIVITIES

1. STUDENT SUCCESS INDICATOR FOR COURSE COMPLETION

“Ratio of the number of credit courses that students by population group actually complete by the end of the term compared to the number of courses in which students n that group are enrolled on the census day of the term”

GOAL 2: By 2006, SCC will achieve a 72% overall completion rate.

Activities and Expected Outcomes for Goal 1

Target Date	Activity	Person/Group Responsible	Expected Outcomes
1/05-ongoing	Develop Multi-Cultural Center	Director of Student Services	
1/05-ongoing	Enhance on-going professional development related to sensitivity to differences of cultures in the classroom.	SCC Administration Classified Senate Academic Senate	Increased sensitivity and awareness of multiple cultures and the dynamics therein
	Develop/purchase relevant materials and make bibliographies available to students, staff, and faculty of other culture.	Library Science Department Curriculum Development	
1/05-ongoing	Strive to award student financial aid as early in the semester as possible.	Financial Aid Department EOPS Bursars Office	The creation of more support systems for underrepresented students will be established
	Provide assistance to eligible EOPS students in an efficient manner.	EOPS Outreach	
	Maintain efficiency for early identification system for truly "at-risk" students.	Counseling Department EOPS	
	Establish Student Leadership Training Program.	Student Activities ASB Director of Student Services	
1/05-ongoing	Increase effectiveness of placement testing.	Assessment Department Counseling Department Matriculation	An increase of Guidance/Counseling Services will be developed
	Enhance all identified components of matriculation.	Matriculation	
	Establish early alert system.	Counseling Department	

1/05-ongoing	Encourage telephone calls to missing students (those who are active after 4 th week).	Counseling Department Retention Department Enrollment Management	An increase of Guidance/Counseling Services will be developed
	Establish student mentoring program.	Instruction/Faculty Counseling Department	
	Enhance program/services to enable students to support each other.	Counseling Department	
1/05-ongoing	Create and implement support workshops to address this need.	Counseling Department EOPS DSPS	Students will learn to be better time managers and become more efficient in their endeavors
1/05-ongoing	Orientations that specifically highlight course offerings and detail relevance to educational plans.	Counseling Department EOPS DSPS Instructional Division	“Shopping classes” orientations will allow students to make more sound decisions when selecting coursework that more closely fulfills their academic goals with respects to their personal educational plan
1/05-ongoing	Offer prerequisite courses that enhance student’s ability to comprehend higher level course work.	Instructional Department Counseling Department Curriculum Development	Students will be better prepared academically for advanced coursework
1/05-ongoing	Ensure all students have completed an academic plan and are implementing their plans as outlined by counselor.	Counseling Department	Students will have an academic plan/educational goal to follow
1/05-9/05	Incorporate available services in all orientations (such as the EOPS program).	Counseling Department EOPS DSPS Student Services Department	Students will be made aware of the various support services available to them
1/05-9/05	Expand hours of operations.	SCC Administration Administrative Services	
1/05-1/06	Have textbooks on reserve. Have textbooks on tape.	Library Science Department Academic Senate	More support services will be available to both day and evening students to assist them in achieving their academic goals
	Have child care/infant and school age.	Child Development Center	
	Have library/study areas and more available hours/days on Saturdays.	Library Science Department SCC Administration Tutoring Center	
	Have computer access for disabled students in all departments.	DSPS Department of Technology	
	Have tutoring, including facilitated study groups.	Tutoring Center Instructional Division	
	Increase financial aid services and disperse payment in timely manner.	Financial Aid Department Bursars Office	

1/05-1/06	Schedule services for part time/weekend/night students.	SCC Administration Student Services Instructional Division	More support services will be available to both day and evening students to assist then in achieving their academic goals
	Investigate new/alternative delivery modes (including multimedia) for existing and new curriculum.	Instructional Division Curriculum Development	
1/05-ongoing	Broaden and infuse diversity in the curriculum through identification on the course outline in response to needs demonstrated through implementation of Professional Development Evaluation Model (PDEM).	Instructional Division Curriculum Development Professional Development	More culturally diverse curriculum will be created to service a larger population of students interested in expanding their knowledge and awareness of multiple cultures
	Create new courses that are focused on subjects related to diversity.	Curriculum Development Instructional Division Cross Cultural Resource Center	
	Bring in guest speakers with expertise in diversity issues.	Cross Cultural Resource Center	
	Increase ethnic diversity among faculty.	SCC Administration	
	Faculty symposia and dialogue on diversity issues.	Academic Senate	
	Adjunct faculty support classes for limited English proficient students in disciplines (vocabulary and method).	Academic Senate Instructional Division	

GOALS AND ACTIVITIES

3. STUDENT SUCCESS INDICATOR FOR ESL AND BASIC SKILLS COMPLETION (English, ESL, Reading & Math)
“Ratio of the number of students by population group who complete a degree-applicable course after having completed the final ESL or basic skills course to the number of those students who complete such a final course”

GOAL 3.1 (English):To increase numbers of students successfully completing sequenced .courses by 5% annually. To increase registration in reading and study skills courses for students who place in English N50, N60 and 061 annually through 2008.

GOAL 3.2 (ESL): To increase student persistence by 10 percentage points per level each year through 2006. To increase the numbers of students transitioning from non-credit ESL to credit ESL by 5 percentage points per year.

GOAL 3.3 (Reading):To increase enrollments by 10 percentage points per year through 2006. To increase student persistence in the ESL program by 15 percentage points. To increase the numbers of students transitioning from Continuing Education Program into the credit Reading program by 5 percentage points per year.

Activities and Expected Outcomes for Goal 3.1, 3.2, 3.3

Target Date	Activity	Person/Group Responsible	Expected Outcomes
1/05-ongoing	Utilize OUSD/SCC Articulation Group to establish specific 5-year goals and a plan for implementation and research.	Articulation Group	More academic preparation will be achieved
	Articulate with OUSD and Counseling to create topic-specific college instruction.	Articulation Group	Better understanding of college level demands that will enable more independence academically
	Provide orientations regarding college success.	Articulation Group	
1/05-ongoing	Create posters, flyers, ads, schedule pages or highlights.	Student Services	More awareness of student support services available to all students
	Offer Flex courses providing an overview of student services.	Faculty and staff	

1/05-ongoing	Work through governance processes to gain space and funding.	Administrative Deans and VP's	Additional space to service larger number of students in an environment conducive to studying
	Promote the establishment of the Developmental Education Committee through the Faculty Senate and expand its membership to include a variety of transfer faculty.	Chair of ESC and Deans	A more cohesive cadre of faculty and staff will exist and be available to service a larger population of transfer ready students
1/05-ongoing	Offer Flex courses in these topic areas and solicit keynote speakers for workshops.	Deans and DSPS leaders	More well informed faculty will be equipped with more insight as to the learning needs of students requiring special assistance
	Expand Reserved Area in the Library specifically for professional journals and other materials relating to these topics.	Foreign Language and ESL faculty	Greater understanding of the role of language in the learning process
	Offer Flex courses in the area of language acquisition.	Foreign Language and ESL faculty	
	Establish ongoing research project to study the effectiveness of the various multiple measures.	Chairs of English, ESL, Reading, Math and Counselors	More cohesion of part-time faculty and a feeling of inclusion in the overall academic life of the college
	Survey adjunct faculty to determine needs and interests.	Research Office, Deans and Department Chairs	
	Develop plans with Faculty Development, Academic Senate and department chairs to create an ongoing link to adjunct faculty.	Research Office, Deans and Department Chairs	
Provide office space, voice mail and e-mail accounts.	Research, Deans and Dept. Chairs		
1/05-ongoing	Create Flex orientation regarding college/district resources available to adjunct faculty.	Research Office, Deans and Department Chairs	
1/05-ongoing	Establish early Fall meetings with high school faculty to share information.	Department Chairs and High School representatives	
1/05-ongoing	Create counselor/faculty teams to direct seminars for graduating HS seniors.	Dean of Counseling and Counseling faculty	More student orientations will occur before the placement process begins and thus a larger number of students will be better prepared for their impending academic endeavor
1/05-ongoing	Invite publisher presentations of various placement instruments and explore feasibility of a pilot test with SCC students.	Reading faculty	More in depth understanding of reading placement instructions
1/05-ongoing	Coordinate with Research and SAC to determine ramifications of SAC and SCC's use of different placement instruments.	Reading faculty at SCC and SAC and Research Office	

1/05-ongoing	Work within governance processes to gain space and funding.	Administration and Dept. Chairs	Separate language labs will be created and allow for more specialized training
1/05-ongoing	Coordinate with Continuing Ed. to utilize the Continuing Ed. Center in U-118 for ESL and Speech Communication students to access Continuing Education class offering.	SCC-CE Administrators	
1/05-ongoing	Expand use of D-209 with ESL and language development software.	Coordinate with SCC-CE Counselors & ESL Chairs	
1/05-ongoing	Add lowest level of ESL by Fall 2002 and continue to coordinate with Continuing Ed. to dual ticket lower levels of ESL.	Coordinate with SCC-CE Dean of Instructions/Student Services	Increased course offerings at lower levels of language development will be created
1/05-ongoing	Explore feasibility of establishing a site off campus, perhaps in El Modena, to house an interactive language development center.	Coordinate with SCC-CE Dean of Instructions/Student Services	
1/05-ongoing	Create clear, student-accessible lab tasks to correlate with ESL curriculum from ESL N49 through 112.	Appropriate department chairs	Additional curriculum development
1/05-ongoing	Develop Reading curriculum at lower levels to reflect current national standards and practices.	Appropriate department chairs	
1/05-ongoing	Explore expansion of Reading program to support transfer level content of general education courses.	Appropriate department chairs	
01/05-9/05	Coordinate with Tutoring Center to locate and train potential tutors for English, ESL and Reading.	Coordinate with SCC-CE Dean of Instructions/Student Services	Increased trained tutors and laboratory personnel to support student learning
1/05-9/05	Create Flex activities to expand understanding of basic skills programs among lab support personnel.	Deans and VP's in credit	
1/05-ongoing	To continue to explore alternative instructional delivery modes and develop curriculum to support them.	Coordinate with SCC-CE HSS Chairs & Dean of Instructions/Student Services	Expanded course offerings and curriculum development to allow for varying student learning styles

GOAL 3.4 (Math): To increase persistence from lower levels of math to higher levels by 5% annually through 2006. To seek alternative instructional delivery systems. To research reasons students do not persist.

Target Date	Activity	Person/Group Responsible	Expected Outcomes
1/05-ongoing	Create counselor/faculty teams to lead seminars at local high schools regarding math placement and course sequence.	Math Department Counseling	Students are more aware of math requirements via orientations given prior to the inset of the placement process
1/05-ongoing	Publicize math sequence in flyers, schedule highlights, posters and orientations.	Math Department Counseling	Greater clarity regarding the appropriate sequence of math courses
1/05-ongoing	Promote communication and coordination between math faculty and counselors.	Math Department Counseling	
1/05-ongoing	Offer Flex courses specific to math instruction; arrange for keynote speakers on these topics.	Math Department	Increased understanding and awareness of alternate teaching and learning styles
1/05-ongoing	Survey neighboring community college math departments regarding their class sizes in comparable levels; work with FARSCCD to bargain a reduction in class size.	Math Department	Smaller classes that will accommodate a multiplicity of developmental levels
1/05-ongoing	Work within governance processes to gain space and funding.	Math Department Coordinate with SCC-CE Dean of Instructions/Student Services	The creation of a Developmental Math Lab
1/05-ongoing	Purchase appropriate software.	Math Department Coordinate with SCC-CE Dean of Instructions/Student Services	
1/05-ongoing	Hire additional faculty trained in the instruction of developmental math.	Math Department Coordinate with SCC-CE Dean of Instructions/Student Services	More individualized instruction
1/05-ongoing	Explore curriculum and delivery mode options for mid-level math courses.	Math Department	
1/05-ongoing	Coordinate with Faculty Mentoring program to discuss the need for developmental math teachers.	Math Department	Larger cadre of math faculty with the ability to teach developmental math
1/05-ongoing	Coordinate with teacher training programs here, at CSU, UC and local private colleges and universities to discuss the need for developmental math teachers.	Math Department	
1/05-ongoing	To continue to explore alternative instructional delivery modes and develop curriculum to support them.	Coordinate with SCC-CE HSS Chairs & Dean of Instructions/Student Services	Expanded course offering and curriculum development which allows for varying student learning

GOALS AND ACTIVITIES

4. STUDENT SUCCESS INDICATOR FOR DEGREE AND CERTIFICATE COMPLETION

“Ratio of the number of students by population group who receive a degree or certificate to the number of students in that group with the same informed matriculation goal”

GOAL 4: To consistently increase the number of students qualified to be awarded by 15% each year; and to increase the number of diplomas awarded by 5% annually

Target Date	Activity	Person/Group Responsible	Expected Outcomes
1/05-ongoing	Work collaboratively with SCC faculty to determine courses needed for completion of degree and certificate.	Dean of Instruction Curriculum Committee Research	Increased course offerings in all transfer areas
1/05-1/06	All incoming freshman and transfers should have an educational plan completed in order to have a tangible academic plan/goal.	Counseling Outreach EOPS DSPS Continuing Education- Counseling	Increased number of students who have an academic plan and educational goals completed
1/05-ongoing	Create math workshops that focus on specific fears, and common mathematical barriers.	Math Department/Math Lab Counseling	Population of students failing math will be addressed with the objective of decreasing the number within this group
1/05-ongoing	Expand Tutoring Center services for math.	Tutoring Center	
1/05-ongoing	Have current educational plan that is updated by counseling to ensure accuracy should student change major or educational goal. Have computer software developed that flags students who are nearing degree completion, but have not completed coursework designed via educational plan.	Director of Technology Degree Evaluator Counselor	Populations of students who petition for the wrong major will be addresses
1/05-ongoing	Ongoing counseling; workshops and seminars on topics relative to personal, academic and workforce success.	Psychological Department SCC Faculty Counseling Department ASB	Students who have a “fear of success” will be addresses with the objective of assisting this population overcome this hindrance

1/05-ongoing	Expand services of transfer center to offer more local field trips to universities.	Transfer Center Dean of Instruction	Students who have a fear of transferring to universities will be addressed with the objective of reducing the numbers of individuals with this anxiety, and moving them onward
1/05-ongoing	Create and develop concurrent enrollment programs with local universities to allow students to enroll in at least one course while completing transfer requirements at SCC.	Counseling Department Degree Evaluator	
1/05-ongoing	Provide upfront knowledge to students nearing completion regarding payment options.	Financial Aid Department	Address students who are uncertain about loan repayment in order to maintain a low default rate
1/05-ongoing	Have counselors go to classes to give brief “info sessions” regarding students not having enough units	Counseling Department	Students will have a better understanding of required units to succeed in achieving their academic goals
1/05-ongoing	Develop computer software that prompts evaluator when students are nearing completion, and automatically generates information and letters about petitioning for graduation.	Director of Technology Degree Evaluator Counseling Department	Provide students with understanding as to the graduation petition process in order to escort them toward completion

GOALS AND ACTIVITIES

4. STUDENT SUCCESS INDICATOR FOR TRANSFER

“Ratio of the number of students by population group who complete a minimum of 12 units and have attempted a transfer level course in mathematics or English to the number of students in that group who actually transfer after one or more (up to six) years”

GOAL 5: To increase our transfer number by 5% annually

Target Date	Activity	Person/Group Responsible	Expected Outcomes
1/05-ongoing	Increase academic transfer agreements beyond the Honor’s Program, Chapman, UC Irvine and Santa Cruz.	Counseling Department Articulation Officer Transfer Center	The development/creation of transfer admissions agreements
1/05-9/05	Presentations to classrooms and clubs.	Transfer Center	More awareness of the existence of the Transfer Center
1/05-ongoing	Have Transfer Center information table in quad area.	Transfer Center	
1/05-ongoing	Have transfer workshops throughout academic year.	Transfer Center	
1/05-ongoing	Attend conferences related to transfer (e.g. CSU/UC Counselor Conferences; Ensuring Transfer Success-ETS).	Counseling Department Transfer Center	The maintenance of current and accurate transfer information for program efficiency
1/05-ongoing	Increase partnership programs beyond DSPS, EOPS, Pathways to Teaching (e.g. Puente Project, Mesa, Trio, Talent Search).	VP Student Services	More specialized programs targeting disadvantaged and non-disadvantaged students
1/05-ongoing	Collect and maintain goal information.	Admissions & Records Transfer Center Counseling Department	Creation and development of data base which identifies which students may transfer
1/05-1/06	Increase college/university field trips.	Transfer Center	Increase awareness of university life environments
1/05-ongoing	Increase course offering at SCC (e.g. computer science, engineering).	VP Instruction SCC Faculty	More comprehensive course offerings
1/05-ongoing	Increase in-service workshops for academic division.	Counseling Department Transfer Center Articulation Officer	Increased articulation awareness between counselors and academic division

1/05-ongoing	Increase partnership with universities to create specialized on-site university experience (e.g. UCI's Summer School Transfer Institute).	Counseling Department VP Student Services Transfer Center	More on-site familiarity with the university experience
1/05-ongoing	Increase transfer workshops & university day visitations.	Counseling Department Transfer Center	Increased number of student who are adept in academic planning/educational goals
1/05-ongoing	Increase academic advisement.	Counseling Department Transfer Center	
1/05-ongoing	Increase staff development.	Counseling Department Transfer Center	

Budget

SOURCES OF FUNDING

Santiago Canyon College has dedicated abounding in-kind funding sources in staff salaries, through which our college will be enabled to perform our daily tasks, and use shared efforts to support the dissemination and implementation of student equity plan components. Our academic and student services divisions currently have in place, programs and staffing to support ongoing efforts to usher students through to academic success. To offer a more specific view of the areas who will participate in the adoption and application of the student equity plan, the following chart is submitted:

Department	Lead Personnel
Admissions & Records	Director of A&R; Registrar
Financial Aid	Financial Aid Coordinator; Advisors; Loan Specialist
Counseling	Full and part-time counselors
Transfer Center	Student Services Coordinator
Outreach	Student Services Coordinator
Student Activities and ASB	Student Activities Coordinator; Activities Specialist
Cross Cultural Resource Center	Student Services Specialist (currently short-term)
EOPS/CARE/CalWORKS	Faculty Coordinator
SCC Foundation	Director of Foundation
DSPS	Faculty Coordinator

Evaluation Schedule and Process

EVALUATION SCHEDULE AND PROCESS

Santiago Canyon College has maintained the integrity of the Student Equity Committee. Our college will rely heavily upon the ongoing efforts of this group to evaluate the progress of plan implementation campus-wide. Therefore, the equity committee will maintain regularly scheduled meetings at the end of each semester to assess strides made, identify areas of need, and brainstorm more innovative methods on which to concentrate for program improvement.

Our process will be to maintain uniform communication with our Resource Development Department in order to remain apprised of MIS data and local research statistics, specific to each indicator and goal.