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## **Integrated** Student Success Plan

Basic Skills Initiative | Student Equity | Student Success and Support Program

**San Diego Continuing Education**  
**2017 - 2019**

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## San Diego Continuing Education

San Diego Continuing Education (SDCE), as part of San Diego Community College District, is a noncredit, adult education institution serving nearly 45,000 students each year at its six San Diego campuses. SDCE is the largest, separately accredited continuing education institution in the nation and home to a very diverse student population that is commonly underprepared for postsecondary education. SDCE's students experience academic and personal challenges that make it difficult to succeed both in and out of the classroom. Students attend noncredit classes for many reasons. Some are preparing for transition to college, sharpening their professional skills, earning their high school diploma or GED, learning English, or have plans to complete a certificate program and start their careers, while others attend lifelong learning courses.

### Integrated Student Success Plan

SDCE's Integrated Student Success Plan (ISSP) goals and activities align with the [institutional mission, its vision](#), and its [strategic plan](#) to:

- further support increased student success by addressing disproportionately impacted student groups creating significant parity that creates equitable opportunities and outcomes for all students;
- drive student success through increased access, academic counseling, assessment, orientation, and follow-up services; and
- increase basic skill completion

and transition to the workforce and/or credit college. Goals and activities included in the 2017-2019 Integrated Student Success Plan align with the institution's goals and further leverages Student Equity, Student Success and Support Program and Basic Skills Initiative funding. The strategic coordination and leveraging of resources and funds provides a robust platform to meet student success goals.

In order to achieve overarching student success goals, SDCE will develop the capacity to implement, scale and sustain planned activities. SDCE has aligned the institutional efforts with student success goals through collaborative planning, budgeting, research, and evaluation in order to scale and institutionalize activities that close equity gaps, promote excellence, and support student success. SDCE has created activities designed to increase institutional capacity for inquiry, research, evaluation, and use of data-decision-making. The Integrated Student Success Plan at SDCE fosters an institutional culture of equity, academic excellence, student-centered decision-making, and continuous improvement. Intentional and meaningful interventions with a focus on activities and institution-wide efforts will drive efforts to change SDCE's culture to one of student success and equity mindedness bringing more effective and efficient work delivering greater institutional impact.

# Program Goals and Planning

## 2015-2016 Accomplishments

| 2015-2016 Student Success Accomplishments   |  |
|---|--|
| Basic Skills Initiative   |  |
| 2015-2016 Goals   | Progress   |
| <p><b>1.</b> Implement a tool or system of practice that will consistently produce summative and formative data, allowing the BSI program to track student progress and course completions in ABE/ASE</p>   | <p>Summative Data: GED and HiSET completions are tracked by campus counselors and instructors, and an effort is being made to improve communication between testing services and the ABE/ASE program faculty. TABE is used by some campuses to track progress as well as other individual progress measures. Nothing is standardized across campuses within the program.</p> |
| <p><b>2.</b> Institutionalize and standardize the new ABE course sequence and college and career readiness transition courses on all CE campuses. Develop campus based computer centers with the necessary technology to deliver updated computer based ABE/ASE curriculum course sequence and college preparatory programs</p> | <p>Workgroups formed for language arts and math to create course exit criteria for each ABE and ASE course level; a final document was created to reflect this work; all exit criteria were aligned with both Common Core standards and College and Career Readiness standards.</p>  |
| <p><b>3.</b> Provide noncredit basic skills courses on the college credit campuses or high schools to expand the role of CE as the point of entry for students in need of basic skills instruction prior to enrollment of college credit courses</p>  | <p>Accuplacer Prep courses were delivered on multiple high school campuses within the San Diego Unified School District.</p>   |

**2015-2016 Student Success Accomplishments**

**Student Equity**

| 2015-2016 Goals  | Progress  |
|--|---|
| <p><b>A.1</b> Increase target group enrollment by 1% over the next 3 years.</p>  | <p>Enrollment for SDCE has remained level from 2013-14 to 2015-16 a mean average headcount of 43,800. Female enrollment remains level at 64% and males at 35%. SDCE implemented its first Outreach Department in fall 2016 to develop calculated and targeted strategies for potential and current students.</p>  |
| <p><b>A.2</b> Establish a comprehensive approach to data collection that can be used to set a baseline and monitor disproportionate impact on Veterans, Foster Youth, Economically Disadvantaged, and DSPS student groups.</p> | <p>SDCE's first Office of Institutional Effectiveness was established during the 15-16 academic year and allowed to extend its capacity with a 40% dedicated Student Equity Research Assistant. Initial baseline data was set while a more comprehensive approach to Student Equity data collection and analysis has been designed for the 17/18 to 18/19 academic years for Student Equity and its data driven programming and processes.</p>  |
| <p><b>A.3</b> Increase overall male student enrollment in Continuing Education.</p>  | <p>Enrollment for males has stayed level at the average of 36% with no increase from the 13-14 baseline to 15-16. SDCE implemented its first Outreach Department in fall 2016 to develop calculated strategies targeting male potential and current students. SDCE anticipates an increase in male enrollment over the 2017-2019 program years.</p>   |
| <p><b>A.4</b> Increase female enrollment and instructional support in programs that have low female presentation (e.g. Career Technical Education/Welding, Metal Fabrication, etc.) offered by Continuing Education.</p>       | <p>Over the 2015-2016 academic year, Student Equity focused on gender equity initiatives including expansion of SDCE's New Horizons allowing for more students pursuing nontraditional CTE programs as noted above to access support services facilitating retention, persistence, and completion. New Horizons is featured in our promising practices. To boost and promote gender equity, female enrollment increased from the 14-15 year to 15-16 in our HVAC program by 3%; Auto Body &amp; Paint Technician by 7%; Combined Upholstery Trades by 7%; Electronic Technician by 5%; Inspection &amp; Vehicle Preparation Technician by 6%; and Shielded Metal Arc Welding by 3%. Male enrollment in our Allied Health increased by 2%.</p>   |
| <p><b>B.1</b> Prepare Continuing Education students for transition to credit college and provide them with the resources necessary to increase course completion rates for first-term college students.</p>                    | <p>SDCE is the only noncredit Promise program in California, perhaps the nation. Student Equity further supported CE Promise in providing college tours, CE Days, and designing its new Career and College Readiness program. SDCE successfully transitioned its first CE Promise cohort of 26 students in the 2015-16 academic year from noncredit to credit. Initial outcomes assessment data reflect a 93% first term completion rate. Further evaluation will include retention and persistence data. SDCE's Office of Institutional Effectiveness provided transition data revealing among first-time to college students, 59% of recent-noncredit students and 57% of general population students re-enrolled after their first credit year. While the margins were small, the re-enrollment rate for recent-noncredit students was consistently higher than for general population students through each subsequent year studied. First-time to SDCCD prior noncredit student headcount increased 9% overall between 2013/14 and 2015/16. City College/ECC, Mesa College, and Miramar College first-time to SDCCD prior noncredit headcount increased 4%, 7%, and 8%, respectively, during the same timeframe. Overall, course success rates were higher for first-time to college recent-noncredit students (65%-75%) than for first-time to college general population students (65%-69%) enrolled from their first term in noncredit through year four of enrollment.</p> |
| <p><b>B.2</b> Create a research agenda that addresses and accounts for the different types of course completion and transition in order to take into consideration all aspects of the Mission of Continuing Education.</p>     | <p>SDCE's Student Success (BSI; Student equity, and SSSP) research agenda addresses increased access, capacity of academic and student support services, completion and transition to workforce or credit college. Its research agenda is further driven by the institution's strategic plan and goals. SDCE has a 40% dedicated Research Assistant through Student Equity to report outcomes and provide research support for the evaluation of program and plan goals and activities.</p>   |

**2015-2016 Student Success Accomplishments**

|  |   |
|--|---|
| <p><b>C.1</b> Increase ESL completion by providing instructional support services to prepare students for the academic rigors of the English sequence after transition to the credit colleges.</p>   | <p>Student Equity provided initial funding to create a pilot tutorial program for ESL in varied levels (1 to 7) including vocational ESL (VESL). Initial data reveals no significant increases in ESL completion rates levels 1 to 7, however, higher persistence rates are reflected from term to term with 100% of ESL 3-4 level students participating in ESL tutoring enrolling in the following term with 46% of those students moving to the next level of ESL in that following term. Further initial ESL cohort data reflects VESL retention, persistence, and completion rates were at the same rate of those students not participating in VESL tutoring. Additional evaluation will be completed in fall 2017 for all cohorts participating in ESL tutoring through Spring 2017.</p> |
| <p><b>C.2</b> Increase ESL college completion by providing more counseling services to increase student awareness of the matriculation process and the academic rigors of the English sequence after transition to the credit college.</p> | <p>The top noncredit programs students attended in the term prior to transition to credit college were Basic Skills, English as a Second Language, and Business &amp; Information Technology. The top programs varied by college. Furthermore, first-time to college prior noncredit students had a smaller percentage of ESOL placements that were three levels below transfer (Level 40) compared to general population first-time to college students (3% and 6%, respectively).</p>   |
| <p><b>D.1</b> Increase the number of overall awards conferred to female students by 1% over the next 3 years (2018).</p>   | <p>Provided extended CalWORKs services year round to assist predominately female CalWORKs students in the completion of awards conferred. Traditionally CalWORKs Intake Coordinators work limited hours in the Summer. Student Equity funds supplemented services by expanding summer services. Course completion rates of female students increased from 74% in 2014/15 to 82% in 2016/2017 while CE Certificate of Completion for female students increased from the baseline of 59% in 2013/14 to 63% in 2015/2016 Additional data analysis will be completed through 2016/17.</p>   |
| <p><b>D.2</b> Provide increased supplemental instructional support to DSPS students in order to increase the number of Certificates of Completion and High School Diplomas.</p>  | <p>Services were expanded including increased evening DSPS counseling and services. Over the 15-16 year, DSPS students were served and provided 159 in-class Supplemental Instruction sessions from writing assignments to math problems. Supplemental Instruction serves were expanded in Spring 2016 to three campuses and provided an additional 97 sessions.</p>  |

**Student Success & Support Programs**

| 2015-2016 Goals   | Progress  |
|---|---|
| <p>1. Counseling faculty members are charged with providing standardized orientation materials for each program orientation</p> | <p>Orientation template (content) and materials: Complete</p>   |
| <p>2. Institutionalize and standardize Assessment</p>   | <p>Deferred: AEBG (AB 86) alignment in progress.</p>  |
| <p>3. Institutionalize and standardize Educational Plans</p>  | <p>Educational Plan Templates: 100%</p> <p>Institutionalized process for providing ed planning services: 50% complete and in progress.</p> <p>Programs with managed-entry (specific start dates) completed. Open-entry/open-exit program educational planning institutionalization in development. Group ed plan system development, in progress.</p> |
| <p>4. Institutionalize and standardize Follow Up</p>  | <p>25% complete: Standardized follow-up services completed for Adult Secondary Program.</p> <p>ESL &amp; CTE program follow-up process in progress.</p>   |

## 2015-2016 Integrated Goal and Activity

San Diego’s CE Promise was implemented fall of 2016 with outreach, recruitment, and application processes initiated in the 15-16 academic year. SDCE’s overall success is attributed to outreach and engaging students in their educational, personal, and professional journeys. From resource and referrals to education plans, students feel safe and welcomed on campus. SDCE partners with San Diego Community College District, colleges, Community Based Organizations (CBOs), government agencies (local and state), small and large businesses, and the communities we serve. We are committed to improving the student experience and overall student success through comprehensive support services, resource and referrals, and opportunities for students to succeed.

| Goal   | Activities in each program that serve the goal listed   |   |   |
|--|---|---|---|
|  | SSSP  | Student Equity  | BSI   |
| <p><b>Prepare Continuing Education students for transition to the credit college by providing them with the resources necessary to increase successful course completion rates for first-term college students by 2% over three years.</b></p> | <p>CE Promise was implemented in 15-16. Counselors and staff supported student information sessions, applications, and pre-assessment and assessment services.</p> <p>Transition Services were provided for students including credit college tours and workshops; application and enrollment support; FAFSA workshops; college transition workshops; and peer panels sharing transition success stories.</p> <p>College Days were scheduled with credit colleges and provided program information and pathways for students.</p> | <p>College Days were supported further by increasing access for students through bus transportation to College Days, scheduled program tours, and information sessions.</p> <p>Rising to Success, a Student Equity Initiative, counselors specializing in College Transition served students with college transition information, workshops, transition academic and career planning, and resource and referrals supporting college transition.</p> | <p>Supported the development of the Career and College connections within ABE/ASE and ESL through student workshops and events; partnering with credit colleges; and facilitating noncredit and credit faculty connections.</p> |

## SDCE's Promising Practice

To advance student success, San Diego Continuing Education's (SDCE's) New Horizons Program achieved parity in student educational outcomes regardless of race and ethnicity and moved beyond the issue of access. New Horizons provided resources to students in certificate programs such as textbooks (from lending library), bus passes, and/or fuel cards. These direct services help erase some of the challenges and barriers often faced by SDCE students. Scheduled workplace activities prepare these students for high-skill, high-wage, and/or high-demand occupations that will lead to self-sufficiency. Career and college transition services are interwoven into a case management approach.

San Diego Continuing Education understands that underperforming students have traditionally been underserved with inadequate resources limiting their success. To increase student success among these populations, particularly in nontraditional certificate programs, SDCE has placed an added emphasis on the recruitment of women and men into nontraditional programs, increased educational and community resources and support services in order for students to reach their academic goals. New Horizons provides services to 200 students each year and staff loan over 600 textbooks, deliver approximately 300 bus passes, and nearly 45 fuel cards to participants. 100% of program participants are given information on San Diego Community College District career development services, transiting to credit programs, and/or accessing the website "California Career Zone". Funding was leveraged under Perkins and Student Equity to ensure support services are accessible and address student needs.

New Horizons staff delivered presentations at campus and community events with an emphasis on recruiting men and women into nontraditional careers. Topics addressed also included workplace equity, workplace harassment and the economic benefits of nontraditional employment. In summary, New Horizons, with gender equity at its nucleus, developed an excellent rapport with students, faculty, and community agencies all with the idea of promoting student success.

New Horizon's unique approach to providing resources and assistance to students on their academic journey leading to self-sufficiency has made the program successful. Staff develop community relationships and associations with programs and organizations that are able to assist students in areas that directly affect their personal and academic progress. Partnerships include: Employee Rights Center (assisting students

with employment/legal and immigration issues), PATH (assisting homeless veterans with housing and veteran's issues), and Access to Independence (assisting students with disabilities). Because of these unique partnerships, students are able to take care of pressing issues and stay in school. New Horizons changes students' lives, the lives of their families, and the role they play in their communities. Over the 15-16 year, 200 students with 107 dependent children were served. These families experienced their parent or guardian enrolling and/or completing a certificate program, graduating, and becoming employed and self-sufficient. New Horizons allows students to invest in themselves, their families, their communities and change their trajectory.

New Horizons creates a pathway for success that addresses societal inequities by striving to help students reach academic proficiency and self-sufficiency. Differences in race and ethnicity, income, language, ability, gender, and sexual orientation have influenced the design and effectiveness of the New Horizons program with a focus on improving student outcomes. Because SDCE students are not eligible for financial aid, they find themselves struggling to stay in school. The cost of books as well as transportation often times prevents students from completing their program. This model has proven to be scalable and sustainable.

The New Horizons Program has had a positive impact on students' personal and academic goals. This can be evidenced by student achievement and completion rates. Collaboration with community service providers has proven to be most effective in addressing some of the students' needs and/or concerns. New Horizons uses its resources and services in meaningful ways to address achievement gaps while creating best practices in the support of students completing their educational goals leading to self-sufficiency.

New Horizon's cumulative impacts by 2015–2016 were significantly positive for certificate program student cohorts. Seventy students completed certificate programs resulting in licensing and certifications preparing students for the workforce. While nearly 80 students persisted in their programs.

# Future Plans

San Diego Continuing Education has selected five integrated goals for the 2017-2019 period covering this plan. The tables on the next three and a half pages indicate how each goal connects across the SSSP, Student Equity, and BSI programs as well as the activities/steps SDCE will implement to achieve each goal.

## Integrated Goals

1. Grow SDCE Programming through increased access and enhanced instructional and student services.
2. Cultivate an environment of creativity and increased collaboration both internally and externally.
3. Increase student success, academic achievement, life-long learning, and workforce development.
4. Provide SDCE employees with resources and training to increase the quality of instruction and services.
5. Strengthen institutional effectiveness through integrated planning and resource allocation.

| Integrated Goal   | Activities in each program that serve the goal listed  |  |   | Goal Area  |
|---|--|--|---|--|
|   | SSSP   | Student Equity   | BSI   |  |
| <b>1. Grow SDCE Programming through increased access and enhanced instructional and student services.</b> | Institutionalize and standardize Assessment, Orientation, Educational Plans, and follow-up services. | <p>Increase overall enrollment of disproportionately impacted student groups.</p> <p>Plan and implement targeted pre-orientation outreach strategies for disproportionately impacted student groups.</p> <p>Participate in the redesign of marketing materials and information with intentional and strategic messaging engaging targeted student groups.</p> <p>Develop and implement outreach workshops and information sessions that are relevant to targeted student groups.</p> | <p>Increase Outreach targeting ABE/ASE and ESL prospective student groups.</p> <p>Increase basic skill academic support services.</p> | <input checked="" type="checkbox"/> Access<br><input type="checkbox"/> Transition<br><input checked="" type="checkbox"/> ESL/Basic Skills Completion<br><input checked="" type="checkbox"/> Course Completion<br><input type="checkbox"/> Certificate Completion<br><input checked="" type="checkbox"/> Persistence<br><input checked="" type="checkbox"/> Retention |

| Integrated Goal  | Activities in each program that serve the goal listed  |  |  | Goal Area   |
|--|--|--|--|---|
|  | SSSP   | Student Equity   | BSI  |   |
|  |  | <p>Increase the number of outreach workshops and information sessions at feeder high schools and community based organizations serving targeted student groups.</p> <p>Create and integrate "Rising to Success (R2S)" to increase access of Continuing Education's CTE programs, courses, and student support services.</p>  |  |   |
| Integrated Goal  | Activities in each program that serve the goal listed  |  |  | Goal Area   |
|  | SSSP   | Student Equity   | BSI  |   |
| <b>2. Cultivate an environment of creativity and increased collaboration both internally and externally.</b> | <p>Coordinate and collaborate in the redesign of Continuing Education's application and registration processes to streamline student data and information.</p> <p>Participate in the creation and implementation of an infrastructure and process for informing internal staff and faculty of new programs and services.</p> | <p>Coordinate and collaborate in the redesign of Continuing Education's application and registration processes to streamline student data and information.</p> <p>Create and integrate "Rising to Success (R2S)" to increase access and completion rates of Continuing Education's CTE programs, courses and instructional and student support services.</p> <p>Participate in articulation efforts and activities from noncredit to credit to increase completion and college transition rates.</p> | <p>Increase Interdisciplinary collaboration to improve student access, increase enrollment, and increase retention and completion rates in multiple disciplines.</p> | <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Access</li> <li><input checked="" type="checkbox"/> Transition</li> <li><input type="checkbox"/> ESL/Basic Skills Completion</li> <li><input type="checkbox"/> Course Completion</li> <li><input type="checkbox"/> Certificate Completion</li> <li><input checked="" type="checkbox"/> Persistence</li> <li><input checked="" type="checkbox"/> Retention</li> </ul> |

| Integrated Goal  | Activities in each program that serve the goal listed  |   |   | Goal Area  |
|--|--|---|---|--|
|  | SSSP   | Student Equity  | BSI   |  |
| <p><b>3. Increase student success, academic achievement, life-long learning, and workforce development.</b></p>          | <p>Standardize the delivery of core SSSP services.</p> <p>Assess effectiveness of services and revise as required to meet SSSP core services to better meet student needs.</p> <p>Create a Completion survey to include transition to credit college or CTE programs as part of follow-up services.</p> <p>Increase Student Services staffing to meet growth, increased programming, and increased services provided to students.</p> <p>Coordinate and collaborate in the automation of student assessment.</p> | <p>Participate in and support efforts to increase the number of Continuing Education students transitioning to credit college.</p> <p>Increase ESL and basic skill completion rates by developing a sustainable tutoring program.</p> <p>Increase the number of DSPS Certificates of Completion and High School Diplomas.</p> <p>Coordinate with and support SDCE in its use of smart technology to enhance student learning and active engagement in the learning process.</p> <p>Participate in articulation efforts and activities from noncredit to credit to increase completion and college transition rates.</p> <p>Create and integrate “Rising to Success (R2S)” to increase access and completion rates of Continuing Education’s CTE programs, courses and instructional and student support services.</p> | <p>Support the development of Career and College connections within ABE/ASE and ESL.</p> <p>Increase High School Diploma and High School Equivalency (HSE) course completion rates.</p> | <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Access</li> <li><input checked="" type="checkbox"/> Transition</li> <li><input checked="" type="checkbox"/> ESL/Basic Skills Completion</li> <li><input checked="" type="checkbox"/> Course Completion</li> <li><input checked="" type="checkbox"/> Certificate Completion</li> <li><input checked="" type="checkbox"/> Persistence</li> <li><input checked="" type="checkbox"/> Retention</li> </ul> |
| Integrated Goal  | Activities in each program that serve the goal listed  |   |   | Goal Area  |
|  | SSSP   | Student Equity  | BSI   |  |
| <p><b>4. Provide SDCE employees with resources and training to increase the quality of instruction and services.</b></p> | <p>Develop faculty and staff professional development and materials to improve communication and understanding of noncredit SSSP.</p>  | <p>Provide opportunities for staff and faculty to participate in equity mindedness personal and professional development series, workshops, and training to better serve students and foster student success.</p>   | <p>Establish ongoing professional development to offer formal training and leadership development.</p>  | <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Access</li> <li><input checked="" type="checkbox"/> Transition</li> <li><input checked="" type="checkbox"/> ESL/Basic Skills Completion</li> <li><input checked="" type="checkbox"/> Course Completion</li> </ul>   |

| Integrated Goal   | Activities in each program that serve the goal listed   |  |  | Goal Area  |
|---|---|--|--|--|
|   | SSSP  | Student Equity   | BSI  |  |
|   |   | <p>Provide professional learning opportunities for faculty and staff to deliver information in an engaging and authentic manner.</p> <p>Conduct faculty and staff training focused on calibrating standards and classroom pedagogy.</p> <p>Collaborate with ESL department faculty and staff to research effective noncredit tutoring programs and support tutorial services professional development and training.</p> <p>Develop a peer noncredit tutor training module and certification.</p> | <p>Coordinate training and professional development opportunities for faculty and staff involved in the delivery of basic skills and ESL instruction to support the success of students.</p>   | <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Certificate Completion</li> <li><input checked="" type="checkbox"/> Persistence</li> <li><input checked="" type="checkbox"/> Retention</li> </ul>   |
| Integrated Goal   | Activities in each program that serve the goal listed   |  |  | Goal Area  |
|   | SSSP  | Student Equity   | BSI  |  |
| <b>5. Strengthen institutional effectiveness through integrated planning and resource allocation.</b> | <p>Develop a defined research agenda, comprehensive approach to data collection, and evaluation processes of SSSP core services.</p> <p>Participate in the development of a resource allocation model to better leverage funds for student success.</p> | <p>Develop a defined research agenda, comprehensive approach to data collection, and evaluation processes of Student Equity initiatives and activities.</p> <p>Coordinate and collaborate in the redesign of Continuing Education's application and registration processes to streamline student data and information.</p> <p>Increase use of data in decision making through data access and integrated planning processes.</p>   | <p>Develop a defined research agenda, comprehensive approach to data collection, and evaluation processes of BSI initiatives, programs, and services.</p> <p>Increase use of data in decision making through data access and integrated planning processes.</p> <p>Establish ongoing professional development to offer formal training and leadership development.</p> | <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Access</li> <li><input checked="" type="checkbox"/> Transition</li> <li><input checked="" type="checkbox"/> ESL/Basic Skills Completion</li> <li><input checked="" type="checkbox"/> Course Completion</li> <li><input checked="" type="checkbox"/> Certificate Completion</li> <li><input checked="" type="checkbox"/> Persistence</li> <li><input checked="" type="checkbox"/> Retention</li> </ul> |

## Integration of Student Success Goals

San Diego Continuing Education (SDCE) has adopted two proven Student Success frameworks that inform the work that we do as an educational institution in providing expanded learning opportunities for all students. The first Student-Centered Success framework, adopted from the Research Group's Six Success Factors, adheres to the idea that students need to be directed, focused, nurtured, engaged, connected, and valued in order for them to be academically successful. The second Institutional Success Framework, adopted from Achieving the Dream, adheres to a Student-Centered model for institutional improvement which is guided by 5 principles: 1. Committed leadership, 2. Use of Evidence to Improve Programs and Services, 3. Broad Engagement, 4. Systemic Institutional Improvement, and 5. Equity. These principles, in conjunction with the following 5 steps: 1. Commit to Improving Student Outcomes, 2. Use Data to Prioritize Actions, 3. Engage Stakeholders to Help Develop a Plan, 4. Implement, Evaluate, and Improve Strategies, and 5. Establish a Culture of Continuous Improvement, leading to the one goal of success for all students.

In order to accomplish the overarching goal of success for all students, SDCE's Integrated Student Success Plan (ISSP) aligns with the Institutional Strategic Plan goals and objectives, its mission, and by design, ensures coordination across student equity related categorical programs and/or campus base programs. The integration of matriculation, instruction, and student support services serve as a guide for SDCE as it develops the capacity to implement, scale, and sustain planned activities and meet student success goals. Student Success goals align with institutional efforts through collaborative planning, budgeting, research, and evaluation in order to institutionalize activities that

close equity gaps and promotes student success for all students. SDCE will develop interventions, focus on activities and support institution-wide efforts to change SDCE's culture to one that focuses consistently on efforts to promote equity and student success.

SDCE will further completion and transition through noncredit to credit pathways designed to support student success and explore new opportunities in noncredit courses as well as professional development credit, continuing education credit, credit toward a certificate, and stackable credentials in order to serve future learners. Noncredit programs are central to helping create a highly skilled workforce critical to success in the knowledge economy and certificates, licenses, industry certifications, digital badges and other credentials are the means by which skills and knowledge are documented. These credentials connect people to jobs, advanced educational programs, and career paths. For low-income, first generation and adult students, new complex credentials linked to new complex education marketplaces beyond high schools demand thoughtful discussions about noncredit courses and what types of credits are being offered by SDCE.

Adherence to the Integrated Student Success Plan will make San Diego Continuing Education's work more effective and efficient and, more importantly, create conditions that allow SDCE to scale-up programs and have greater institutional impact. The goals and activities outlined in SDCE's Integrated Student Success Plan are aligned with efforts that the institution has prioritized through its strategic plan allocating resources with time, energy, and funds.

## Noncredit Transition

San Diego Continuing Education (SDCE) provides adult education for the San Diego Community College District. SDCE is the largest, separately accredited continuing education in the United States, and serves more than 40,000 noncredit students each year at seven campuses. Students attend noncredit classes for a variety of reasons. Some are preparing to transition to credit college, complete a Career Training and Education certificate program, with many seeking to improve and/or increase basic or career skills, or attend lifelong learning classes. As noted in the SDCE Philosophy Statement; “We are a multicultural institution dedicated to providing educational access and lifelong learning opportunities. Our commitment is to all students who come through our doors, without regard to their academic skill or life’s challenges, offering innovative, high quality instruction and student support services. We believe that people have the capacity to change

and that education can positively transform individuals, enriching their lives and contributing to our community.”

SDCE, as part of its mission, focuses on providing those students who have had their educational trajectory interrupted at some point with expanded educational and career development opportunities. Furthermore, SDCE prepares students for transition not only to the credit college, but from SDCE to SDCE and CE to employment. SDCE takes a holistic approach to better serve students providing comprehensive instructional and student support services to increase successful course and program completion rates. Due to a significant portion of the student population it serves, an increase in access, retention, enrollment, and completion within targeted student groups is imperative.

## Professional Development

San Diego Continuing Education’s professional development plans will support faculty and staff in building a student success focused institution. SDCE will move to contextualize professional development for faculty, staff, leaders, and students in particular disciplines, cultural competency training, resource and referrals, instructional strategies, and student support services. SDCE, through its ISSP, recognizes

that diversity in the academic environment nurtures cultural awareness, promotes mutual understanding and respect, and provides suitable role models for all students. SDCE’s professional development plans foster an institutional culture of equity, academic excellence, student-centered decision-making, and continuous improvement while promoting a cohesive, effective and proactive organization.

## Evaluation

San Diego Continuing Education is a noncredit institution and will continue its goal to increase institutional capacity for inquiry, research, evaluation, and the use of data in decision-making. Measurable outcomes will be based on both quantitative and qualitative data to support expanded or new success initiatives. Data will be analyzed providing outcomes that will move the college toward ameliorating

achievement for students. Data will reveal the number of students who have completed SSSP processes, enrolled, completed courses and certificate programs or transitioned to a credit college. Progress towards meeting student success goals for noncredit students will be assessed each term.

## District Coordination and Support

SDCCD’s Student Services Council plans, develops, monitors and assesses student support services programs across the District. Examples of the work of the Council include:

- Developed overarching goals for student success and equity including a plan to increase the number of degrees and/or certificates awarded.
- Established communication plan for students including: reminders about important deadlines, recommendation to see a counselor to establish a comprehensive education plan; academic progress, early alert and interventions.
- Establishing and reviewing registration priorities and policies.
- Monitoring and revising student assessment and placement preparation.
- Regular reports on student outcomes to Board of Trustees.
- Monthly monitoring of SSSP services.

## Integrated Budget Plan 2017-2018

San Diego Continuing Education’s Integrated Student Success Plan’s budget leverages Basic Skills Initiative, Student Equity, and Student Success and Support Program funding to improve and increase the quality of instruction and student support services. The budget plan is reasonable and justified reflecting allowable costs supporting BSI, Student Equity, and SSSP integrated goals and activities. The budget directly supports goals and activities outlined in SDCE’s “future plans.”

Direct costs, integrated into the plan, include: academic salaries at 39%; classified salaries at 32%; benefits at 28%; and limited other operating expenses and services at 1%, capital outlay and supplies totaling only 1% that unequivocally impact student success goals and activities. The indirect costs are absorbed by the institution and further supported through SSSP match funds. Please find the required “BSI SE SSSP Integrated Budget Plan 2017-2018” form attached.

| Object Code           | Category                                   | Basic Skills Initiative | Student Equity | Credit SSSP - N/A | Credit SSSP - Match N/A | Noncredit SSSP                         | Noncredit SSSP - Match |                    |
|-----------------------|--|-------------------------|----------------|-------------------|-------------------------|--|------------------------|--------------------|
| 1000                  | Academic Salaries                          | \$95,451                | \$418,660      | \$ --             | \$ --                   | \$755,723                              | \$456,206              |                    |
| 2000                  | Classified and Other Non-academic Salaries | \$31,673                | \$215,421      | \$ --             | \$ --                   | \$903,639                              | \$1,128,840            |                    |
| 3000                  | Employee Benefits                          | \$42,227                | \$235,692      | \$ --             | \$ --                   | \$671,140                              | \$684,803              |                    |
| 4000                  | Supplies & Materials                       | \$38,000                | \$2,206        | \$ --             | \$ --                   | \$18,245                               | \$41,000               |                    |
| 5000                  | Other Operating Expenses and Services      | \$21,060                | \$5,019        | \$ --             | \$ --                   | \$23,458                               | \$42,000               |                    |
| 6000                  | Capital Outlay                             | \$45,000                | \$1,764        | \$ --             | \$ --                   | \$21,720                               | \$50,000               |                    |
| 7000                  | Other Outgoing                             |                         |                | \$ --             | \$ --                   | \$ --                                  |                        |                    |
| <b>Program Totals</b> |  | \$273,411               | \$878,762      | \$ --             | \$ --                   | \$2,393,925                            | \$2,402,849            |                    |
|                       |  |                         |                |                   |                         | <b>Match</b>                           |                        |                    |
|                       |  |                         |                |                   |                         | <b>BSI, SE &amp; SSSP Budget Total</b> |                        | <b>\$3,546,098</b> |

## Student Equity Executive Summary

Page: <http://www.sdce.edu/organization/institutional-effectiveness/planning-documents>

2017-2019 SE Executive Summary Doc: <https://sdce.edu/sites/default/files/iep/SDCE%202017-2019%20>

## California Community Colleges Chancellor's Office Support

San Diego Continuing Education recommends and requests support from the Chancellor's office to help achieve our institutional integrated student success goals and closing achievement gaps through improved noncredit funding formulas; recommended research methodologies, data collection, and evaluation processes specific to noncredit institutions; improved noncredit MIS data reporting (specific to SSSP core services); and noncredit best practices. San Diego Continuing Education finds it critical that we meet our

considered duty to anticipate changing demands in education and welcome the opportunity to shape the future while placing students at the center of all that we do, supporting and promoting excellence in their endeavors. It is equally important the Chancellor's Office provide the support and acknowledgement of noncredit education, its place in our college system, and its avenue to affirm and embody pluralism; value collaboration and shared decision-making honoring creativity and innovation.

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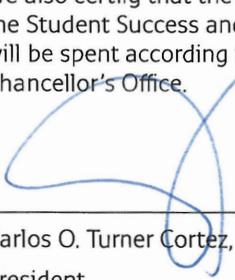
# Approval and Signature Page

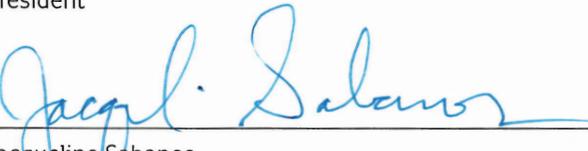
College: San Diego Continuing Education

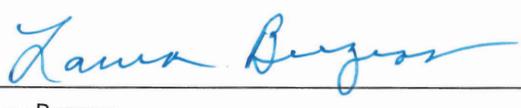
District: San Diego Community College District

Board of Trustees Approval Date: \_\_\_\_\_

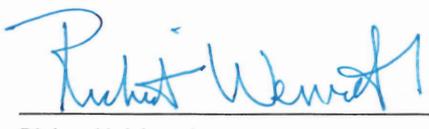
We certify the review and approval of the 2017-19 Integrated Plan by the district board of trustees on the date shown above. We also certify that the goals, strategies and activities represented in this plan meet the legislative and regulatory intent of the Student Success and Support (credit and noncredit), Student Equity, and Basic Skills programs and that funds allocated will be spent according to law, regulation and expenditure guidelines published by the California Community College Chancellor's Office.

  
\_\_\_\_\_  
Date: 10/23/17  
E-mail Address: ccortez@sdccd.edu  
Carlos O. Turner Cortez, Ph.D.  
President

  
\_\_\_\_\_  
Date: 10/23/17  
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Jacqueline Sabanos  
Chief Business Officer

  
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Laura Burgess  
Acting Vice President of Instruction

  
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Star Rivera-Lacey, Ph.D.  
Vice President of Student Services

  
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Richard Weinroth  
President, Academic Senate