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Student Equity
Executive Summary
2017 - 2019

Updated November 17, 2017

SAN DIEGO
CONTINUING
EDUCATION



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Important Links:

- [San Diego Continuing Education Mission, Vision & Philosophy](#)
- [Integrated Strategic Plan](#)
- [2017-19 Integrated Student Success Plan](#)

Introduction and Targeted Goals

San Diego Continuing Education (SDCE), as part of San Diego Community College District, is a noncredit, adult education institution serving more than 45,000 students each year at its seven 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 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 professional skills, earning a high school diploma or GED, learning English, or have plans to complete a certificate program and start careers, while others attend lifelong learning courses.

SDCE's Student Equity goals and objectives align with the [institutional mission, vision, its philosophy, and Integrated 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. Student Equity objectives support the advancement of SDCE's Student Success and Support Program and Basic Skills Initiative planned activities included in the [2017-2019 Integrated Student Success Plan](#). The following represents San Diego Continuing Education's 2017 to 2019 Student Equity goals, measurable objectives, goal areas, and targeted student groups:

Student Equity Goals	Measurable Objectives	Targeted Goal Area(s)	Targeted Student Group
1. Grow SDCE Programming through increased access and enhanced instructional and student services.	SE Objective 1.1 Increase overall enrollment of disproportionately impacted student groups by 2%.	<input checked="" type="checkbox"/> Access <input checked="" type="checkbox"/> Transition	<input checked="" type="checkbox"/> DSPS <input checked="" type="checkbox"/> Foster Students
	SE Objective 1.2 Plan and implement targeted pre-orientation outreach strategies for disproportionately impacted student groups.	<input type="checkbox"/> ESL/Basic Skills Completion	<input checked="" type="checkbox"/> Homeless Immigrants and Refugee
	SE Objective 1.3 Participate in the redesign of marketing materials and information with intentional and strategic messaging engaging targeted student groups.	<input type="checkbox"/> Course Completion	<input checked="" type="checkbox"/> LGTBQ <input checked="" type="checkbox"/> Low Income
	SE Objective 1.4 Develop and implement outreach workshops and information sessions that are relevant to targeted student groups.	<input type="checkbox"/> Certificate Completion	<input checked="" type="checkbox"/> Re-Entry (formerly incarcerated)
	SE Objective 1.5 Increase the number of outreach workshops and information sessions at feeder high schools and community based organizations serving targeted student groups by 2%.	<input checked="" type="checkbox"/> Persistence <input checked="" type="checkbox"/> Retention	<input checked="" type="checkbox"/> Veterans <input checked="" type="checkbox"/> Males of color
	SE Objective 1.6 Create and integrate "Rising to Success (R2S)" to increase access of Continuing Education's CTE programs, courses, and student support services by 2%.		<input checked="" type="checkbox"/> Females (nontraditional programs & careers) <input checked="" type="checkbox"/> Males (nontraditional programs & careers)

Student Equity Targeted Goals

Student Equity Goals	Measureable Objectives	Targeted Goal Area(s)	Targeted Student Group
<p>2. Cultivate an environment of creativity and increased collaboration both internally and externally.</p>	<p>SE Objective 2.1 Coordinate and collaborate in the redesign of Continuing Education’s application and registration processes to streamline student data and information.</p> <p>SE Objective 2.2 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 by 2%.</p> <p>SE Objective 2.3 Participate in articulation efforts and activities from noncredit to credit to increase completion and college transition rates by 2%.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Access <input checked="" type="checkbox"/> Transition <input type="checkbox"/> ESL/Basic Skills Completion <input type="checkbox"/> Course Completion <input type="checkbox"/> Certificate Completion <input checked="" type="checkbox"/> Persistence <input checked="" type="checkbox"/> Retention 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> DSPS <input checked="" type="checkbox"/> Foster Students <input checked="" type="checkbox"/> Homeless Immigrants and Refugee <input checked="" type="checkbox"/> LGBTQ <input checked="" type="checkbox"/> Low Income <input checked="" type="checkbox"/> Re-Entry (formerly incarcerated) <input checked="" type="checkbox"/> Veterans <input checked="" type="checkbox"/> Males of color <input checked="" type="checkbox"/> Females (nontraditional programs & careers) <input checked="" type="checkbox"/> Males (nontraditional programs & careers)
<p>3. Increase student success, academic achievement, life-long learning, and workforce development.</p>	<p>SE Objective 3.1 Participate in and support efforts to increase the number of Continuing Education students transitioning to credit college by 2%.</p> <p>SE Objective 3.2 Increase ESL and basic skill completion rates by developing a sustainable tutoring program by 2%.</p> <p>SE Objective 3.3 Increase the number of DSPS Certificates of Completion and High School Diplomas by 1%.</p> <p>SE Objective 3.4 Coordinate with and support SDCE in its use of smart technology to enhance student learning and active engagement in the learning process.</p> <p>SE Objective 3.5 Participate in articulation efforts and activities from noncredit to credit to increase completion and college transition rates by 2%.</p> <p>SE Objective 3.6 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 by 2%.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Access <input checked="" type="checkbox"/> Transition <input checked="" type="checkbox"/> ESL/Basic Skills Completion <input checked="" type="checkbox"/> Course Completion <input checked="" type="checkbox"/> Certificate Completion <input checked="" type="checkbox"/> Persistence <input checked="" type="checkbox"/> Retention 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> DSPS <input checked="" type="checkbox"/> Foster Students <input checked="" type="checkbox"/> Homeless Immigrants and Refugee <input checked="" type="checkbox"/> LGBTQ <input checked="" type="checkbox"/> Low Income <input checked="" type="checkbox"/> Re-Entry (formerly incarcerated) <input checked="" type="checkbox"/> Veterans <input checked="" type="checkbox"/> Males of color <input checked="" type="checkbox"/> Females (nontraditional programs & careers) <input checked="" type="checkbox"/> Males (nontraditional programs & careers)

Student Equity Targeted Goals

Student Equity Goals	Measureable Objectives	Targeted Goal Area(s)	Targeted Student Group
<p>4. Provide SDCE employees with resources and training to increase the quality of instruction and services.</p>	<p>SE Objective 4.1 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>SE Objective 4.2 Provide professional learning opportunities for at least 100 faculty and 50 staff to deliver information in an engaging and authentic manner.</p> <p>SE Objective 4.3 Conduct faculty and staff training focused on calibrating standards and classroom pedagogy.</p> <p>SE Objective 4.4 Collaborate with ESL department faculty and staff to research effective noncredit tutoring programs and support tutorial services professional development and training.</p> <p>SE Objective 4.5 Develop and pilot a peer noncredit tutor training module and certification.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Access <input type="checkbox"/> Transition <input checked="" type="checkbox"/> ESL/Basic Skills Completion <input checked="" type="checkbox"/> Course Completion <input checked="" type="checkbox"/> Certificate Completion <input checked="" type="checkbox"/> Persistence <input checked="" type="checkbox"/> Retention 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> DSPS <input checked="" type="checkbox"/> Foster Students <input checked="" type="checkbox"/> Homeless Immigrants and Refugee <input checked="" type="checkbox"/> LGTBQ <input checked="" type="checkbox"/> Low Income <input checked="" type="checkbox"/> Re-Entry (formerly incarcerated) <input checked="" type="checkbox"/> Veterans <input checked="" type="checkbox"/> Males of color <input checked="" type="checkbox"/> Females (nontraditional programs & careers) <input checked="" type="checkbox"/> Males (nontraditional programs & careers)
<p>5. Strengthen institutional effectiveness through integrated planning and resource allocation.</p>	<p>SE Objective 5.1 Develop a defined research agenda, comprehensive approach to data collection, and evaluation processes of Student Equity initiatives and activities.</p> <p>SE Objective 5.2 Coordinate and collaborate in the redesign of Continuing Education's application and registration processes to streamline student data and information.</p> <p>SE Objective 5.3 Increase use of data in decision making through data access and integrated planning processes.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Access <input checked="" type="checkbox"/> Transition <input checked="" type="checkbox"/> ESL/Basic Skills Completion <input checked="" type="checkbox"/> Course Completion <input checked="" type="checkbox"/> Certificate Completion <input checked="" type="checkbox"/> Persistence <input checked="" type="checkbox"/> Retention 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> DSPS <input checked="" type="checkbox"/> Foster Students <input checked="" type="checkbox"/> Homeless Immigrants and Refugee <input checked="" type="checkbox"/> LGTBQ <input checked="" type="checkbox"/> Low Income <input checked="" type="checkbox"/> Re-Entry (formerly incarcerated) <input checked="" type="checkbox"/> Veterans <input checked="" type="checkbox"/> Males of color <input checked="" type="checkbox"/> Females (nontraditional programs & careers) <input checked="" type="checkbox"/> Males (nontraditional programs & careers)

2017-2018 Student Equity Budget

Object Code	Category	
1000	Academic Salaries	\$ 418,660
2000	Classified and Other Nonacademic Salaries	\$ 215,421
3000	Employee Benefits	\$ 235,692
4000	Supplies and Materials	\$ 2,206
5000	Other Operating Expenses and Services	\$ 5,019
6000	Capital Outlay	\$ 1,764
7000	Other Outgo	\$ -
	Program Totals	\$ 878,762

2015-16 Student Equity Achievements

To achieve San Diego Continuing Education’s (SDCE’s) mission of committing to student success and community enrichment by providing accessible, equitable, and innovative quality education and support services to diverse adult learners in pursuit of lifelong learning, training, career advancement, and pathways to career and college, SDCE remains steadfast in the implementation of Student Equity goals and activities serving all students and the community to further foster student success and build an infrastructure of systemic resources and services designed to increase access, completion, transition, retention, and persistence.

SDCE has branded student success by outreaching to, and engaging with, students in their educational, personal, and professional journeys. SDCE has partnered with credit colleges, programs, Community Based Organizations (CBOs), government agencies (local and state), small and large businesses, and the communities we serve to leverage resources and bring equity to better serve all students. SDCE is committed to improving the student experience through academic and support services, resource and referrals, and opportunities for students to succeed.

SDCE’s Student Equity Plan further has supported and driven SDCE’s core values of the faculty, staff, and administration of San Diego Community College District, by acknowledging SDCE’s responsibility to society and

belief that access to lifelong learning is a cornerstone of a democratic society. Student Equity initiatives helped meet SDCE’s 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. Student Equity has allowed SDCE to provide the avenue to affirm and embody pluralism; value collaboration and shared decision-making; and honor creativity and innovation.

SDCE’s Philosophy Statement is “San Diego Continuing Education is 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.”

Student Equity has facilitated and supported work with students and the community connecting to academic and student services, internal and external resources, personal development, and certificate and transition pathways. The following chart presents a summary of Student Equity progress as related to its goals, objectives and activities:

Student Equity Goals	Progress for Objectives and Activities	Targeted Goal Area	Targeted Student Group
A.1 Increase target group enrollment by 1% over the next 3 years (2018).	A1.1 Establish a Student Resource Center that provides student services and instructional services support to targeted student populations. <ul style="list-style-type: none"> ✓ Rising to Success (a student resource center initiative) was created and piloted. ✓ Implementation plan was modified based on student needs with the revised strategies rolling out in fall 2017. ✓ Resources range from Outreach to CalWORKs and include specialized 	<input checked="" type="checkbox"/> Access <input type="checkbox"/> Transition <input type="checkbox"/> ESL/Basic Skills Completion <input type="checkbox"/> Course Completion <input type="checkbox"/> Certificate Completion <input type="checkbox"/> Persistence <input type="checkbox"/> Retention	<input checked="" type="checkbox"/> DSPS <input checked="" type="checkbox"/> Foster Students <input checked="" type="checkbox"/> Homeless <input checked="" type="checkbox"/> Immigrants and Refugee <input checked="" type="checkbox"/> LGBTQ <input checked="" type="checkbox"/> Low Income <input checked="" type="checkbox"/> Re-Entry (formerly incarcerated)

Student Equity Goals	Measureable Objectives	Targeted Goal Area(s)	Targeted Student Group
	<p>counseling targeting student groups outlined in the 2015-2018 Student Equity Plan.</p> <ul style="list-style-type: none"> ✓ Implementation plan was modified based on student needs with the revised strategies rolling out in fall 2017. <p>Hire a Student Equity Coordinator, Intake Specialists, and staff member to oversee the delivery of proposed services including counseling, distribution of transportation, school supplies, textbook lending library, activities, events, marketing, and computer access for students.</p> <ul style="list-style-type: none"> ✓ Expanded New Horizons services. ✓ Expanded services to CalWORKs students over the summer sessions. ✓ Over 200 students were provided support services and extensive case management through a CTE program. ✓ Expanded lending library by over 200 CTE required sets of textbooks for welding and auto programs. ✓ Transportation support was provided to targeted student groups. <p>A1.2 Improve Student Services signage and marketing material at various campus sites in order to clearly identify where Student Services offices are located and for it to be reflective of targeted student population. For example, producing signage and marketing material in various languages.</p> <ul style="list-style-type: none"> ✓ All SDCE campus signage was updated to include site maps, department and office signage. <p>OUTCOME:</p> <p>Enrollment for SDCE has remained level from 2013-14 to 2015-16 with a mean average headcount of 43,800. Female enrollment remains level at 64% and males at 35%. SDCE implemented its first Outreach</p>		<ul style="list-style-type: none"> ✓ Veterans ✓ Males of color ✓ Females (nontraditional programs & careers) ✓ Males (nontraditional programs & careers)

Student Equity Goals	Measureable Objectives	Targeted Goal Area(s)	Targeted Student Group
	<p>OUTCOME: (continued)</p> <p>Department in fall 2016 to develop calculated and targeted strategies for potential and current students.</p>		
<p>A.2</p> <p>Establish a comprehensive approach to data collection that can be utilized to set a baseline and monitor disproportionate impact regarding foster youth, veterans, formerly incarcerated, homeless, refugee, immigrant, and LGBTQ students by 2016.</p>	<p>A2.1 Redesign the Continuing Education registration application, or develop alternate data collection methods, to capture accurate information identifying foster youth, veterans, formerly incarcerated, homeless, refugee, immigrant, and LGBTQ students.</p> <ul style="list-style-type: none"> ✓ In process, SDCE is transitioning to PeopleSoft and the application will be completed at full implementation of the new student management system. <p>A2.2 Hire a part-time researcher to collect accurate enrollment data for various target populations. The researcher will be charged with establishing a relevant research agenda in conjunction with Program Deans and the Vice President of Instruction and Student Services.</p> <ul style="list-style-type: none"> ✓ A 40% Research Analyst was hired and supports reporting for Student Equity. <p>OUTCOME:</p> <p>This goal was achieved. SDCE's first Office of Institutional Effectiveness was established during the 2015-16 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 2017-18 to 2018-19 academic years for Student Equity and its data driven programming and processes.</p>	<ul style="list-style-type: none"> ✓ Access ✓ Transition ✓ ESL/Basic Skills Completion ✓ Course Completion ✓ Certificate Completion ✓ Persistence ✓ Retention 	<ul style="list-style-type: none"> ✓ DSPS ✓ Foster Students ✓ Homeless ✓ Immigrants and Refugee ✓ LGTBQ ✓ Low Income ✓ Re-Entry (formerly incarcerated) ✓ Veterans ✓ Males of color ✓ Females (nontraditional programs & careers) ✓ Males (nontraditional programs & careers)
<p>A.3</p> <p>Increase male student enrollment by 1% over the next 3 years (2018).</p>	<p>A3.1 Hire a full time Outreach Coordinator, and Student Ambassadors, to provide targeted outreach to underrepresented student populations, placing a specific emphasis on increasing male student participation. Develop outreach materials designed</p>	<ul style="list-style-type: none"> ✓ Access <input type="checkbox"/> Transition <input type="checkbox"/> ESL/Basic Skills Completion 	<ul style="list-style-type: none"> ✓ DSPS ✓ Foster Students <input type="checkbox"/> Homeless ✓ Immigrants and Refugee

Student Equity Goals	Measureable Objectives	Targeted Goal Area(s)	Targeted Student Group
	<p>A3.1 (continued) specifically to recruit males to Continuing Education programs.</p> <ul style="list-style-type: none"> ✓ SDCE established its first Outreach department through Student Equity and hired an Outreach Coordinator and Student Ambassadors to outreach to targeted student populations. ✓ Outreach materials for programs and services were designed and made available for tabling, presentations, information sessions, and SDCE Outreach workshops. <p>A3.2 Increase counseling and instructional support for programs with high male enrollment (to avoid attrition) and low male enrollment (to increase participation). Expand evening counseling over a wider range of times and locations to accommodate male students who may work a traditional work schedules. Assign counselors to specifically serve veterans, foster youth and refugee/immigrant student populations. Provide students with lending library and transportation assistance if necessary.</p> <ul style="list-style-type: none"> ✓ Lead Counselors for Veterans; Foster Students; Homeless/ Housing; Immigration and Refugee; CalWORKs; College Transition; High School Diploma; Parenting; DSPS; Gender Equity; and LGBTQ were assigned to provide resources and support services to targeted student groups. ✓ Resource assignments were across six SDCE campuses. ✓ Counseling and CalWORKs services, including DSPS, were expanded to evenings. <p>A3.3 Provide professional development opportunities to increase the understanding of contributing factors influencing the academic achievement of male students.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Course Completion <input type="checkbox"/> Certificate Completion <input type="checkbox"/> Persistence <input type="checkbox"/> Retention 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> LGBTQ <input type="checkbox"/> Low Income <input type="checkbox"/> Re-Entry (formerly incarcerated) <input checked="" type="checkbox"/> Veterans <input checked="" type="checkbox"/> Males of color <input type="checkbox"/> Females (nontraditional programs & careers) <input checked="" type="checkbox"/> Males (nontraditional programs & careers)

Student Equity Goals	Measureable Objectives	Targeted Goal Area(s)	Targeted Student Group
	<ul style="list-style-type: none"> ✓ Foundations Experiential Learning Institute (FELI) with the Academy of College Excellence (ACE) program was offered to all faculty and staff interested in becoming certified to reach targeted student groups through personal growth courses (guidance courses). ✓ Additional professional learning opportunities included keynote speakers and workshops delivering an equity mindedness platform. ✓ SDCE supported and participated in Men of Color series. <p>OUTCOME:</p> <p>Enrollment for males has stayed level at the average of 36% with no increase from the 2013-14 baseline to 2015-16. 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>A.4</p> <p>Increase female enrollment and instructional support in programs that have low female presentation (e.g. Career Technical Education/Welding, Metal Fabrication, etc.).</p>	<p>A4.1</p> <p>Hire a full time Outreach Coordinator, and Student Ambassadors, to provide targeted outreach to underrepresented student populations, placing a specific emphasis on increasing female student participation in ontraditional programs and careers. Develop outreach materials designed specifically to recruit females to Continuing Education CTE programs.</p> <ul style="list-style-type: none"> ✓ SDCE established its first Outreach department through Student equity and hired an Outreach Coordinator and Student Ambassadors to outreach to targeted student populations. ✓ Outreach materials for programs and services were designed and made available for tabling, presentations, information sessions, and SDCE Outreach workshops. <p>OUTCOME:</p> <p>Over the 2015-16 academic year, Student Equity focused on gender equity initiatives including expansion of SDCE’s New Horizons</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Access <input type="checkbox"/> Transition <input type="checkbox"/> ESL/Basic Skills Completion <input type="checkbox"/> Course Completion <input type="checkbox"/> Certificate Completion <input type="checkbox"/> Persistence <input type="checkbox"/> Retention 	<ul style="list-style-type: none"> <input type="checkbox"/> DSPS <input type="checkbox"/> Foster Students <input type="checkbox"/> Homeless <input checked="" type="checkbox"/> Immigrants and Refugee <input checked="" type="checkbox"/> LGTBQ <input type="checkbox"/> Low Income <input type="checkbox"/> Re-Entry (formerly incarcerated) <input type="checkbox"/> Veterans <input type="checkbox"/> Males of color <input checked="" type="checkbox"/> Females (nontraditional programs & careers) <input type="checkbox"/> Males (nontraditional programs & careers)

Student Equity Goals	Measureable Objectives	Targeted Goal Area(s)	Targeted Student Group
	<p>OUTCOME: (continued)</p> <p>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 2014-15 year to 2015-16 in our HVAC program by 3%; Auto Body & Paint Technician by 7%; Combined Upholstery Trades by 7%; Electronic Technician by 5%; Inspection & Vehicle Preparation Technician by 6%; and Shielded Metal Arc Welding by 3%. Male enrollment in our Allied Health increased by 2%.</p>		
<p>B.1</p> <p>Prepare Continuing Education students for transition to the credit college, and provide them with the resources necessary to increase successful course completion rates for first- term college students. Overall goal is to increase transition by 2% over the next 3 years (2018).</p>	<p>B1.1 Through Outreach Coordinator and Student Equity Coordinator, work with the credit colleges to provide assessment test preparation for students who are transitioning and are expected to complete English and math assessments as part of new SSSP requirements.</p> <ul style="list-style-type: none"> ✓ Placement “prep” sessions were provided to students transitioning to the credit college. ✓ Placement tests were provided onsite at SDCE. <p>B1.2 Through Outreach Coordinator, Student Ambassadors, Transition Counselor, and Student Equity Coordinator collaborate with the credit colleges within the district to organize “Continuing Education Days” (CE Days) whereby the credit colleges host transitioning Continuing Education students to visit the campus and interface with various student support services (e.g. counseling, financial aid, EOPS, CalWORKs workshops etc.)</p> <ul style="list-style-type: none"> ✓ Outreach completed multiple college application, financial aid, and transition workshops. ✓ Student Equity supported CE Days at the credit colleges and San Diego Promise. 	<ul style="list-style-type: none"> <input type="checkbox"/> Access <input checked="" type="checkbox"/> Transition <input checked="" type="checkbox"/> ESL/Basic Skills Completion <input checked="" type="checkbox"/> Course Completion <input checked="" type="checkbox"/> Certificate Completion <input type="checkbox"/> Persistence <input type="checkbox"/> Retention 	<ul style="list-style-type: none"> <input type="checkbox"/> DSPS <input checked="" type="checkbox"/> Foster Students <input checked="" type="checkbox"/> Homeless <input checked="" type="checkbox"/> Immigrants and Refugee <input checked="" type="checkbox"/> LGBTQ <input checked="" type="checkbox"/> Low Income <input checked="" type="checkbox"/> Re-Entry (formerly incarcerated) <input checked="" type="checkbox"/> Veterans <input checked="" type="checkbox"/> Males of color <input type="checkbox"/> Females (nontraditional programs & careers) <input type="checkbox"/> Males (nontraditional programs & careers)

Student Equity Goals	Measureable Objectives	Targeted Goal Area(s)	Targeted Student Group
	<p>B1.3 Provide transition counseling services to Continuing Education students interested in attending the credit college.</p> <ul style="list-style-type: none"> ✓ Two college transition counselors provided services to SDCE students interested in transitioning or in process of transitioning to the credit college. <p>B1.4 Through Outreach Coordinator and Transition Counselor, expand articulation agreements with credit colleges within the district in order to promote student transition and successful course completion.</p> <ul style="list-style-type: none"> ✓ Outreach and counselors participated in workgroups focused on articulation with credit colleges within SDCCD. ✓ Stackable units are embedded in transition planning. <p>B1.5 Conduct survey, and accompanied data analysis, to better understand the contributing factors of successful transition to the credit colleges.</p> <ul style="list-style-type: none"> ✓ Limited progress in this area. ✓ Student surveys are in design for the 2017-18 year. <p>B1.6 Assign Continuing Education Career Counselor to assist students in identifying their abilities and interests. Career Counselor will work in conjunction with transition counselor in order to assist student in identify appropriate courses, programs, and services necessary at the credit college previous to attending.</p> <ul style="list-style-type: none"> ✓ Career counseling was expanded through the Career and College Transition Center and further supported through Rising to Success. ✓ Students were provided the opportunity to explore pathways to career and college. 		

Student Equity Goals	Measureable Objectives	Targeted Goal Area(s)	Targeted Student Group
	<p>OUTCOME:</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 ACE 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.2</p> <p>Create a research agenda over the next 3 years (2018) that addresses and accounts for the different types of course completion and transition that takes into consideration all aspects of SDCE’s mission.</p>	<p>B2.1</p> <p>Identify success and achievement indicators that provide analysis of course completion and transition tracking for the following types of Continuing Education transition:</p> <ol style="list-style-type: none"> 1. Transition from Continuing Education to the workforce. 2. Transition from Continuing Education to the credit colleges. 3. Transition between certificate programs within Continuing Education. 	<ul style="list-style-type: none"> <input type="checkbox"/> Access <input checked="" type="checkbox"/> Transition <input checked="" type="checkbox"/> ESL/Basic Skills Completion <input checked="" type="checkbox"/> Course Completion <input checked="" type="checkbox"/> Certificate Completion <input type="checkbox"/> Persistence 	<ul style="list-style-type: none"> <input type="checkbox"/> DSPS <input checked="" type="checkbox"/> Foster Students <input checked="" type="checkbox"/> Homeless <input checked="" type="checkbox"/> Immigrants and Refugee <input checked="" type="checkbox"/> LGTBQ <input checked="" type="checkbox"/> Low Income

Student Equity Goals	Measureable Objectives	Targeted Goal Area(s)	Targeted Student Group
	<p>✓ A formal research agenda has not been approved while initial data analysis and how SDCE collects and evaluates data and outcomes is in its infancy. SDCE recognizes the importance of data and has moved to a strategic approach to data-driven decision making.</p> <p>OUTCOME:</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. SDCE's 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>	<p><input type="checkbox"/> Retention</p>	<p><input checked="" type="checkbox"/> Re-Entry (formerly incarcerated)</p> <p><input checked="" type="checkbox"/> Veterans</p> <p><input checked="" type="checkbox"/> Males of color</p> <p><input checked="" type="checkbox"/> Females (nontraditional programs & careers)</p> <p><input checked="" type="checkbox"/> Males (nontraditional programs & careers)</p>
<p>C.1</p> <p>Increase ESL Completion rate by 1% over the next 3 years (2018) by providing instructional support services to prepare students for the academic rigors of the English sequence after transition to the credit colleges.</p>	<p>C1.1</p> <p>Establish an ESL Writing Skills Lab with an emphasis on providing instructional writing support services to ESL students through utilizing ESL tutors and a Writing Coordinator.</p> <p>✓ Pilot ESL Writing tutorial program was piloted in 2015-16 to 2016-17. Initial data reflects increased term to term persistence rates, but level retention and completion rates.</p> <p>C1.2</p> <p>Administer a survey to ESL students who successfully transitioned to the credit college in order to identify barriers and best practices that influenced academic achievement.</p> <p>✓ Transition report was completed by SDCE's Office of Institutional Effectiveness.</p> <p>OUTCOME:</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</p>	<p><input type="checkbox"/> Access</p> <p><input checked="" type="checkbox"/> Transition</p> <p><input checked="" type="checkbox"/> ESL/Basic Skills Completion</p> <p><input type="checkbox"/> Course Completion</p> <p><input type="checkbox"/> Certificate Completion</p> <p><input type="checkbox"/> Persistence</p> <p><input type="checkbox"/> Retention</p>	<p><input type="checkbox"/> DSPS</p> <p><input type="checkbox"/> Foster Students</p> <p><input type="checkbox"/> Homeless</p> <p><input checked="" type="checkbox"/> Immigrants and Refugee</p> <p><input type="checkbox"/> LGBTQ</p> <p><input type="checkbox"/> Low Income</p> <p><input checked="" type="checkbox"/> Re-Entry (formerly incarcerated)</p> <p><input type="checkbox"/> Veterans</p> <p><input checked="" type="checkbox"/> Males of color</p> <p><input type="checkbox"/> Females (nontraditional programs & careers)</p> <p><input type="checkbox"/> Males (nontraditional programs & careers)</p>

Student Equity Goals	Measureable Objectives	Targeted Goal Area(s)	Targeted Student Group
	<p>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>C.2 Increase ESL college completion by 1% over the next 3 years (2018) 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, as well as, provide transportation and textbook lending assistance.</p>	<p>C2.1 Provide expanded counseling services to ESL students. Specifically, providing educational planning information to level 7 advanced ESL students, with a specific emphasis on students who are age 50 and over.</p> <ul style="list-style-type: none"> ✓ ESL counseling was expanded to all SDCE campuses. ✓ Targeted outreach was also partnered with counseling to better serve targeted student groups. <p>C2.2 Through Student Equity Coordinator, provide workshops to ESL Levels 5-7 regarding the benefits and opportunities afforded by increased educational levels.</p> <p>C2.3 Through Student Equity Coordinator and Intake Specialists, provide transportation and book assistance to ESL students level 5-7, with an emphasis with those students over the age of 50, to increase their ESL completion and transition rates to the credit colleges.</p> <ul style="list-style-type: none"> ✓ ESL lending library was expanded at three campuses with case management introduced through Student Equity. <p>OUTCOME:</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 & Information Technology. The top programs varied by college. Furthermore, first-time to college prior noncredit students had a</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Access <input checked="" type="checkbox"/> Transition <input checked="" type="checkbox"/> ESL/Basic Skills Completion <input type="checkbox"/> Course Completion <input type="checkbox"/> Certificate Completion <input type="checkbox"/> Persistence <input type="checkbox"/> Retention 	<ul style="list-style-type: none"> <input type="checkbox"/> DSPS <input type="checkbox"/> Foster Students <input type="checkbox"/> Homeless <input checked="" type="checkbox"/> Immigrants and Refugee <input type="checkbox"/> LGBTQ <input type="checkbox"/> Low Income <input type="checkbox"/> Re-Entry (formerly incarcerated) <input type="checkbox"/> Veterans <input checked="" type="checkbox"/> Males of color <input type="checkbox"/> Females (nontraditional programs & careers) <input type="checkbox"/> Males (nontraditional programs & careers)

Student Equity Goals	Measureable Objectives	Targeted Goal Area(s)	Targeted Student Group
	<p>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>D.1</p> <p>Increase the number of overall awards conferred to female students by 1% over the next 3 years (2018).</p>	<p>D1.1 Provide extended CalWORKs services year round to assist predominately female CalWORKs students in the completion of awards conferred. Traditionally CalWORKs Intake Coordinator work limited hours in the Summer. Student Equity funds will not supplant, rather supplement services by expanding summer services.</p> <p>OUTCOME:</p> <p>Provided extended CalWORKs services year round to assist predominately female CalWORKs students in the completion of awards conferred. Traditionally CalWORKs Intake Coordinator 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 2016-17 while SDCE Certificate of Completion for female students increased from the baseline of 59% in 2013-14 to 63% in 2015-16. Additional data analysis will be completed through 2016-17.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Access <input type="checkbox"/> Transition <input type="checkbox"/> ESL/Basic Skills Completion <input checked="" type="checkbox"/> Course Completion <input checked="" type="checkbox"/> Certificate Completion <input checked="" type="checkbox"/> Persistence <input checked="" type="checkbox"/> Retention 	<ul style="list-style-type: none"> <input type="checkbox"/> DSPS <input type="checkbox"/> Foster Students <input type="checkbox"/> Homeless <input type="checkbox"/> Immigrants and Refugee <input checked="" type="checkbox"/> LGBTQ <input type="checkbox"/> Low Income <input type="checkbox"/> Re-Entry (formerly incarcerated) <input type="checkbox"/> Veterans <input type="checkbox"/> Males of color <input checked="" type="checkbox"/> Females (nontraditional programs & careers) <input type="checkbox"/> Males (nontraditional programs & careers)
<p>D.2</p> <p>Provide increased supplemental student services and instructional support to DSPS students in order to increase the number of Certificates of Completions by 1% over the next 3 years (2018).</p>	<p>D2.1 Provide extended DSPS counseling hours to accommodate students attending evening classes.</p> <ul style="list-style-type: none"> ✓ DSPS counseling and supplemental instruction services were expanded to four campuses and to include evening hours. <p>D2.1 Fund DSPS Resource Specialist and DSPS Ed Tech to provide instructional support services to DSPS students outside of the classroom. Provide lending library services.</p> <ul style="list-style-type: none"> ✓ Increased support services were provided to DSPS students. 	<ul style="list-style-type: none"> <input type="checkbox"/> Access <input type="checkbox"/> Transition <input type="checkbox"/> ESL/Basic Skills Completion <input checked="" type="checkbox"/> Course Completion <input checked="" type="checkbox"/> Certificate Completion <input type="checkbox"/> Persistence <input checked="" type="checkbox"/> Retention 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> DSPS <input type="checkbox"/> Foster Students <input type="checkbox"/> Homeless <input type="checkbox"/> Immigrants and Refugee <input type="checkbox"/> LGBTQ <input type="checkbox"/> Low Income <input type="checkbox"/> Re-Entry (formerly incarcerated) <input type="checkbox"/> Veterans <input type="checkbox"/> Males of color

2015-2016 Student Equity Achievements

Student Equity Goals	Measureable Objectives	Targeted Goal Area(s)	Targeted Student Group
	<p>OUTCOME:</p> <p>Services were expanded including increased evening DSPS counseling and services. Over the 2015-16 year, DSPS students were served and provided 159 in-class Supplemental Instruction sessions from writing assignments to math problems. Supplemental Instruction services were expanded in spring 2016 to three campuses and provided an additional 97 sessions.</p>		<input type="checkbox"/> Females (nontraditional programs & careers) <input type="checkbox"/> Males (nontraditional programs & careers)

2015-2017 Annual Student Equity Budgets

Object Code	Category	Student Equity
Allocation	2014-2015	\$ 424,679
1000	Academic Salaries	\$ 214,966
2000	Classified and Other Nonacademic Salaries	\$ 1,033
3000	Employee Benefits	\$ 24,095
4000	Supplies and Materials	\$ 8,667
5000	Other Operating Expenses and Services	\$ 18,131
6000	Capital Outlay	\$ -
7000	Other Outgo	\$ 63,471
	Roll Over to 2015-16	\$ 94,316
	Program Totals	\$ 424,679

Object Code	Category	Student Equity
Allocation	2015-2016	\$ 909,236
1000	Academic Salaries	\$ 568,917
2000	Classified and Other Nonacademic Salaries	\$ 115,411
3000	Employee Benefits	\$ 166,110
4000	Supplies and Materials	\$ 12,902
5000	Other Operating Expenses and Services	\$ 50,845
6000	Capital Outlay	\$ 82,371
7000	Other Outgo	\$ 6,996
	Roll Over to 2016-17	\$ -
	Program Totals	\$ 1,003,552

2015-2017 Annual Student Equity Budgets

Object Code	Category	Student Equity
Allocation	2016-2017	\$ 878,762
1000	Academic Salaries	\$ 365,527
2000	Classified and Other Nonacademic Salaries	\$ 145,462
3000	Employee Benefits	\$ 161,534
4000	Supplies and Materials	\$ 87,401
5000	Other Operating Expenses and Services	\$ 26,787
6000	Capital Outlay	\$ 65,569
7000	Other Outgo	\$ -
	Roll Over to 2017-18	\$ 26,482
	Program Totals	\$ 878,762

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