

San Diego City College

Student Equity Plan

2019 – 2022

EXECUTIVE SUMMARY

San Diego City College has a Student Success Equity Workgroup consisting of administrators, faculty, classified professionals and students that coordinates and evaluates equity-focused programs. This body reports to the Student Success Initiatives Council (SSIC) at SDCC, which was created to facilitate and coordinate integration of categorical and campus-based initiatives including those, focused on equity-related interventions.

This group's membership also includes administrators, faculty, and classified professionals representing Instruction and Student Services programs, as well as students. SSIC oversees the development of goals presented in this Plan and will be directly involved in reviewing implementation and monitoring attainment of outcomes in collaboration with other shared governance committees and workgroups across the campus.

Other involved bodies include the Math and English Completion workgroup, Student Development workgroup, and Professional Development Committee, which set initiative goals for target populations, support intervention activities, and oversee the evaluation of program and activity outcomes. Reporting on progress and outcomes are regular agenda items at institutional groups such as Student Services Council and Instructional Services Council. Representatives from these groups ensure that equity goals are integrated into campus-wide planning.

The initial equity planning process involved many college stakeholders. The Office of Institutional Effectiveness collected and analyzed student success data, and disaggregated those data by ethnicity, gender, disability status, and economic disadvantage status, as well as for foster youth and veterans, to identify the areas of greatest need.

Our Student Equity Workgroup included research analysts, the Vice President of Student Services, faculty members, deans, classified managers, staff, and students. In March of 2019, a group of ten City College team members – Vice President of Student Services, Deans, Faculty, and Researchers - attended the University of Southern California (USC) Center for Urban Education (CUE) Institute to learn about the supported research methods for analyzing student and identifying disproportionately impacted student groups.

The goal at San Diego City College is to continue the inquiry process to develop programs that meet the needs of historically disproportionately impacted student populations, including some not listed in the NOVA platform. We will institutionalize best practices that can be expanded in scope to reach a greater number of students.

STUDENT EQUITY GOALS FOR EACH REQUIRED GROUP & SUPPORTING ACTIVITIES

Metric	Baseline	Goal
Transferred to a Four-Year Institution	2105	2345
Attained the Vision Goal Completion Definition	981	1089
Completed Both Transfer-Level Math and English Within the District in the First Year	188	269
Retained from Fall to Spring at the Same College	8915	9344
Enrolled in the Same Community College	N/A	N/A

TRANSFER TO FOUR-YEAR INSTITUTION - SUPPORTING ACTIVITIES

Provide professional development in cultural competency to support equity mindedness, student support and follow up practices, principles of acceleration, educational technology, and Open Educational Resources. Provide professional development to support delivery of career and transfer services including career counseling and services to at-risk students. Provide peer-mentoring support to continuing students through regular meetings and progress reports to ensure that students are progressing toward meeting their educational goal. Provide counseling services such as group education planning, one-hour counseling appointments and online counseling services to support students completing their comprehensive education plan. Provide professional development via counseling program meetings for Promise, DSPS, EOPS, MESA, Umoja, Puente, Transfer Services, General Counseling, Mental Health Counseling, Completion, etc. to standardize services and develop delivery strategies that ensure students complete their comprehensive education plans.

ATTAINED THE VISION GOAL COMPLETION - SUPPORTING ACTIVITIES

Provide professional development in cultural competency, student support and follow up practices, principles of acceleration, educational technology, and Open Educational Resources. Provide professional development to support delivery of services that support students' mental wellbeing and career, transfer, and academic success including career and transfer services focused on career counseling and services to at-risk students. Provide counseling services to all first time to college students through general counseling and our first year programs such as Promise, Umoja, Puente, City Scholars to ensure students receive career counseling, and an abbreviated and comprehensive education plan that outlines courses needed to meet educational goals.

COMPLETED TRANSFER ENGLISH/MATH AT DISTRICT WITHIN 1ST YEAR - SUPPORTING ACTIVITIES

Faculty, classified staff and administrators participate in AB 705 focused professional development with an emphasis on improving instructional design and delivery of English Language Acquisition (ELAC). Provide assessment and career planning to ensure that students are placed into the appropriate English and Math courses. Provide abbreviated education plan, comprehensive education plan, career, and personal counseling to all first time to college students. Expand accelerated Math class offerings, complete curricular redesign of transfer-level math and English courses, complete the design and implementation of one-semester concurrent support transfer-level Math courses.

RETAINED FROM FALL-TO-SPRING AT THE SAME COLLEGE - SUPPORTING ACTIVITIES

Provide counseling services to all first time to college students to ensure that students receive career counseling, and an abbreviated and comprehensive education plan that outlines courses needed to meet educational goal. Provide peer support through our peer advocate program, co-curricular opportunities, and student programming to ensure student engagement and campus involvement for first time to college students. Provide targeted student engagement programming for disproportionately impacted groups, including City Women Rock leadership Conference, Hermanos Unidos-Brothers United Conference for men of color, and other interventions including university field trips to promote transfer and expose students to four-year institutions. Provide student engagement programming integrated with instruction in high enrollment courses to support completion and retention.

Metric	Demographic	Gender	Baseline	Goal
Transferred to a Four-Year Institution	LGBT	Female	7	15
	Foster Youth	Male	21	23
	Foster Youth	Female	22	33
	Some other race	Male	14	16
	Native Hawaiian or other Pacific Islander	Male	3	4
	Hispanic or Latino	Male	293	346
	American Indian or Alaska Native	Male	0	2

SUPPORTING ACTIVITIES

Provide cross-disciplinary, transfer-level linked learning communities to support completion of transfer-level units for disproportionately impacted groups (i.e. African American and Latinx students, DSPS and Economically disadvantaged students).

Student Cohorts

City College will work with Admissions & Records to develop student cohorts (15+ credits, 30+ credits, 45+ credits) to track student progress towards graduation.

Additionally, the cohort model (EOPS, CalWORKs, DSPS) will facilitate the tracking of the students to ensure measurable outcomes.

Developing a Comprehensive Second-Year Experience / Completion

The emphasis of the second-year experience (30+ credit hours) will shift from navigating campus resources and services to highlighting degree completion and transfer. The program will provide opportunities for sophomore participants to learn more about degree completion for graduation, career development, financing their education, and the transfer process.

Educational Plan

All participating sophomores will meet with the Transfer staff for a one-on-one review of their education plan to ensure students are still on track for degree completion and confirm transfer applicability of credits to the student's selected four-year institution.

Graduation Audit

Every semester cohort participants will get an updated electronic graduation degree audit.

Transfer Center

The Transfer Center will collaborate with the Career Center to ensure participants benefit from services and utilize center resources.

Tutoring

Provide in-center tutoring for transfer-level courses with disproportionate impact in student success rates.

Provide in-center tutoring for targeted transfer-level courses serving disproportionately impacted groups.

Metric	Demographic	Gender	Baseline	Goal
Attained the Vision Goal Completion Definition	LGBT	Female	4	8
	Foster Youth	Male	9	14
	White	Male	95	101
	Some other race	Male	5	11
	Some other race	Female	8	9
	Native Hawaiian or other Pacific Islander	Male	0	2
	Native Hawaiian or other Pacific Islander	Female	1	2
	More than one race	Male	11	18
	Black or African American	Male	29	45
	Asian	Male	23	33
	American Indian or Alaska Native	Male	1	1

SUPPORTING ACTIVITIES

Provide Peer mentoring support to disproportionately impacted students through regular meetings, progress reports, etc. to ensure that students are meeting their educational goal.

Provide professional development for faculty, and staff to support delivery of services that ensure certificate, degree, and transfer of disproportionately impacted groups.

Establish Cultural Hubs as student engagement spaces and peer mentoring locations.

Provide counseling and related services for DSPS and EOPS students.

Provide cross-disciplinary, transfer-level linked learning communities that target disproportionately impacted groups to support completion of transfer-level units for disproportionately impacted groups including African American and Latino students, DSPS and economically disadvantaged students.

Provide professional development in cultural competency to support equity mindedness, student support and follow up practices.

Provide counseling services to all first time to college students through general counseling and our first year programs such as Promise, Umoja, Puente, City Scholars to ensure students receive career counseling.

Provide training to counselors in the Completion Program to ensure that students with 30 units or more complete their educational goal.

Provide counseling services such as group education planning, one-hour counseling appointments and online counseling services to support disproportionately impacted students completing their comprehensive education plan. Provide career workshops, and other workshops that support successful completion of educational goal.

Provide in-center tutoring for courses with disproportionate impact on student success rates.

Metric	Demographic	Gender	Baseline	Goal
Completed Both Transfer-Level Math and English Within the District in the First Year	Foster Youth	Male	1	4
	Foster Youth	Female	1	4
	White	Female	13	21
	Some other race	Male	0	1
	Black or African American	Female	4	10
	Disabled	Male	0	3

SUPPORTING ACTIVITIES

- Expand accelerated Math class offerings, complete curricular redesign of transfer-level math and English courses.
- Complete the full transition of the English Sequence to an accelerated model.
- Faculty, classified staff and administrators participate in AB 705 focused professional development.
- Provide counseling service to all first time to college students through general counseling.
- Provide assessment and career planning to ensure that students are placed into the appropriate English and Math courses.
- Provide abbreviated education plan, comprehensive education plan, career, and personal counseling to all first time to college students.
- Provide assessment, career planning, education planning, and CCAP and concurrent enrollment opportunities in math and English in service area high schools.
- Provide tutoring and instruction in Math and English that meets the needs of former ELAC students.
- Provide access to ELAC instructional technology for classes and individual students.
- Provide student engagement programming integrated with instruction in English and Math courses.
- Provide cross-disciplinary linked Learning Communities to support completion of Math and English within first year including Learning Communities that specifically target disproportionately impacted student populations.

Metric	Demographic	Gender	Baseline	Goal
Retained from Fall to Spring at the Same College	Veteran	Male	491	524
	White	Male	861	926
	White	Female	912	982
	Native Hawaiian or other Pacific Islander	Female	15	21
	Black or African American	Male	379	413

SUPPORTING ACTIVITIES

The Office of Student Equity will work with categorical programs (EOPS, CalWORKs, DSPS) to develop a cohort model to ensure students are assigned to a specific counselor.

The cohort approach will allow counselors to develop trusting relationships with our students. Additionally, counselors will have the opportunity to develop interventions and communication with the assigned students.

Develop a Student Services Syllabus that will provide our students with specific timelines of what resources to access throughout the semester. The syllabus will provide the students a clear road map to all Student Services on campus.

We will utilize the Priority Registration Policy for DI groups. This will allow these students to register early and make a course selection that works with their busy schedules.

Find an Early Alert System (i.e. StarFish/GradesFirst) that will allow us to identify students who may be in need of additional student support services.

Develop an annual performance report that will help us track the cohorts of disproportionately impacted students and measure their outcomes/performance overtime. The performance tool will look at persistence, academic standing, completion/graduation, and transfer rates of the selected students.

Advocate with District on behalf of special-population students to waive the drop from non-payment policy. Provide service referrals during the course drop process. Visiting classrooms to talk with students about available resources on campus.

Create partnerships with faculty from English/Math/Personal Growth to communicate the needs of our students on a regular basis.

Social capital is one of the reasons why disproportionately impacted students leave college. Social connectedness and student involvement are essential to student retention. Thus, City will develop a Leadership Academy that promotes the development of skills (critical thinking, leadership development, team building, etc.) We will collaborate with different constituents on campus (FYS, Student Affairs, EOPS, CalWORKs, Title V, etc.) to nominate students and develop a Leadership Program that connects the students to our campus.

Provide peer mentoring, student programming, and supplemental counseling through First Year Services Program and learning communities that link a personal growth course with Math and/or English in order to support students completing first year coursework.

Provide counseling services to students in special programs such as Promise, Umoja (African American student transfer support), Puente (Latino student transfer support), formerly incarcerated students, athletes, EOPS, DSPS, and all first time to college students to ensure that students receive career counseling, and an abbreviated and comprehensive education plan that outlines courses needed to meet educational goal.

Provide peer support for disproportionately impacted groups through our peer advocate program, co-curricular opportunities, and student programming to ensure student engagement and campus involvement for first time to college students.

Provide student engagement programming including City Women Rock leadership Conference, Hermanos Unidos-Brothers United Conference for men of color, and university field trips to promote transfer and expose students to four-year institutions.

EQUITY FUNDING ALLOCATION – 2017-2019

Planned Activity	Activity Description	Resources Budgeted	Link to Goal (s)
Research Assistant (0.50 FTEF)	Provides direct research support to the Office of Student Equity in addition to other institutional offices and programs.	\$ 70,000.00	1,2,3,4,5
Research Support- Admin Tech	Provides clerical support for research office to assist with increase of data requests.	\$ 52,000.00	1,2,3,4,5
Dean, Equity (1.0 FTEF)	Provides leadership over the Office of Equity to include budget management, coordination of program assessment, supervision of restricted programs, provides oversight for special initiatives, among other responsibilities.	\$ 246,426.00	1,2,3,4,5
Senior Secretary, Equity (1.0 FTEF)	Provides direct clerical support to the Office of Student Equity.	\$ 98,422.00	1,2,3,4,5
Dean, Institutional Effectiveness (0.21 FTEF)	Provides direct research support to the Office of Student Equity in addition to other institutional offices and programs.	\$ 60,612.00	1,2,3,4,5
Student Services Technician- to support equity initiatives (0.50)	Provides clerical support for Completion Program activities such as scheduling mentees, facilitating co-curricular activities, program assessment, and providing oversight for scheduling mentors.	\$ 52,250.00	2,3,4,5
Completion Program Peer Coordinator – Non Classroom Adjunct Faculty (0.50 FTEF/20 hours)	Coordinates Completion Program activities such as scheduling mentees, facilitating co-curricular activities, program assessment, and providing oversight for scheduling mentors.	\$ 60,000.00	2,3,4,5
Counselor, At-Risk - Completion Program (0.50 FTEF)	The position provides direct counseling services to students within disproportionately impacted groups.	\$ 64,000.00	2,3,4,5
Business Services NANCE	Provides Business Services support for onboarding employees, payroll, and timesheets.	\$ 100,000.00	1,2,3,4,5
English Acceleration Coordination (curriculum)	Reduce exit points from the Basic Skills English sequence, and improve instructional design and delivery in order to increase basic skills English student retention, completion, and success rates for all groups tracked under state Basic Skills Initiative mandates; and reduce gaps in retention, completion, and success rates for disproportionately impacted groups identified under Student Equity mandates with particular emphasis on African Americans and Latinos.	\$ 40,000.00	2,3

Math Acceleration (curriculum); SU 17/SU18 Exploration Support Curriculum Development	Reduce exit points from the Basic Skills mathematics sequence, and improve instructional design and delivery in order to increase basic skills mathematics student retention, completion, and success rates for all groups tracked under state Basic Skills Initiative mandates; and reduce gaps in retention, completion, and success rates for disproportionately impacted groups identified under Student Equity mandates with particular emphasis on African Americans and Latinos.	\$ 100,000.00 (17-18 \$80,000, in 18-19 \$20,000)	2,3
Math Center, Tutoring Center, English Center, Supplies (?), and Coordination	Provide SI/Embedded Tutoring in targeted courses where the majority of DI students are found. • Math (65-70 CRNs/ year) • English (50 – 55 CRNs/year) • Supplemental Tutoring to extend current operating hours • Biology (30-35 Lab CRNs/year) • Biology Resource Center tutorial support • English tutorial support • Weekly SI review sessions and workshops • Includes SI Coordination SI Institute for Professional Development.	\$ 750,000.00	2,3,4,5
Study Skills Coordinator – Non Classroom, Adjunct Faculty (0.40 FTEF)	<ul style="list-style-type: none"> • Provide extended orientation, courses preparation and weekly study skills workshops • In collaboration with faculty in various departments, develop and deliver specific study skills discipline related (i.e. Biology, Math etc....) • Train the trainers (SI tutors) in study skills • Develop a one on one follow up system with targeted students referred by FYS, EOPS/CARE/CalWORKs, DSPS and faculty 	\$ 70,000.00	2,3,4,5
LD Specialist/Tester – Adjunct Counselor	The LD Specialist/Adjunct DSPS Counselor will be providing learning disability assessments to students to increase access & eligibility of disability related services. The equity groups that are served by this activity are all equity groups as persons with disabilities are not monolithic. The LD specialist will screen students for LD testing eligibility, conduct intake, 4 hours of ability and achievement-testing batteries, determine eligibility for academic accommodations, provide learning strategies & supports and authorize academic accommodations. Outreach efforts will be targeted towards basic skills courses to recruit eligible students for testing, but will be open to all students who are eligible.	\$ 100,000.00	1,2,3,4,5
Coordination: .400 (Release Time Spring and Fall 2016)	Provides support for facilitating on campus professional development on campus activities. Key activities include logistical support, advertising events, facilitating workshops on cultural competency and andragogy.	\$ 60,000.00	1,2,3,4,5

Programming funds for PD Coordinator	Allows for professional development that focuses on cultural competency. Activities may include attending external conferences and/or facilitating internal workshops.	\$ 60,000.00	1,2,3,4,5
Programming funds for President	Allows for professional development that focuses on cultural competency. Activities may include attending external conferences and/or facilitating internal workshops.	\$ 100,000.00	1,2,3,4,5
External PD Travel and Conferences	Activities will include, but will not be limited to hosting conferences on Equity and PD travel to conferences focused on andragogy and increasing cultural competency for Latinos, African Americans, and other targeted student populations. In turn, participants will share their findings in the form of FLEX workshops and/or departmental meetings.	\$ 40,000.00	1,2,3,4,5
M2C3 – Men of Color	Online certification for Teaching Men of Color to enhance cultural competency for faculty in order to support disproportionately impacted groups.	\$ 30,000.00	2,3,4,5
Innovation Mini-grants	Allows for pilot of new cross campus initiatives to include curriculum redesign, student program activities, and other student support services which target disproportionately impacted groups. Mini-grants are awarded on an annual basis and are facilitated by an application process.	\$ 24,000.00	1,2,3,4,5
Social Justice Conference Programming	The Annual Social Justice Conference targets Latino and African American students and the campus community. The conference brings together student organizations, education reformers, local non-profit organizations, policy makers, and other community constituents to share experiences and resources, raise awareness about challenges we face as a society, and develops collaborations and fosters actions that bring about meaningful social transformation. Conference lasts for two days, consist two major keynotes, and of multiple break out sessions.	\$ 20,000.00	1,2,3,4,5
Clerical/Administrative Aide (25 hours/week)	Administrative support for Social Justice Conference is needed in order to coordinate facility arrangements, increase marketing and branding, recruit conference attendees.	\$ 20,000.00	1,2,3,4,5
Branding, printing, social media set up for Enrollment Management Purposes	Activities will include, but will not be limited to large and small scale outreach and advertising initiatives such as outreach booths, billboards, and other marketing materials which target disproportionately impacted groups.	\$ 320,000.00	1,2,3,4,5
Counselor/Coordinator (.600)	This part-time position will directly work with current and former foster youth populations. Students will be of diverse ethnic backgrounds inclusive of African American and Latino students both male and female. Student will be economically disadvantaged• To provide personal and academic counseling current and former foster youth students• To provide programmatic assistance and implementation of services in support of current and former foster youth• Assist in the coordination and facility workshops geared towards emotional and academic needs of the population• Assist in taking students on cultural enrichment fieldtrips and University Campus Visits• Provide outreach at local high schools and	\$ 40,000.00	1,2,3,4,5

	community organizations in the recruitment of foster youth • Provide student success workshops on time management, stress management, transfer process, selecting a major, etc. • Assist in completing Newsletter for EOPS students to provide current information		
Veteran Services	San Diego City College serves approximately 1000 veterans and dependents. We would be able to provide counseling support of approximately 10 hours a week, for every \$20,000. This would be utilized throughout the Fall, Spring & Summer semester. Specifically our peak sign off enrollment period. The veteran counselor will serve as the academic point of contact to guide and support to help veteran students and their dependents with their academic progress and completion. In addition to general counseling, this person would assist veteran students and their dependents in finding appropriate in-school resources, as well as outside agencies, to assist in resolving problems and crises, which interfere with their functioning as students.	\$ 40,000.00	1,2,3,4,5
Puente	To increase Chicano/ Latino students sense of belonging, validation and engagement in campus leadership. To increase the passing rate of Chicano/ Latino students from basic skills English to college level and Honors level coursework. To assist educationally disadvantaged students to apply and enroll in four-year colleges/universities and earn degrees.	\$ 40,000.00	2,3,4,5
Umoja	1. Decrease the length of time it takes for African American, and other at-risk, students in the Umoja Community program to successfully complete basic skills sequences of math and English. 2. Increase the success, retention, and persistence of African American, and other, students in the Umoja Community program.	\$ 40,000.00	2,3,4,5
2 nd Year of AcademicWorks	AcademicWorks' online scholarship management introduces a single scholarship website for San Diego City College, making it easy to promote all available scholarships on campus to support disproportionately impacted student populations. Each student receives a unique, personalized view of the scholarships that they are most qualified for based off student data and is easily accessible by smartphone.	\$ 16,000.00	2,3,4,5
Completion program:4, part-time counselors 8, peer mentors Peer Mentors to support Title V Student Services Supervisor II –	Completion program initiated aim to increase student persistence, transfer and completion for disproportionately impacted groups, via peer mentoring program, co-curricular activities and counseling support services.	\$ 506,482.00	2,3,4,5

EYE (0.50 FTEF)Completion Program Activities			
HS CCAP English Coordinator (.200 FTEF)	Provide basic-skills and college-level English courses at area high schools to improve access and increase college readiness rates for exiting high school students.	\$ 24,000.00	1
Grant Administration/ RMA	Ramona Munsell (RMA) provides essential consultation services for the advancement and oversight for Hispanic-serving institution Title V initiatives. Services include professional development training, individualized consultation, and support with performance reviews.	\$ 60,000.00	1,2,3,4,5
Upward Bound	Provides fundamental support to participants in their preparation for college entrance. The program provides opportunities for participants to succeed in their precollege performance and ultimately in their higher education pursuits. Upward Bound serves: high school students from low-income families; and high school students from families in which neither parent holds a bachelor's degree.	\$ 40,000.00	1,2,3,4,5
Grant Writing/ Contracted	Leverages additional consulting support to create grant proposals, which potentially result in additional awards targeting disproportionately impacted groups.	\$ 40,000.00	1,2,3,4,5
English Center. Math Center, Tutorial Center: General Tutoring in other disciplines than Math and English (Accounting, Humanities, Physics, Biology, Chemistry, foreign languages, communication etc....)	General Tutoring to disproportionately impacted (DI) students in other disciplines than Math and English (Accounting, Humanities, Physics, Chemistry, foreign languages, Philosophy etc.)• Walk-in tutoring• One-on-one scheduled tutoring• Weekly review sessions and workshopsFinal Exam review	\$ 80,000.00	2,3,4,5
City Women Rock and HUBU	City Women Rock will be a 2-Day Summit focused on inspiring, encouraging and empowering leadership development. The summit will be a collective of designated San Diego City College women student of diverse heritage, backgrounds and lived experiences. Student participants will range from being African American, Latino, Foster Youth, Veterans and Socio economically disadvantaged. <ul style="list-style-type: none"> • The summit will provide self-care awareness • Mentorship connections • Leadership workshops • Resource fair for women and single mothers HUBU Conference was designed to help African American and Latino male students succeed: by informing, motivating, and preparing them for success both academically and personally.	\$ 32,000.00	

<p>Mental Health-Adjunct Mental Health Counselor (0.65 FTEF)</p>	<p>1) Understanding that mental health issues, including depression, anxiety, suicidal ideation, and persistent mental illness are more prevalent among DI students, and that these issues negatively impact students in the classroom in regards to retention and completion, this counselor will equip students to manage or alleviate the mental health symptoms that hinder success. Counselor will demonstrate knowledge of and experience using culturally sensitive, evidenced-based treatments and interventions. 2) Create targeted outreach to attract eligible students. Collaborate with EOPS/CalWORKs/CARE, DSPS, Umoja and Puente to increase access and create warm handoff between programs. Develop web page and social media to reflect current issues and interests of identified populations (DI students). Create and provide targeted resources and referrals to be made available at peer tables. Organize targeted campus wide events. 3) 100% of students accessing services at MHCC who are identified as economically and socially disadvantaged will be provided resources and information as well as eligibility screenings for government programs to increase retention and course/degree completion. 4) Increase veteran/spouse/family utilization of MHCC services including individual, couple and group counseling as well as participation at trainings and workshops by 5% (from 7% to 12%, to reflect current proportion of student body). This will be accomplished via targeted outreach in partnership with both on and off campus resources. This may include working with the Vet Center, Veterans Evaluations Office, VVSD, Vet Centers of San Diego.</p>	<p>\$ 158,000.00</p>	<p>1,2,3,4,5</p>
<p>English Center, Math Center Tutorial Center: Supplemental Instruction (Embedded Tutoring) Cost Adjustment</p>	<p>Cost Increase for expanded course offerings and (minimum wage adjustments affecting tutor salaries) in DI impacted courses</p> <ul style="list-style-type: none"> • Math (65-70 CRNs/ year) • English (50 – 55 CRNs/year) • Supplemental Tutoring to extend current operating hours • Biology (30-35 Lab CRNs/year) • Biology Resource Center tutorial support • Tutorial support • Weekly SI review sessions and workshops • Includes SI Coordination <p>SI Institute for Professional Development</p>	<p>\$ 40,000.00</p>	<p>2,3,4,5</p>
<p>First Year Services HUBU's Keepin' It 100</p>	<p>The discussions series are rap sessions led by a student panel and a moderator where real issues that men of color deal with on a college campus will be discussed. The purpose of the discussions is to provide a platform for the men to talk about their lived experiences as men of color. The discussions aim to build a brotherhood, community and unity among the men as they learn about their brothers' story, resiliency, motivation and strength that got them to City College.</p>	<p>\$ 16,000.00</p>	<p>2,3,4,5</p>

Food and Book Vouchers	Vouchers are provided with students with food and financial insecurities to address known gaps based on institutional research for disproportionately impacted student groups.	\$ 16,000.00	1,2,3,4,5
Career & Transfer Center	Provide access and guidance to our targeted population in order to increase Completion and Transfer Rates among DI Population	\$ 60,000.00	2,3,4,5
PG Redesign Efforts	San Diego City College is developing a personal growth course that is designed to support men of color in experiencing a successful transition to college. Moreover, this course is designed to promote enhanced experiences through a focus on building healthy intrapersonal and performance outcomes. Intrapersonal outcomes focused on in this course are divided into two categories, non-cognitive outcomes (e.g., self-efficacy, degree utility, locus of control, intrinsic interest, action control), and identity outcomes (e.g., help-seeking, breadwinner orientation, perceptions of school as an equal domain).	\$ 16,000.00	2,3
Student Programming	<p>Student Programming will use the following learning outcomes: Self-Knowledge explore and clarify interests, skills, preferences and values</p> <ul style="list-style-type: none"> • Set personal, educational and career goals • achieve sense of identity Social Responsibility & Service engage in active citizenship • Demonstrate issues awareness, understanding and advocacy • Challenge unjust or uncivil behaviors and standards Communication communicate effectively, verbally and nonverbally, in and out of the classroom • Speak confidently in public • Relay messages efficiently and suitably to the situation and audience Student Engagement develop a sense of belonging, loyalty and college affinity • Participate in campus and community groups • Display responsibility to/for student organizations and relationships built on campus Leadership define leadership style or philosophy • work well in a team • Serve as a role model • Develop meaningful interpersonal relationships • Resolve conflict with civility • Healthy Living maintain or achieve emotional, personal, and physical wellness • Understand the consequences of risky behavior on health and academic success • Contribute to a healthy, sustainable campus and community Intercultural Competence demonstrate awareness, knowledge, and skills to understand the impact of diversity on campus and in the community • Seek involvement with people different than oneself • Respect and appreciate diverse viewpoints and backgrounds • Practical Competence identify and utilize campus resources 	\$ 40,000.00	

STUDENT EQUITY FUNDING ALLOCATION – 2015-16, 2016-17, 2017-18

Category	2015-2016	2016-2017	2017-2018
Academic Salaries	\$ 551,519.00	\$ 398,000.00	\$ 813,244.00
Classified Salaries	\$ 271,377.00	\$ 296,577.00	\$ 459,395.00
Benefits	\$ 174,009.00	\$ 200,000.00	\$ 104,593.00
Supplies/Materials	\$ 454,457.00	\$ 200,000.00	\$ 17,962.00
Other Expenses	\$ 384,125.00	\$ 740,910.00	\$ 402,337.00
	\$ 1,835,487.00	\$ 1,835,487.00	\$ 1,797,531.00

GOAL ASSESSMENT AND PROGRESS – 2015-16, 2016-17, 2017-18

Access

	Gap Size Goal (pp)	2018 Distance from Goal (pp)	Progress
A1. Male	-3.0	-3.9	In progress
A2. DSPS	0.0	-2.7	Gap reduced since 2015
A3. Veteran	-1.0	-0.9	Gap reduced since 2015

Successful Course Completion

	Gap Size Goal (pp)	2018 Distance from Goal (pp)	2016 Distance from Goal (Enrollments)
B1. African American	-3.0	-2.3	Gap reduced since 2015
B2. Latino	-1.5	-1.5	In progress
B3. 18 - 24	-2.0	-0.8	Gap reduced since 2015
B4. Economically Disadvantaged	-0.9	-0.4	Gap reduced since 2015
B5. Foster Youth	-2.2	-2.5	Gap reduced since 2015

Collegewide (2015 Report): 66%; Collegewide (2018): 68%

Basic Skills Completion - ENGLISH

	Gap Size Goal (pp)	2018 Distance from Goal (pp)	2016 Distance from Goal (Course Successes)
C1. White	-6.0	5.8	Goal achieved
C2. Foster Youth	-4.4	13.4	Goal achieved

Collegewide (2015 Report): 82–83%; Collegewide (2018): 80%

Basic Skills Completion - ESOL

	Gap Size Goal (pp)	2018 Distance from Goal (pp)	2016 Distance from Goal (Course Successes)
C3. Male	-2.0	-0.4	Gap reduced since 2015
C4. Latino	-5.0	-0.9	Gap reduced since 2015
C5. White	-4.0	5.8	Goal achieved
C6. 18 - 24	0.0	-3.6	In progress
C7. 40 - 49	-4.0	-13.2	In progress

Collegewide (2015 Report): 89%; Collegewide (2018): 92%

Basic Skills Completion - MATH

	Gap Size Goal (pp)	2018 Distance from Goal (pp)	2016 Distance from Goal (Course Successes)
C8. African American	-1.0	-4.7	In progress
C9. American Indian	-6.0	-0.4	Gap reduced since 2015
C10. Latino	-0.8	-2.6	In progress
C11. 18 - 24	-1.1	1.7	Goal achieved
C12. 50 & over	-2.0	-4.4	In progress
C13. Foster Youth	-6.0	18.7	Goal achieved

Collegewide (2015 Report): 52–53%; Collegewide (2018): 56%

Degree/Certificate Completion

	Gap Size Goal (pp)	2018 Distance from Goal (pp)	2016 Distance from Goal (Students)
D1. African American	0.0	-3.4	In progress
D2. Filipino	-1.3	5.6	Goal achieved
D3. Under 18	-1.0	-0.5	Gap reduced since 2015
D4. 18 - 24	0.0	-0.6	Gap reduced since 2015

Collegewide (2015 Report): 11%; Collegewide (2018): 14%

Transfer

	Gap Size Goal (pp)	2018 Distance from Goal (pp)	2016 Distance from Goal (Students)
E1. Male	-2.6	-0.5	Gap reduced since 2015
E2. African American	-7.5	-0.2	Gap reduced since 2015
E3. Latino	-4.4	-0.4	Gap reduced since 2015
E4. Under 18	-2.0	16.6	Goal achieved
E5. 25 - 29	-10.4	4.6	Goal achieved
E6. 30 - 39	-20.0	-1.7	Gap reduced since 2015
E7. 40 - 49	-30.0	6.7	Goal achieved
E8. 50 & over	-30.0	8.3	Goal achieved
E9. DSPS	-25.0	5.3	Goal achieved
E10. Economically Disadvantaged	-10.7	2.2	Goal achieved

Collegewide (2015 Report): 53%; Collegewide (2018): 39%

CONTACT PERSON

Roberto C Valadez
Dean of Student Equity

San Diego City College
1313 Park Boulevard
San Diego, CA 92101
(619) 388-3525

LINK TO COLLEGE WEBSITE

The college's website will have the link by June 30th 2019.