SAN DIEGO CITY COLLEGE

STUDENT EQUITY AND ACHIEVEMENT PLAN – EXECUTIVE SUMMARY

INTRODUCTION

San Diego City College is a multicultural institution committed to providing open access and to meeting the diverse and ever-changing educational, cultural, and economic needs of the urban core and surrounding communities of San Diego. We are committed to closing the opportunity gaps perpetuated by structural injustice in higher education, which means dismantling the inequitable distribution of resources, opportunities, and policies to achieve parity in educational outcomes for historically marginalized student populations. Our college has a long history of supporting social justice and recognizing the impact of race on equitable student outcomes. We continue to maintain that focus as we hone our practice of supporting students through a data-informed understanding of their needs and the specific challenges they face as they pursue their education.

In developing the current Student Equity and Achievement plan, we draw on lessons learned from our previous plan about interventions that supported closures in disproportionate impact. We also rely on student success data for what it tells us about the needs and experiences of diverse student populations, and research available to us through the RP Group and other entities supporting the success of California Community College Students. Interventions are designed based on what we currently know about why specific groups experience disproportionate impact. The plan also recognizes that, regardless of previous success, achieving and maintaining equity is a continuing and evolving process that must be informed by research and professional learning. Interventions that are specific to disproportionately impacted populations are included as well as more general interventions drawn from our guided pathways work where these have been shown to close equity gaps for racially marginalized groups when applied at scale. Our plan also reflects our commitment to maintaining interventions that support historically marginalized groups, including but not limited to Black or African American and Hispanic, regardless of whether disproportionate impact is evident.

San Diego City College Student Equity and Achievement Leadership

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SDCC Goals for Disproportionately Impacted Groups

2022/2023 Baseline Year for determination of Disproportionate Impact (DI)			Goal 1: Eliminate Disproportionate Impact		Goal 2: Fully Close Equity Gap	
DI Student Population	% of Students	# of Students	% Increase Needed	# Students Needed	% Increase Needed	# Students Needed
Successful Enrollment						
Asian Female	8.4%	18	0%	1	3.7%	8
Black/Afr Amer	10.2%	144	0.1%	2	2.2%	31
White	6.2%	256	7.1%	296	9.2%	381
Completed Both Transfer-Level Math & English						
First Gen	9.6%	110	2.3%	27	4.3%	49
Hispanic	9.9%	149	2.8%	43	4.8%	72
Homeless	9.8%	45	0.1%	1	2.8%	14
Persistence: First Primary Term to Secondary Term						
First Generation	42.1%	521	6.8%	84	9.6%	119
Homeless Male	40.4%	95	1.4%	4	7.7%	19
Male	42.7%	556	6.2%	81	8.9%	116
Two/More Races	39.5%	68	1.2%	3	8.4%	15
White	32.6%	240	16.8%	125	20.2%	150
Completion						
First Gen Male	4%	16	0.9%	4	2.9%	12
Hispanic Male	4%	32	1.3%	11	3.3%	27
Male	4.7%	70	1.3%	20	3.3%	49
Transferred to a Four-Year						
Econ Disadvan	18.1%	181	5%	50	7.4%	74

Hispanic	16%	108	4.8%	32	7.5%	51

Key Strategies for Achieving Equity Goals

Successful Enrollment

1. Enhance recruitment and enrollment support at local high schools, including supported enrollment into Promise Program Course Bundles that enable students to achieve full-time status and eligibility for free full-time tuition and other key supports for two years.
2. Provide affinity learning communities within Promise Program Course Bundles that support targeted student populations including ICAN (Asian American and Pacific Islander), and Umoja (Black or African American). Promise Program Course Bundles enable students to achieve full-time status and eligibility for free full-time tuition and other key supports for two years.
3. Maintain counselors supporting DI populations (Black Student Success Counselor, Umoja Program Counselor, and ICAN Program Counselor, etc.) to provide outreach, counseling, and educational planning that supports enrollment for DI populations.
4. Intentional recruitment and enrollment of undocumented, mixed-status, and immigrant students.
5. Engage faculty, classified professionals, supervisors, and managers in professional learning centered around the tenets of the IEBC Caring Campus methodology. This includes faculty training in and adoption of the top six behavioral commitments for creating a culture of belonging.

Transfer-Level Math & English

1. Provide Academic and Career Pathways planning tools to assist students in selecting appropriate math classes to meet their educational goals.
2. Provide structured course bundles to first-time-to-college students through the City College Promise Program that require early enrollment in transfer-level English and Math courses aligned with students' educational goals. Promise Program course bundles serve a high percentage of First-generation students.
3. Strengthen integrated instructional support in transfer-level math and English courses through enhanced in-class resources such as embedded tutoring and other targeted learning interventions.
4. Maintain a Test Proctoring Center to allow for flexible assessment strategies in math and other classes.
5. Provide professional learning for math and English faculty focused on incorporating Culturally Relevant Pedagogy, Universal Design for Learning (UDL), Open Educational Resources (OER), and Zero Textbook Cost (ZTC) strategies to promote inclusive, accessible, and affordable learning experiences.

6. Include English and Math courses in affinity group learning communities.
7. Provide support for English Language Learners in transfer-level English classes.
8. Provide Undocumented Student Support Services, which support a high percentage of Hispanic students.
9. Provide Basic Needs and Housing Assistance, and enhanced Mental and Student Health Services, which supports Homeless students.

Persistence

1. Continue to expand eligibility and recruitment for the City College Promise Program which provides free tuition for two years to full-time-to-college students. First generation students are a primary target population for the Promise Program.
2. Conduct targeted recruitment to engage DI populations with programs that provide additional support and education planning such as EOPS, Next Up, Puente, Umoja, URC, ICAN, Kiki (LGBTQ+) and other affinity group learning communities. Two or More Races students benefit from services and programs that respond to their identities as they define them.
3. Expand inclusive workforce programs centered on entrepreneurship and income-generating opportunities to support the success and economic mobility of students who face employment barriers, such as undocumented, mixed-status, and justice-impacted individuals.
4. Address students (particularly males and homeless males) stopping out to work by increasing FAFSA and CADAA application support, and by increasing visibility and engagement with college job placement services to connect students with employers in the community who prioritize education.
5. Increase on-campus job placements for students (particularly male and homeless male) by increasing and streamlining work study/ DSIG placements.
6. Provide Undocumented Student Support Services, Basic Needs and Housing Assistance, and enhanced Mental and Student Health Services to support all DI populations but with special emphasis on homeless males.
7. Provide counseling and affinity group support for justice-impacted students, the majority of whom are male.
8. Provide professional learning in Universal Design for Learning (UDL), equity-minded pedagogy, inclusive syllabus design, differentiated instruction, and transparent assessment. Engage faculty, classified professionals, supervisors, and managers in professional learning centered around the tenets of the IEBC Caring Campus methodology.
9. Support all DI populations by providing in-center math, English, and general tutoring, and embedded tutoring in math, English, and additional courses with low student success rates.

Completion

1. Engage in Strategic Enrollment Management activities to determine optimal scheduling for sequential, high-demand, and certificate/degree required courses. Provide program maps and annual schedules to ensure timely enrollment in required classes.

2. Continue to expand eligibility and recruitment for the City College Promise Program, which provides free tuition for two years to first-time-to-college students. First generation students are a primary target population for the Promise Program. The program supports Hispanic males by providing supports that increase their capacity to enroll full-time.
3. Conduct targeted recruitment to engage DI populations with programs that provide additional support, education, and career planning such as EOPS/CARE, Next Up, Puente, Umoja, ICAN, Kiki (LGBTQ+) and other affinity group learning communities.
4. Address students dropping out to work by increasing FAFSA and CADAA application support, and by increasing visibility and engagement with college job placement services to connect students with employers in the community who prioritize education.
5. Provide career counseling for Hispanic males facing economic barriers.
6. Through our Undocumented Resource Center, support First Generation Male and Hispanic Males by provide specialized academic counseling, designated financial aid assistance (with California Dream Act Application), and access to legal services.
7. Provide campus wide UndocuAdvocate Training to support the retention and completion of AB 540 students, including undocumented and mixed-status students.
8. Provide male military affiliated students with enhanced Student Support Services, Basic Needs and Housing Assistance, and trauma informed Mental and Student Health Services. Provide campus wide VET ALLY Training to foster understanding and increase support to DI groups.
9. Provide Universal Design for Learning (UDL) as a framework for inclusive, culturally responsive, trauma-informed, and identity-affirming teaching and support practices through professional development in equity-minded pedagogy, inclusive syllabus design, differentiated instruction, and transparent assessment.
10. Support all DI populations by providing in-center math, English, and general tutoring, and embedded tutoring in math, English, and additional courses with low student success rates.

Transfer

1. Increase awareness of, and application to, guaranteed transfer programs for local universities with an emphasis on supporting DI populations.
2. Continue to expand eligibility and recruitment for the City College Promise Program, which provides free tuition for two years to first-time-to-college students. The program supports free, full-time enrollment, reducing overall time-to-transfer for DI populations.
3. Provide transfer-focused affinity group learning communities such as Puente, City Scholars, ICAN, etc. and conduct targeted recruitment to engage DI populations with programs that provide additional transfer support and education planning such as EOPS/CARE, Next Up, CalWorks, etc.
4. Provide transfer counseling and application support with an emphasis on DI populations.
5. Provide university visits for Hispanic Males to welcoming, accessible, and proven DI serving institutions.

6. Develop intrusive classroom interventions to identify students from DI populations who are at the transfer gate and require application support and transfer guidance.
7. Provide transfer support programming such as Transfer Palooza, Transfer Night, etc. And increase campus involvement in annual Transfer Fairs, Fall Semester Transfer Tuesdays, etc.
8. Develop technology and facilities to support University Rep visits and high-volume application workshops.
9. Identifying high-demand courses that are essential for military-affiliated students to maintain full-time enrollment status, which directly affects their use of benefits.
10. Prioritizing courses required for program completion, ensuring they are offered consistently and at times that ensure all students can complete transfer requirements on schedule.
11. Support all DI populations by providing in-center math, English, and general tutoring, and embedded tutoring in math, English, and additional courses with low student success rates.

Resources Allocated to Support Plan Activities

Activity Category	Amount	Metric/Strategies
Counseling	$1,275,000	Enrollment: 2,3 Persistence: 2, 3, 7 Completion: 1, 3, 5, 6, 8 Transfer:1, 3, 4, 6, 9, 10
Professional Development	$250,000	Enrollment: 5 Math & English: 5 Persistence: 8 Completion: 7,9 Transfer: 1
Tutoring	$300,000	Math & English: 7 Persistence: 9 Completion: 10 Transfer: 3, 11
Orientation & Welcome Activities	$500,000	Enrollment: 1, 4 Math & English: 1 Persistence: 2, 3 Completion: 3,6,7,8 Transfer:1, 2, 3
Emergency Aid for Students (AB943)	$400,000	Persistence: 3, 4, 5, 6 Completion: 3, 4, 6 Transfer:
Embedded Tutoring	$300,000	Math & English: 3 Persistence: 9 Completion: 10 Transfer: 3, 11
First Year Experience	$200,000	Enrollment: 1 Math & English: 2 Persistence: 1, 2 Completion: 2 Transfer:2, 3, 5
Basic Needs Support (Food, Transportation, Housing)	$900,000	Math & English: 8, 9 Persistence: 2, 3, 4, 5, 6 Completion: 3, 4, 6, 8
Other (Specify)	$104,766	Math & English: 4 Transfer: 7, 8
Total	$4,229,766.00	

2022-2025 SEA PLAN OUTCOMES

PROGRESS MADE IN ACHIEVING IDENTIFIED GOALS

GOAL AREA	DI Group	TARGET IN 2022-25 PLAN	STATUS
Successful Enrollment	White	Understand subgroups (Y1) Identify DI within subgroups (Y2) Implement interventions (Y3)	**IN PROGRESS** The pattern for White students reflects a statewide trend. Development of infrastructure to identify subgroups in the aggregate population was delayed. The college is currently working to determine and track subgroups to examine DI and define appropriate interventions.
Completed Transfer-Level Math & English	Female	Raise Math + English completion rate to 7.5% (Y3)	**MET** 2022-23 Math & English completion rate for female students new to college was 11%. 23-24 completion rate was 12%.
	Female: Filipino subgroup	Raise Math + English completion rate to 10% (eliminate DI) (Y3)	**MET** 2022-23: 30% (17/56) female Filipino students new to college completed Math & English in the first year. 23-24: 21% (10/48) female Filipina students new to college completed Math & English in the first year.
	Black: Female subgroup	Maintain equitable outcomes (Y1, Y2, Y3)	**MET** 2022-23: 11% (14/133) Black female students new to college completed Math & English in the first year. 2023-24: 15% (18/123) Black

			female students new to college completed Math & English in the first year.
Persistence: First Primary Term to Secondary Term	Female: LGBTQ+ subgroup	Improve ability to determine needs; design intervention plan (Y3)	**IN PROGRESS** For 2021-22, persistence for LGBTQ+ female students was 46% (66/144 students). For 2022-23, persistence increased to 48% (93/193 students).
	Black: Male suBgroup	Decrease equity gap by 3% and raise the Retention rate for Black or African American Males to 60.7% (Y3)	**IN PROGRESS** For 2021-22, persistence for Black male students was 46% (61/132 students), a decrease from the baseline of 52.7%. For 2022-23, this rate increased to 56% (71/126 students), an improvement of 3.3% over baseline. Data are not yet complete for 2023-24.
Transfer	Latino: Male subgroup	Decrease equity gap by 3.1% and raise the transfer rate for Latino males to 14%. Close the equity gap. (Y3)	**MET** 2018-19 transfer rate for Latino male students was 16%. 2019-20 transfer rate increased to 20%. (3 year cohort)
	Foster Youth	Decrease the observed equity gap by 5.4% and raise the transfer rate for Foster Youth to 11%. Close the equity gap (Y3)	**IN PROGRESS** 2018-19 transfer rate for Foster Youth was 9.6%. This is considerably higher than the baseline of 5.6% but not quite to the target of 11%. This is a very small group, so

			changes of just one or two students could result in a larger change in percentage rates. DataVista is not reporting data for 2019-20 for this subgroup.
Completion	Latino: Male subgroup	Decrease equity gap by 1.6% and raise the Completion rate for Latino Males to 8.5%. Fully close the Completion gap for Latino Male students. (Y3)	**IN PROGRESS** 2019-20 Vision Goal completion rate for Latino males was 4% (32 students out of 800). For 2020-21, this rate increased to 5% (24 out of 527 students) but is still below the target.

EXPENDITURES FROM 2022-2025

SEA funds are allocated in each year of the three-year plan, with two fiscal years allowed to expend funds. The tables below show the allocations for each year and the spending in each fiscal year.

2022-23 Allocation Amount

$4,608,006

Expenditure Type	Year 1 Amount	Year 2 Amount	Percentage of Allocation
1000 - Instructional Salaries	$1,201,803	$980,624	47.36%
2000 - Non-Instructional Salaries	$313,009	$612,689	20.09%
3000 - Employee Benefits	$689,047	$527,854	26.41%
4000 - Supplies and Materials	$1,361	$59	0.03%
5000 - Other Operating Expenses and Services	$41,526	$236,863	6.04%
6000 - Capital Outlay	$1,581	$0	0.03%
7000 - Other Outgo	$0	$0	0%
Total Expenditures	**$2,248,327**	**$2,358,089**	**99.97%**
Allocation Remaining		**$1,590**	

2023-24 Allocation Amount

$4,508,093

Expenditure Type	Year 1 Amount	Year 2 Amount	Percentage of Allocation
1000 - Instructional Salaries	$1,319,589	$140,908	32.4%
2000 - Non-Instructional Salaries	$650,324	$351,156	22.22%
3000 - Employee Benefits	$757,840	$95,153	18.92%
4000 - Supplies and Materials	$19,780	$7,898	0.61%
5000 - Other Operating Expenses and Services	$107,101	$981,025	24.14%
6000 - Capital Outlay	$15,769	$224	0.35%

7000 - Other Outgo	$0	$0	0%
Total Expenditures	**$2,870,403**	**$1,576,364**	**98.64%**
Allocation Remaining		**$61,326**	

2024-25 Allocation

$4,508,093

<mark>2024-25 spending reports are pending and will be added when submitted</mark>

IMPORTANT: Please review the following regulations and guidelines prior to completing your Executive Summary:

- Education Code 78222(a)(1)(2ABC)
  a) (1) The Student Equity and Achievement Program is hereby established. It is the intent of the Legislature that funds for the Student Equity and Achievement Program support the California Community Colleges in advancing the systemwide goal to boost achievement for all students with an emphasis on eliminating equity gaps for students from traditionally underrepresented groups by doing all of the following:
  (A) Implementing activities and practices pursuant to the California Community College **Guided Pathways Grant Program**.
  (B) Ensuring students **complete their educational goals and a defined course of study**.
  (C) Providing **quality curriculum, instruction, and support services** to students who enter college deficient in English and mathematics to ensure these students complete a course of study in a timely manner.

- Per Education Code 78221,SEA allocated funds are for the "purposes of successfully implementing activities and goals specified in the Student Equity Plans adopted pursuant to Section 78220."

- Per Education Code 78220 (e)(1)(2)(3AB), funding included in the Budget Act for the Student Equity and Achievement Program may be used for provision of emergency student financial assistance to help an eligible student overcome unforeseen financial challenges that would directly impact the student's ability to persist in the student's course of study. Please read Education Code 78220 (e)(1)(2)(3AB) for

more details and information on the definition of "eligible student" and "emergency student financial assistance".

- Please review [Student Equity and Achievement (SEA) Program Expenditure Guidelines (cccco.edu).](#)