



Report on Student Equity Outcomes and Planning

*changing the
Lives of our Students*

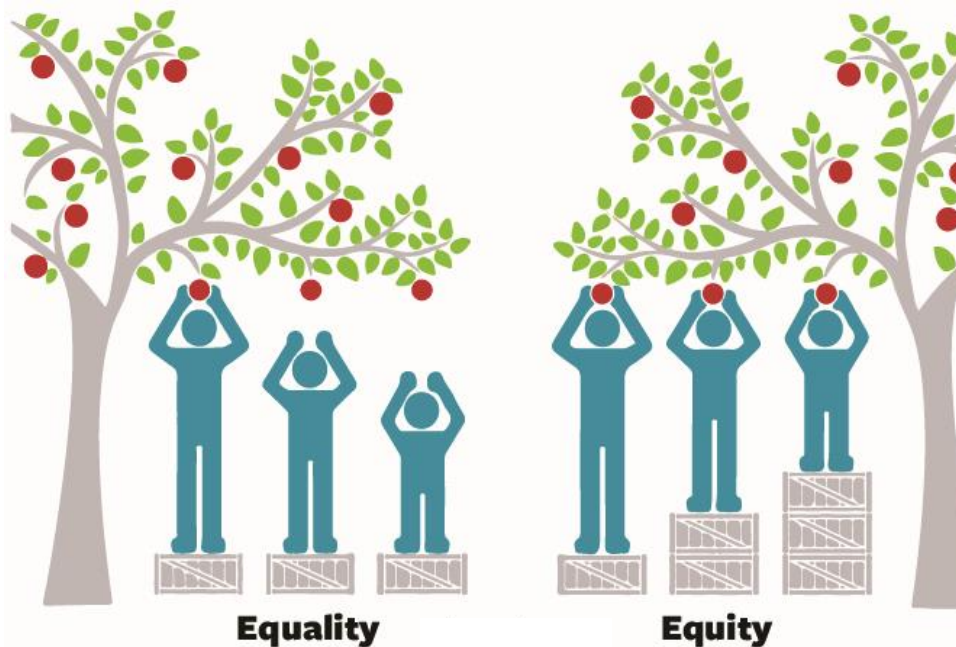
**Board of Trustees Meeting
June 13, 2019**



Background

- Student Equity planning began statewide in 2015-2016
 - Component of the **Student Success Initiative**
 - The District receives about **\$5.4 million annually** in state funding
- Purpose of funding is for colleges to address disparities in student success outcomes for various subgroups of students, including:
 - Various ethnic groups
 - Students with disabilities
 - Foster youth
 - Low income students
 - Veterans
 - LGBTQ students have been added to the 2019-2022 plans
- **Goal of the Student Equity Program:** close achievement gaps in access and success in underrepresented student groups, as identified in local plans

Student Equity Metrics



Equity Metrics 2015–2018

- Access
- Successful Course Completion
- ESL and Basic Skills Completion
- Degree and Certificate Completion
- Transfer

Equity Metrics 2019–2022

- Access – application to enrollment
- Retention – Fall to Spring
- Transfer
- Completion of transfer-level English and math in first year
- Vision for Success Completion Goal (degree and certificate completion)

Progress Closing Achievement Gaps

2015-2016 to 2018-2019

- Since 2015-2016, San Diego City, Mesa and Miramar Colleges, and Continuing Education have made significant progress closing achievement gaps for various groups of students who demonstrated disproportionately lower outcomes
- Based upon a research methodology provided by the State Chancellor's Office in 2015, each college, and Continuing Education identified the groups of students who were disproportionately impacted in each of five metrics
- Equity Plans were developed, based upon extensive inquiry and dialogue, that included programs, services, and curricular approaches intended to close gaps in student achievement, within the broader culture of each institution
- The colleges and Continuing Education have prepared updated Equity Plans for 2019-2022, reflecting recent data on disproportionately impacted groups, addressing revised metrics aligned with the statewide Vision for Success

CITY COLLEGE

2015-2018 Closing Equity Gaps
2019-2022 Student Equity Planning Goals

City College

2015-2018 Closing Achievement Gaps

Equity Metrics	Disproportionately Impacted Groups
Access	Reduced Gaps: <ul style="list-style-type: none"> • DSPS • Veterans
Successful Course Completion	Reduced Gaps: <ul style="list-style-type: none"> • African American • 18-24 year olds • Economically disadvantaged • Foster youth
ESL and Basic Skills Completion	<p>Basic Skills – English Closed Gaps:</p> <ul style="list-style-type: none"> • White • Foster youth <p>Basic Skills – ESL Reduced Gaps:</p> <ul style="list-style-type: none"> • Hispanic or Latino • Male • White <p>Basic Skills – Math Reduced Gap:</p> <ul style="list-style-type: none"> • American Indian

Note: Disproportionately impacted groups are based on statewide identifiers

City College

2015-2018 Closing Achievement Gaps

Equity Metrics	Disproportionately Impacted Groups
Degree and Certificate Completion	Reduced Gaps: <ul style="list-style-type: none"> • Under 18 year olds • 18-24 year olds • Filipino
Transfer	Reduced Gaps: <ul style="list-style-type: none"> • Under 18 year olds • 25-29 year olds • 30-39 year olds • 40+ year olds and over • African American • DSPS • Economically disadvantaged • Hispanic or Latino • Male

City College

2019-2022 Overarching Student Equity Goals

Equity Metrics	Goal
Access – application to enrollment	N/A Currently 29% City only; 34% districtwide
Retention – Fall to Spring	+5%
Transfer to four-year institutions	+11%
Completion of transfer-level English and math in first year	+43%
Vision for Success Completion Goal (degree and certificate completion)	+11%

City College

2019-2022 Student Equity Planning

Equity Metrics	Disproportionately Impacted Groups
Access – application to enrollment	-- No disproportionately impacted groups --
Retention – Fall to Spring	<ul style="list-style-type: none"> • African American males • Pacific Islander females • Veteran males • White females • White males
Transfer to four-year institutions	<ul style="list-style-type: none"> • American Indian males • Foster youth males and females • Hispanic or Latino males • LGBT females • Pacific Islander males • Other race males

City College

2019-2022 Student Equity Planning

Equity Metrics	Disproportionately Impacted Groups
Completion of transfer-level English and math in first year	<ul style="list-style-type: none"> • African American females • Disabled males • Foster youth males and females • White females • Other race males
Vision for Success Completion Goal (degree and certificate completion)	<ul style="list-style-type: none"> • African American males • American Indian males • Asian males • Foster youth males • LGBT females • Pacific Islander males and females • White males and females • Other race males and females

City College

2019-2022 Support Activities to Close Achievement Gaps

- Provide Professional Development in cultural competency to support equity-mindedness, student support, and follow-up practices
- Provide peer mentoring support
- Standardize services and delivery strategies across all special programs (San Diego Promise, DSPS, EOPS, Puente Project, UMOJA)
- Provide assessment and career planning to ensure students are placed in appropriate English and math courses in accordance with new state regulations
 - Expand accelerated math offerings
 - Complete curricular redesign of transfer-level English and math, and support classes
- Provide counseling to all first-time college students to include career counseling and education planning
- Provide targeted student engagement programs to disproportionately impacted groups, including university field trips to expose students to transfer institutions

MESA COLLEGE

2015-2018 Closing Equity Gaps
2019-2022 Student Equity Planning Goals

Mesa College

2015-2018 Closing Achievement Gaps

Equity Metrics	Disproportionately Impacted Groups
Access	-- No disproportionately impacted groups --
Successful Course Completion	Reduced Gaps: <ul style="list-style-type: none"> • African American • Hispanic or Latino • Pacific Islander
ESL and Basic Skills Completion	<p>Basic Skills – English Reduced Gaps:</p> <ul style="list-style-type: none"> • African American • Hispanic or Latino <p>Basic Skills – Math Reduced Gaps:</p> <ul style="list-style-type: none"> • African American • Hispanic or Latino

Mesa College

2015-2018 Closing Achievement Gaps

Equity Metrics	Disproportionately Impacted Groups
Degree and Certificate Completion	Reduced Gap: <ul style="list-style-type: none">• African American
Transfer	Reduced Gaps: <ul style="list-style-type: none">• African American• Hispanic or Latino

Mesa College

2019-2022 Overarching Student Equity Goals

Equity Metrics	Goal
Access – application to enrollment	N/A Currently 37% Mesa only; 42% districtwide
Retention – Fall to Spring	+12.5%
Transfer to four-year institutions	+15%
Completion of transfer-level English and math in first year	+102%
Vision for Success Completion Goal (degree and certificate completion)	+18%

Mesa College

2019-2022 Student Equity Planning

Equity Metrics	Disproportionately Impacted Groups
Access – application to enrollment	-- No disproportionately impacted groups --
Retention – Fall to Spring	<ul style="list-style-type: none"> • LGBT females • Veteran females
Transfer to four-year institutions	<ul style="list-style-type: none"> • African American males • American Indian males and females • Foster youth males and females • LGBT males

Mesa College

2019-2022 Student Equity Planning

Equity Metrics	Disproportionately Impacted Groups
Completion of transfer-level English and math in first year	<ul style="list-style-type: none"> • African American males and females • Disabled females • Hispanic or Latino males • Veteran females
Vision for Success Completion Goal (degree and certificate completion)	<ul style="list-style-type: none"> • African American males • LGBT males and females • Pacific Islander males

Mesa College

2019-2022 Support Activities to Close Achievement Gaps

- Support summer cruise onboarding and peer navigation program for new students
- Enhance classroom tutoring
- Provide STEM and AVANZA Engagement Center and activities
- Expand math acceleration
- Provide Safe Zones ensuring the campus is welcoming and safe for all LGBTQ students
- Provide Learning Opportunities For Transformation (LOFT) Center for development of equity-minded practices
- Provide direct support to students including food and professional clothing pantry to support student basic needs
- Provide Placement Assistant, an alternate assessment tool for English and mathematics
- Support Borderless Scholars support program for undocumented students



MIRAMAR COLLEGE

2015-2018 Closing Equity Gaps
2019-2022 Student Equity Planning Goals

Miramar College

2015-2018 Closing Achievement Gaps

Equity Metrics	Disproportionately Impacted Groups
Access	Reduced Gaps: <ul style="list-style-type: none"> • DSPS • Hispanic or Latino • White
Successful Course Completion	Reduced Gap: <ul style="list-style-type: none"> • African American females
ESL and Basic Skills Completion	-- No disproportionately impacted groups --

Miramar College

2015-2018 Closing Achievement Gaps

Equity Metrics	Disproportionately Impacted Groups
Degree and Certificate Completion	Reduced Gaps: <ul style="list-style-type: none"> • American Indian males • DSPS • Hispanic or Latino • Native Hawaiian or Pacific Islander females
Transfer	Reduced Gaps: <ul style="list-style-type: none"> • African American • American Indian males • DSPS • Hispanic or Latino females • Native Hawaiian or Pacific Islander females



Note: Disproportionately impacted groups are based on statewide identifiers

Miramar College

2019-2022 Overarching Student Equity Goals

Equity Metrics	Goal
Access – application to enrollment	N/A Currently 42% Miramar only; 47% districtwide
Retention – Fall to Spring	+2%
Transfer	+3%
Completion of transfer-level English and math in first year	+2%
Vision for Success Completion Goal (degree and certificate completion)	+7%

Miramar College

2019-2022 Student Equity Planning

Equity Metrics	Disproportionately Impacted Groups
Access – application to enrollment	<ul style="list-style-type: none"> • American Indian females • African American males and females • Foster youth males and females • Native Hawaiian or Pacific Islander males • Veteran males
Retention – Fall to Spring	<ul style="list-style-type: none"> • African American males and females • Hispanic or Latino males and females • LGBT females • White males
Transfer	<ul style="list-style-type: none"> • American Indian females • Foster youth females • Hispanic or Latino males • LGBT females • Native Hawaiian or Pacific Islander males

Miramar College

2019-2022 Student Equity Planning

Equity Metrics	Disproportionately Impacted Groups
Completion of transfer-level English and math in first year	<ul style="list-style-type: none"> • African American males and females • Economically disadvantaged males • Foster youth males • Hispanic or Latino males and females • Veteran males and females • White females
Vision for Success Completion Goal (degree and certificate completion)	<ul style="list-style-type: none"> • African American males and females • American Indian females • LGBT males • Native Hawaiian or Pacific Islander males

Miramar College

2019-2022 Support Activities to Close Equity Gaps

- Develop and deliver interventions during key points in the semester
- Promote counseling liaison with English and math departments to facilitate completion
- Professional Development on successful interventions for English and math completion
- Create social media presence addressing transfer-related topics including:
 - Options for private and out-of-state options;
 - Financial aid and scholarships; and
 - Preparing to move out of area
- Develop and implement interventions focusing on the graduation process
- Engage in research regarding Black and Latinx students to identify barriers and develop relevant interventions
- Conduct inquiry on the application to enrollment gaps

CONTINUING EDUCATION

2015-2018 Closing Equity Gaps

2019-2022 Student Equity Planning Goals

Continuing Education

2015-2018 Closing Achievement Gaps

Gender Equity in Non-Traditional Programs

Automotive – Females	+57%
Upholstery – Females	+26%
Nursing Assistant – Males	+36%

Retention Fall to Spring

African American	+12%
Filipino	+6%
Two or more races	+14%
Veterans	+33%

Annual Awards

African American	+12%
Filipino	+41%
Hispanic or Latino	+19%

Course Completion

Males	+8%
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Note: Disproportionately impacted groups are based on statewide identifiers

Continuing Education

2019-2022 Overarching Student Equity Goals

Equity Metrics	Goal
Access – application to enrollment	+3%
Retention – Fall to Spring	+3%
Completion Attainment of Certificate or High School Equivalency	+3%
Transition to Credit Program	+2%

Continuing Education

2019-2022 Student Equity Planning

Equity Metrics	Disproportionately Impacted Groups
Access – application to enrollment	<ul style="list-style-type: none"> • African American • Filipino • Pacific Islander • Two or more races
Retention – Fall to Spring	<ul style="list-style-type: none"> • First generation • Hispanic or Latino • LGBT • Low income • Male • Two or more races • Veterans
Completion Attainment of Certificate or High School Equivalency	<ul style="list-style-type: none"> • DSPS • Hispanic or Latino • Low income • Male
Transition to Credit Program	-- No disproportionately impacted groups --

Note: Disproportionately impacted groups are based on statewide identifiers

Continuing Education

2019-2022 Support Activities to Close Equity Gaps

- Include strategic messaging in marketing materials
- Conduct outreach workshops in community and high schools
- Build out and integrate Rising to Success (R2S) Centers at the campuses
- Strategically coordinate matriculation services
- Professional Development with an emphasis on pedagogical approaches to the Continuing Education population
- Increase hybrid course offerings; use smart technology
- Incorporate equity-minded practices in all program planning
- Create infrastructure that supports instructional and counseling collaboration across programs
- Engage in articulation efforts with the colleges to increase the transition of students from noncredit to credit





Questions?