CITY COLLEGE OF SAN FRANCISCO

# SEA Data Tables

## STUDENT EQUITY & ACHIEVEMENT (SEA) PLANNING

## SPRING 2022 KICK OFF MEETING

# Why did we create these data tables?

## Meets Reporting Requirement

Each year City College of San Francisco analyzes disaggregated student data to review opportunity gaps, assess progress, and plan for improvement. The data are disaggregated by the California Community Colleges Chancellor's Office (CCCCO) identified groups.

## Provides the College with Equity Data

These data tables are used by the Office of Student Equity, the Student Equity Strategies Committee (an Academic Senate Committee), and the college to inform decision-making. These data are updated each year.

# What is an opportunity gap?

An opportunity gap occurs when a subset of students based on student characteristic such as race/ethnicity, gender and other demographics are unjustifiably experiencing lower outcomes compared to the student population.

**How do we measure an opportunity gap?**

PPG method:

- subpopulation outcome % - total college outcome %

# Equity Metric Definitions:

| Metric | State Definition | CCSF definition |
|---|---|---|
| Successful Enrollment/Access | Are first time CCCApply applicants from 2020-21 enrolling into at least one course at CCSF? | Are we reaching the populations in our service area (San Francisco city/county)? |
| Persistence | Do first time students enrolled in the 2020-21 AY enroll in the subsequent primary term? | Do students enrolled in Fall 2020 semester then enroll in the Spring 2021 semester? |
| Completed Both Transfer-Level Math and English | Do 2020-21 first time students complete both transfer level math and English within 1 year of their first semester at CCSF? | Do 2020-21 first math or English students complete math or English within 1 year of starting math or English? |
| Attained the Vision for Success Definition of Completion within Three Years | Do first time students from 2017-18 AY get a degree or certificate within 3 years? | Do 2017-18 first time students that attempted math or English and attempted 12 units get a degree or certificate within 3 years? |
| Transferred to a Four-Year Institution within Three Years | Do first time students from 2016-17 AY transfer to a 4 year within 3 years | Do 2016-17 first time students that attempted math or English and attempted 12 units transfer to a 4 year within 3 years |

# What student groups are disaggregated?

The CCCCO identified the following groups to be disaggregated at all California Community Colleges. The following data tables will be disaggregated by one or more of the following groups when data are available:

**CCCCO identified student groups**

- Ethnicity
- Current or former foster youth
- Students with disabilities (DSPS)
- Low income students (CCPG/Pell recipients)
- First Generation Students
- Veterans
- LGBTQ+ students
- Students experiencing homelessness

# CCSF equity populations based on disaggregated data by student groups

## All CCSF Equity Populations

- American Indian or Alaskan Native
- Black or African American
- Filipino
- Latino/a/x
- Pacific islander or Hawaiian Native

- Foster Youth
- DSPS
- LGBTQ+
- Students experiencing homelessness

## SEA Focus Population for Each Metric

| Metric | Population with Largest Gap |
|---|---|
| Access/Successful Enrollment | All populations (continue to keep gap closed) |
| Persistence | Native Hawaiian and Other Pacific Islander |
| Completed Both Transfer-Level English and Math | Black or African American |
| Graduated within Three Years | Black or African American |
| Transferred to a Four-Year Institution within Three Years | Latino/a/x |

# SEA data overview (SEA focus population, i.e., largest gap, identified by bold border)

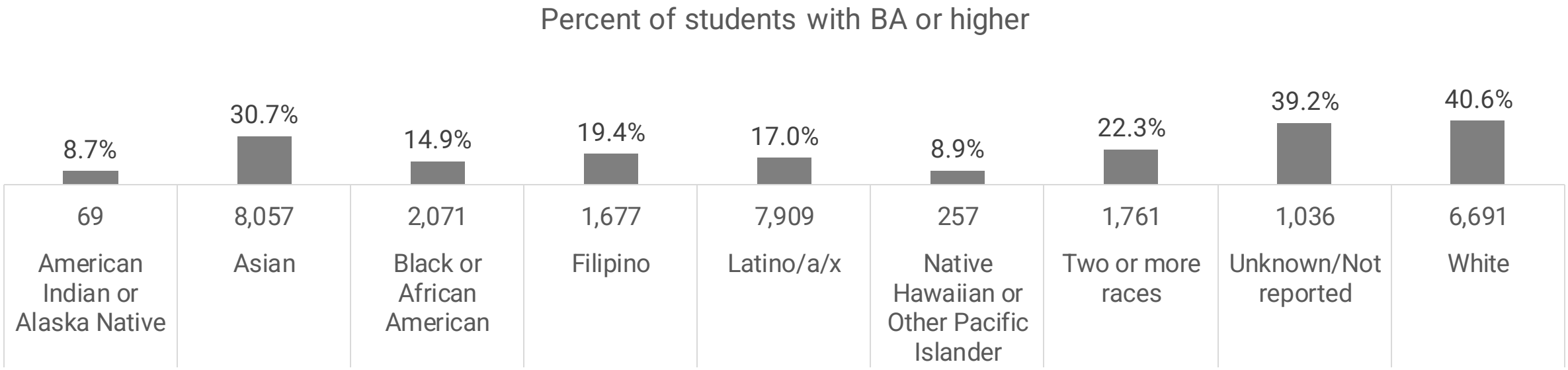
| Demographics | Access | Persistence | MATH or ENGL 1 year (M = Math E = English) | Graduation (C = Cert. D = AA, AS, ADT) | Transfer |
|---|---|---|---|---|---|
| | | X | * | * | * |
| **Black or African American** | | X | E M | C | |
| **Latino/a/x** | | | E M | | X |
| **Pacific Islander or Hawaiian Native** | | X | E * | C | |
| Unknown/Not reported | | X | | | |
| White | X | X | | | |
| Perkins Economically Disadvantaged | | | | | |
| Veterans | | | | C | |
| First Generation | | | | | |
| **Experiencing homelessness** | -- | * | * | * | * |

-- Data not available , * Sample too small

updated August 2022

# Populations with Bachelor's degrees or higher

When looking at the overall population as on the previous slide, white students have gaps in access and retention, but those gaps go away when prior education of students and potential students in San Francisco is taken into consideration.



# Access

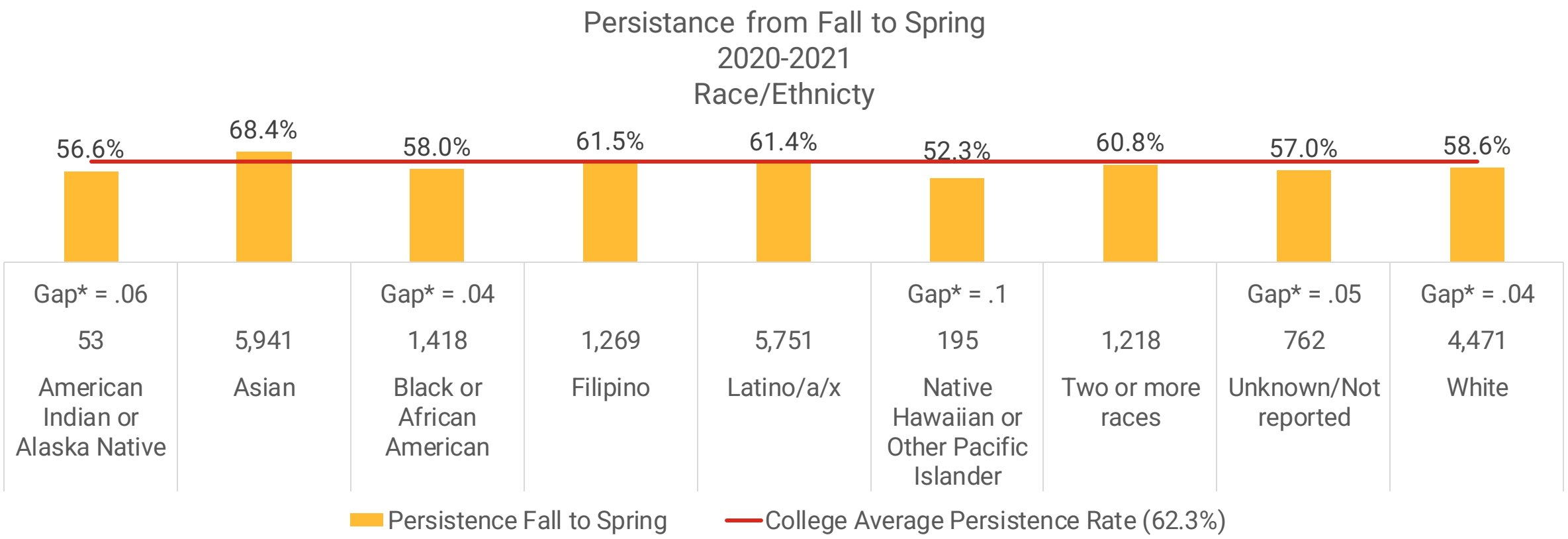
## SF County Adult population (2019) and CCSF Headcount (2019-20 AY)

| Demographics | SF County Count | SF County % | CCSF Count | CCSF % |
|---|---|---|---|---|
| American Indian or Alaska Native | 1,401 | 0.2% | 79 | 0.2% |
| Asian | 261,004 | 34.3% | 10,376 | 29.2% |
| Black or African American | 39,125 | 5.1% | 2,531 | 7.1% |
| Filipino | -- | | 1,945 | 5.5% |
| Latino/a/x | 111,051 | 14.6% | 9,237 | 26.0% |
| Native Hawaiian or Other Pacific Islander | 2,673 | 0.4% | 271 | 0.8% |
| Two or more races | 31,667 | 4.2% | 1,904 | 5.4% |
| Unknown/Not reported | 5,194 | 0.7% | 1,677 | 4.7% |
| White | 308,623 | 40.6% | 7,509 | 21.1% |
| Female/Woman | 374,535 | 49.2% | 18,361 | 51.7% |
| Male/Man | 388,768 | 51.1% | 15,867 | 44.7% |
| Foster Youth | -- | | 506 | 1.4% |
| DSPS | 43,362 | 5.7% | 2,321 | 6.5% |
| Low Income (CCPG/Pell recipients) | 72,270 | 9.5% | 15495 | 43.6% |
| Veterans | 23,619 | 3.1% | 1,660 | 4.7% |
| Total | 760,738 | | 35,529 | |

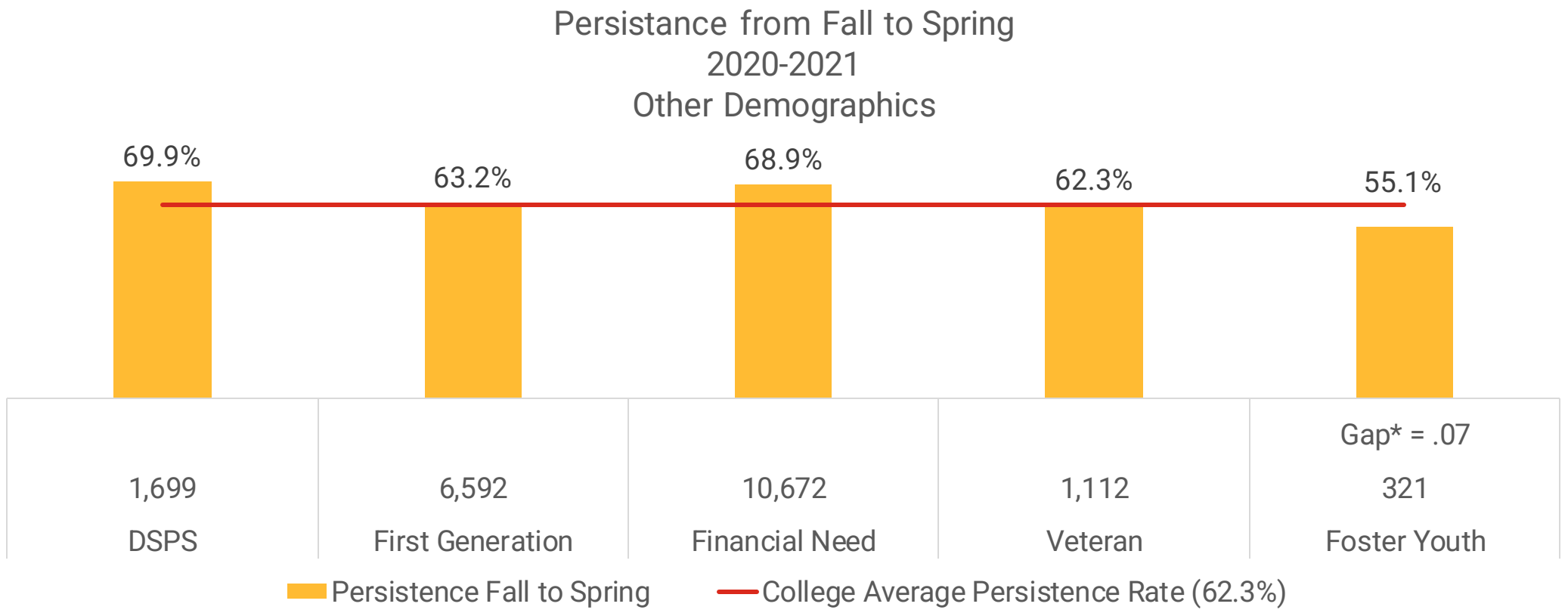


*Filipino is included in Asian for the SF County

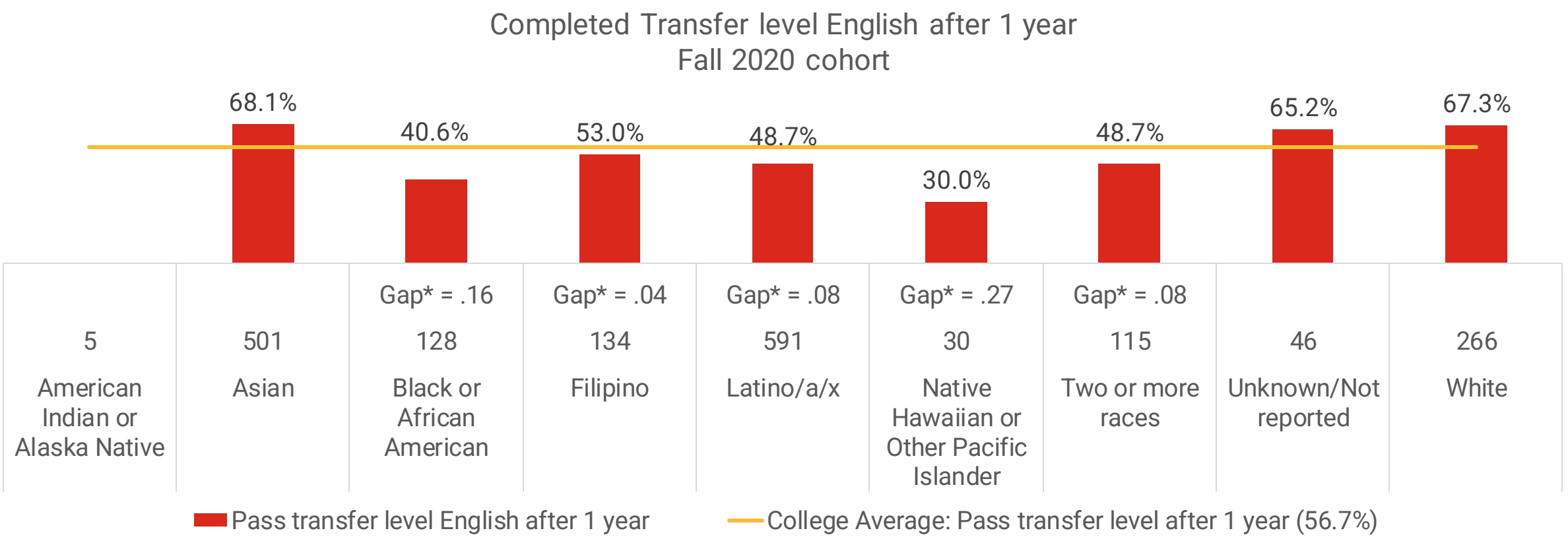
# Persistence



# Persistence



# Completion of transfer-level English in 1 year



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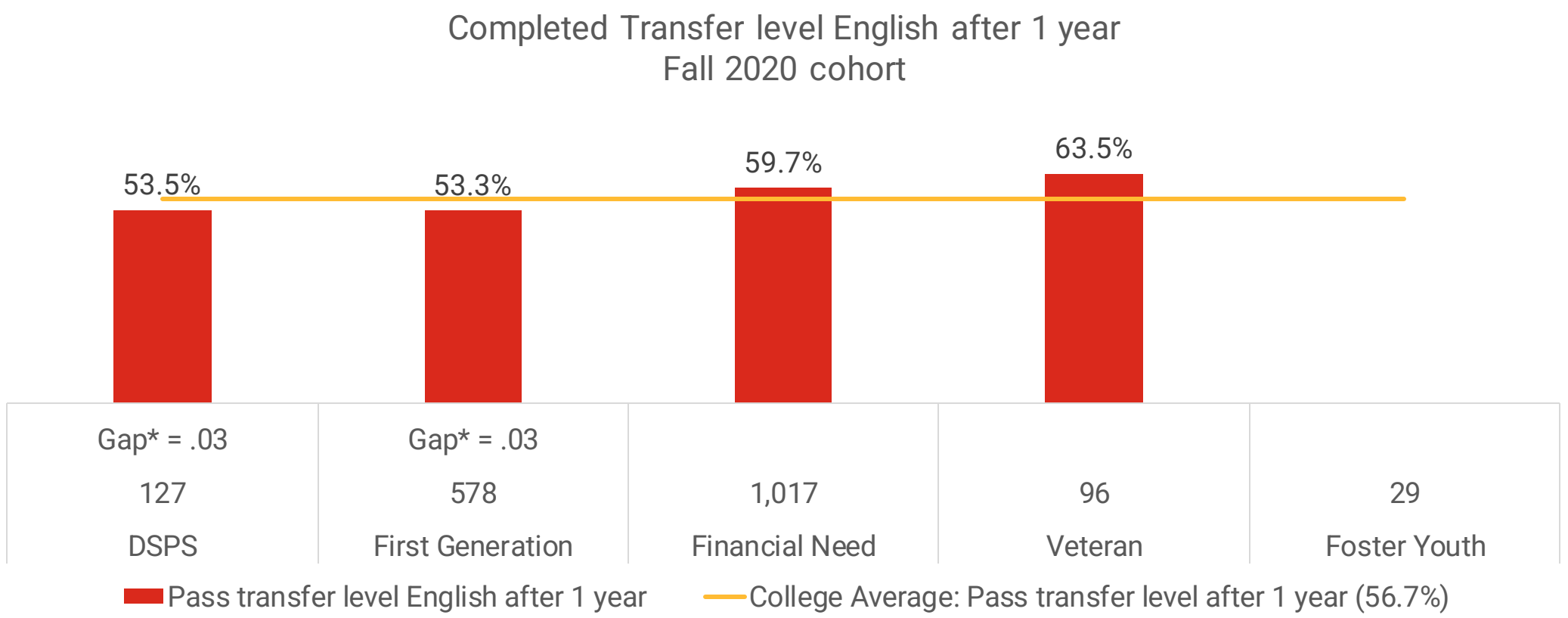
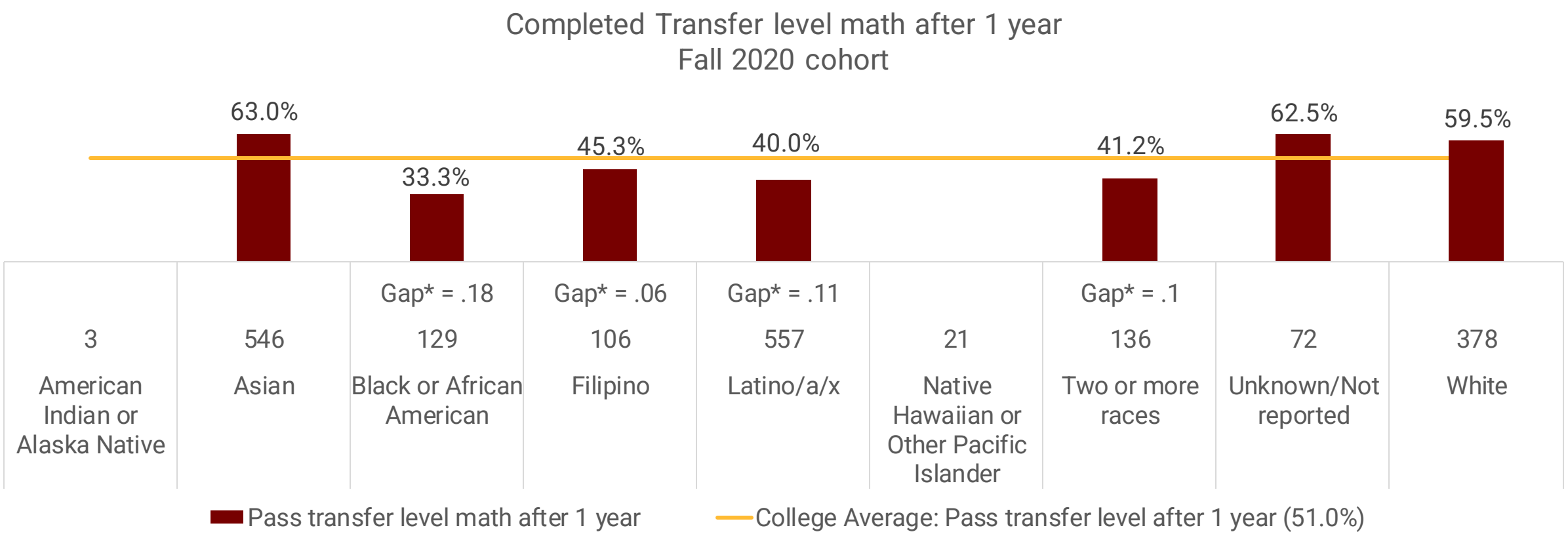
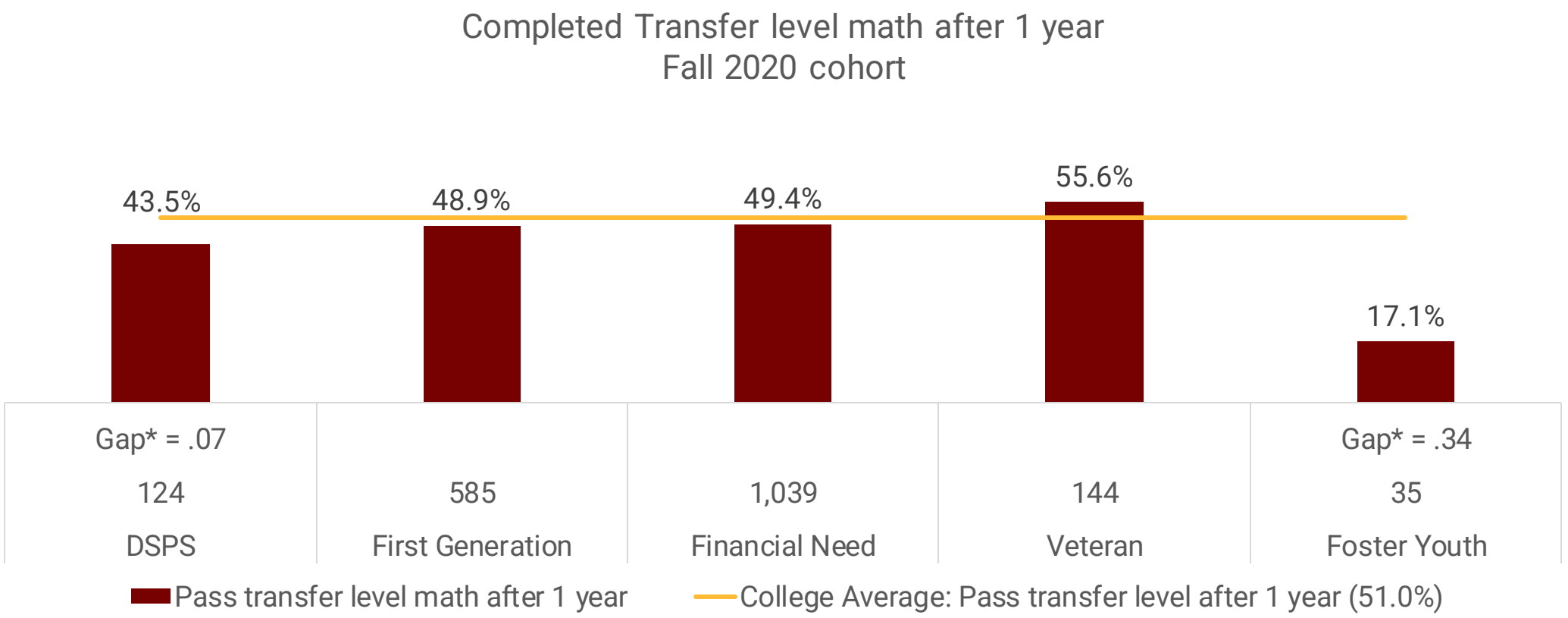


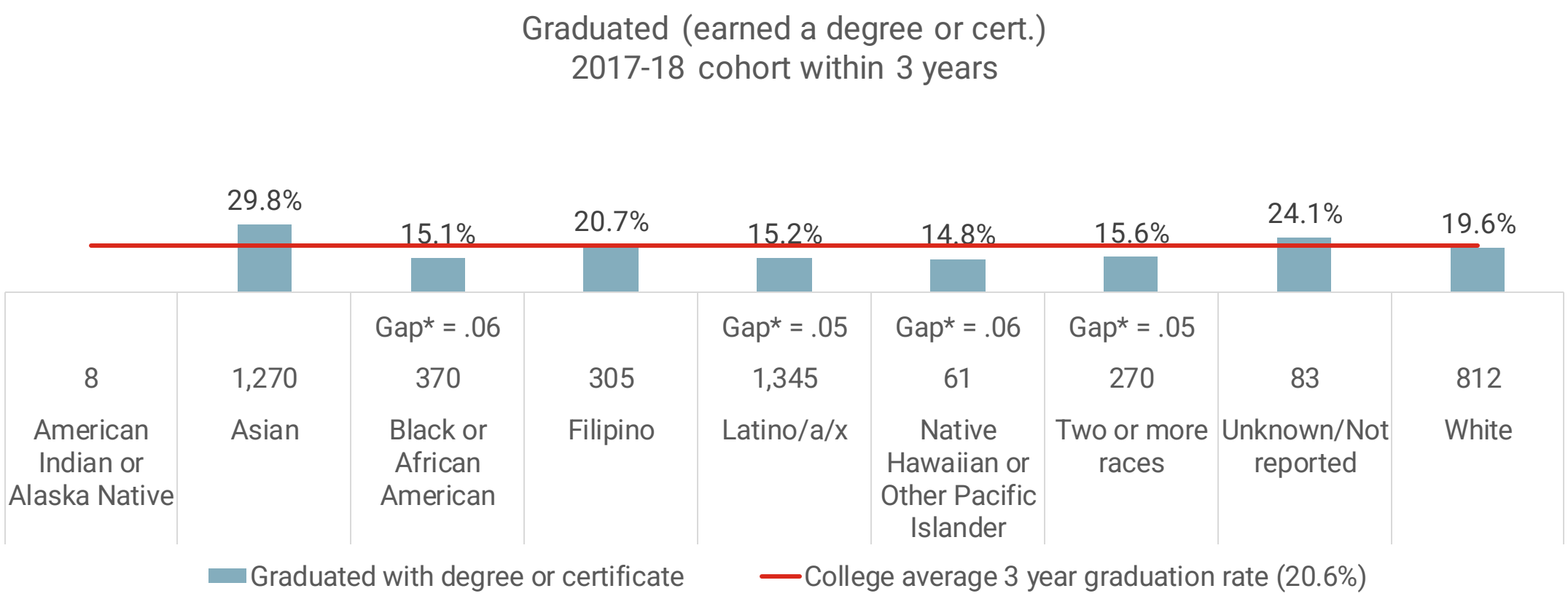
# Completion of transfer-level Math in 1 year



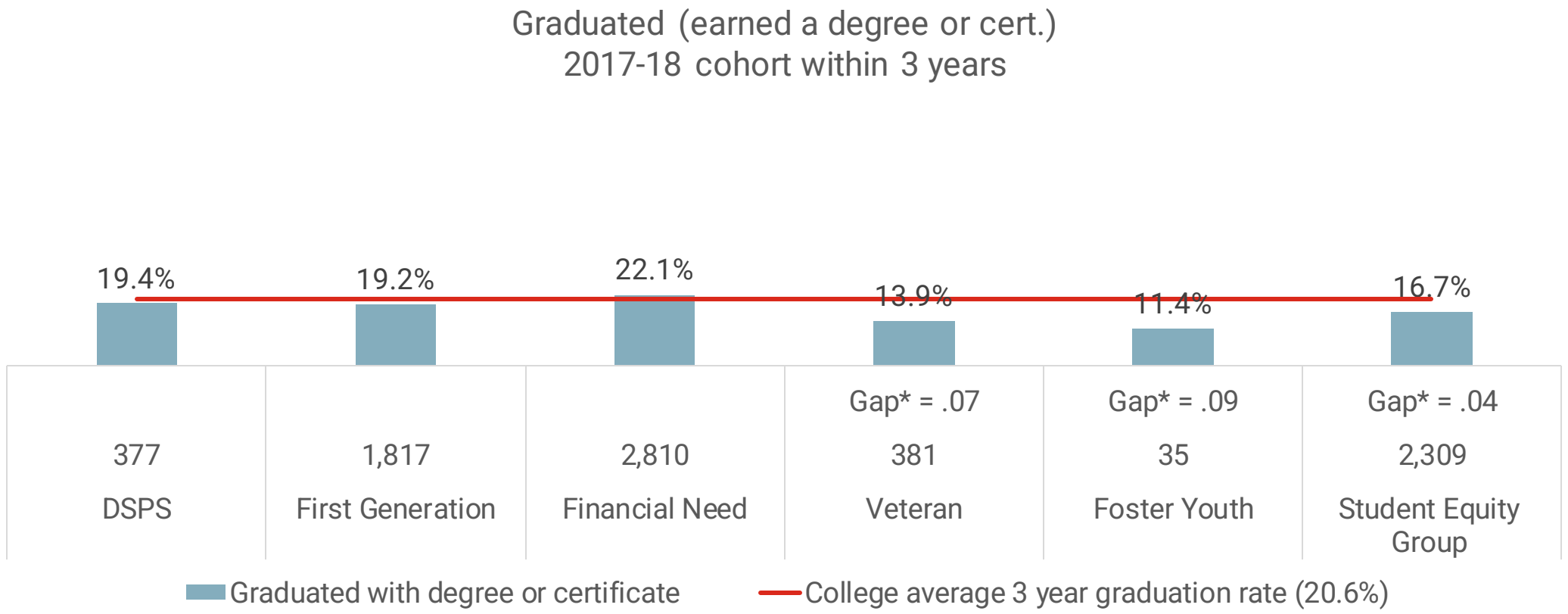
# Completion of transfer-level Math in 1 year



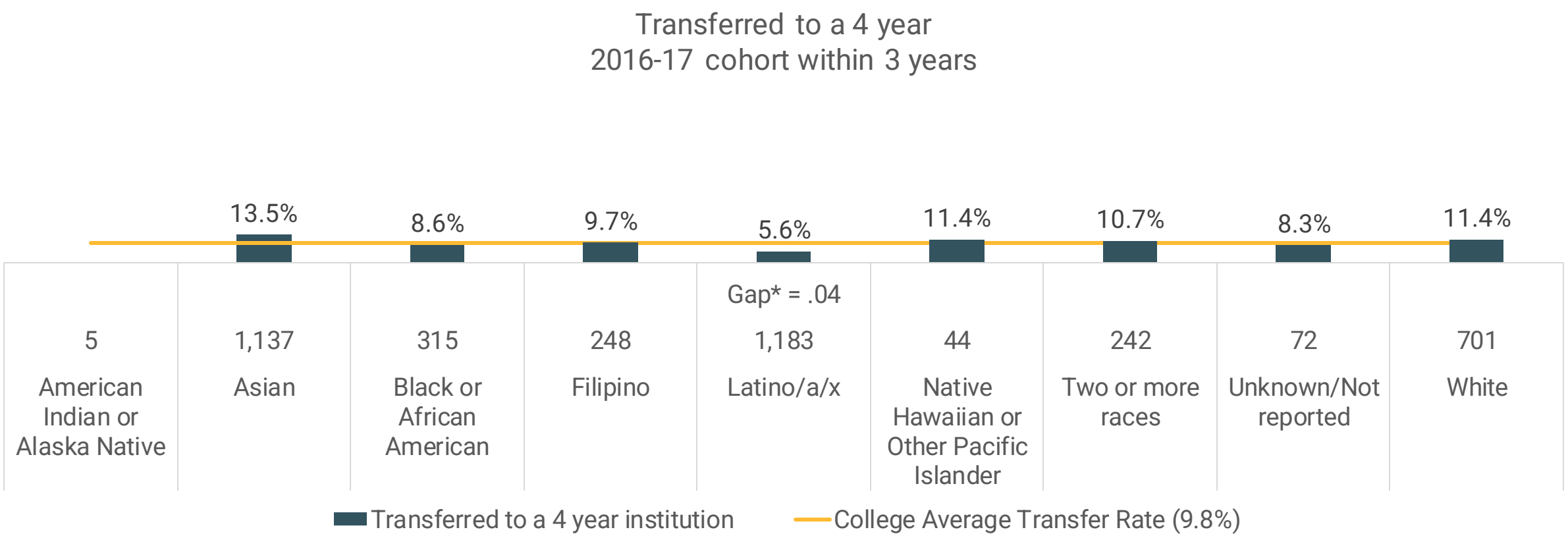
# Graduation


Graduated (earned a degree or cert.)
2017-18 cohort within 3 years
29.8%
15.1%
20.7%
15.2%
14.8%
15.6%
24.1%
19.6%
Gap* = .06
Gap* = .05
Gap* = .06
Gap* = .05
8
1,270
370
305
1,345
61
270
83
812
American Indian or Alaska Native
Asian
Black or African American
Filipino
Latino/a/x
Native Hawaiian or Other Pacific Islander
Two or more races
Unknown/Not reported
White
Graduated with degree or certificate
College average 3 year graduation rate (20.6%)

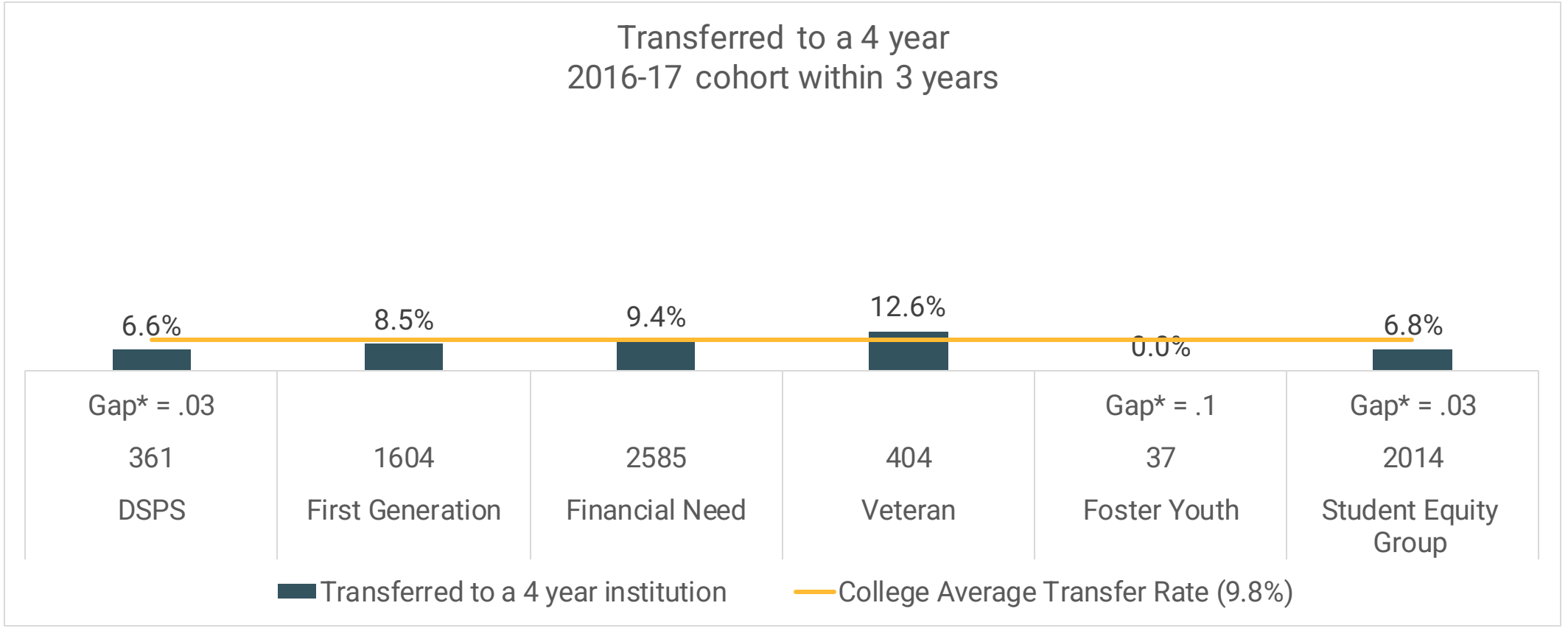
# Graduation


Graduated (earned a degree or cert.)
2017-18 cohort within 3 years
19.4%
19.2%
22.1%
13.9%
11.4%
16.7%
Gap* = .07
Gap* = .09
Gap* = .04
377
1,817
2,810
381
35
2,309
DSPS
First Generation
Financial Need
Veteran
Foster Youth
Student Equity Group
Graduated with degree or certificate
College average 3 year graduation rate (20.6%)

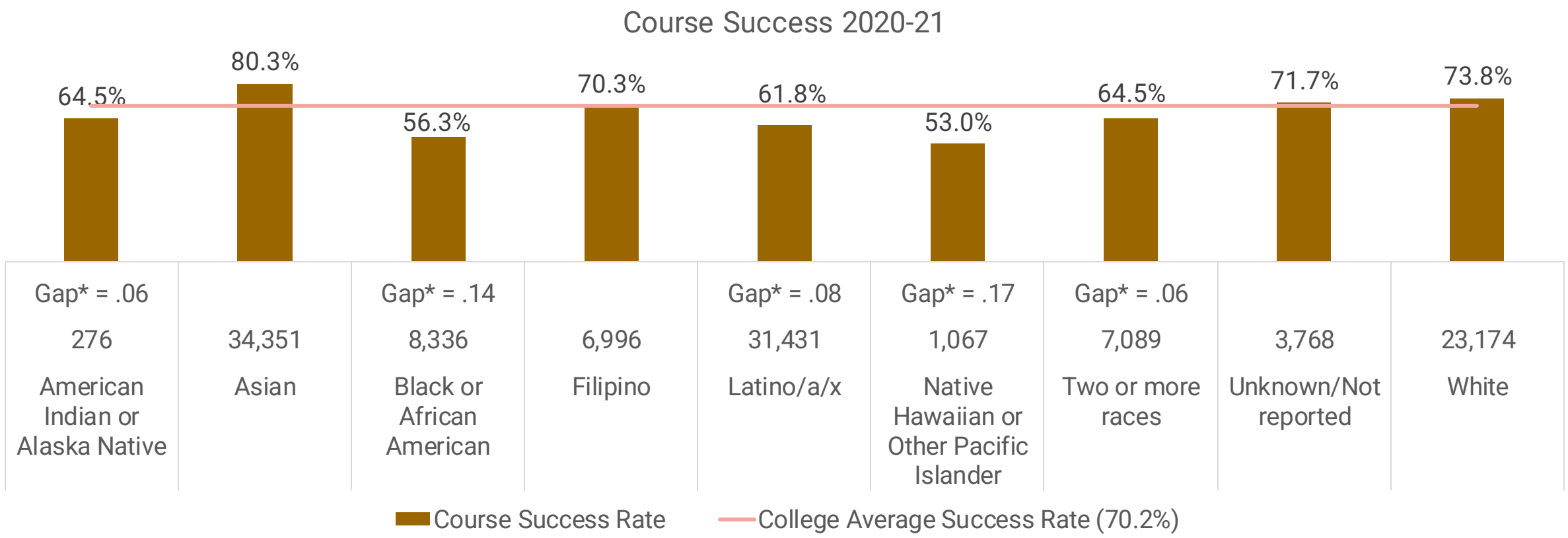
# Transfer


Transferred to a 4 year
2016-17 cohort within 3 years
13.5%
8.6%
9.7%
5.6%
11.4%
10.7%
8.3%
11.4%
Gap* = .04
5
American Indian or Alaska Native
1,137
Asian
315
Black or African American
248
Filipino
1,183
Latino/a/x
44
Native Hawaiian or Other Pacific Islander
242
Two or more races
72
Unknown/Not reported
701
White
Transferred to a 4 year institution
College Average Transfer Rate (9.8%)

# Transfer


Transferred to a 4 year
2016-17 cohort within 3 years
6.6%
8.5%
9.4%
12.6%
0.0%
6.8%
Gap* = .03
361
DSPS
1604
First Generation
2585
Financial Need
404
Veteran
Gap* = .1
37
Foster Youth
Gap* = .03
2014
Student Equity Group
Transferred to a 4 year institution
College Average Transfer Rate (9.8%)

# Course Success



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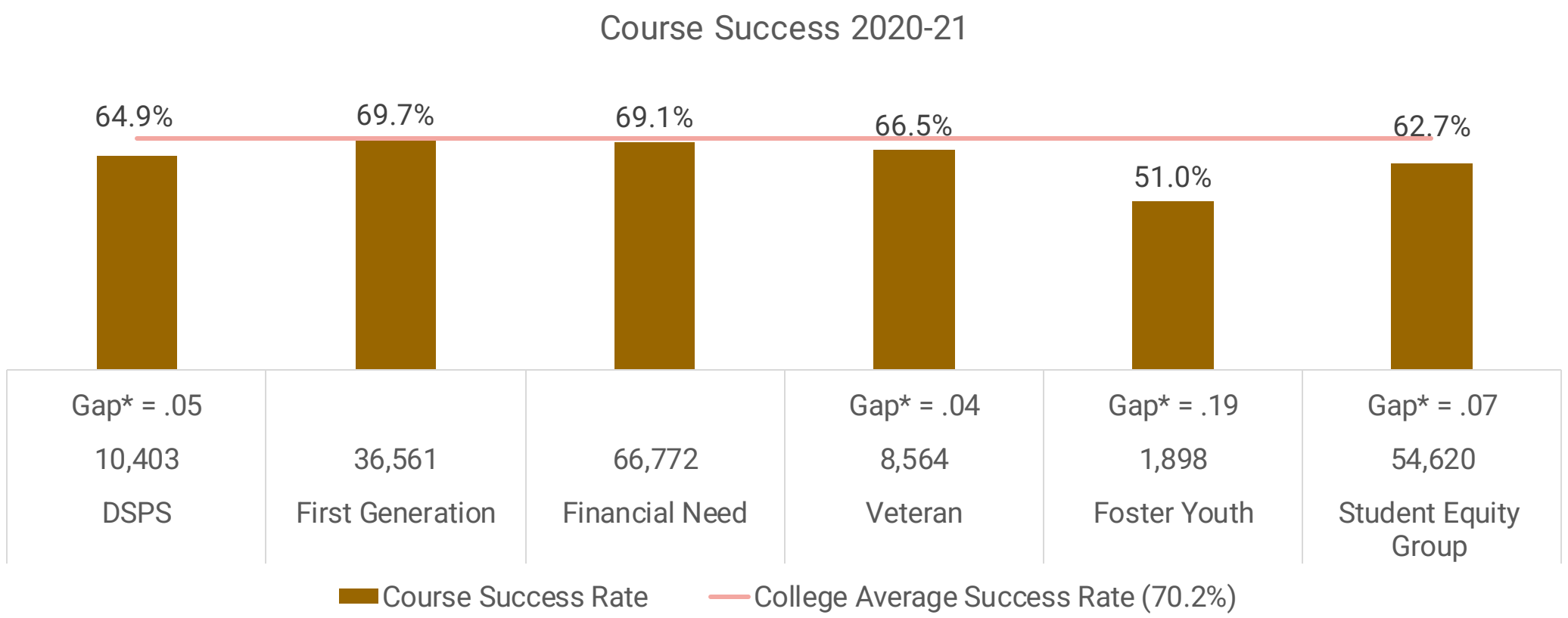

# Noncredit & Adult Education Program (AEP)

## Noncredit and Equity data

Noncredit data during the pandemic years is not available. As new noncredit data becomes available CCSF will incorporate it into the noncredit data used for planning.

## AEP equity goals:

CCSF will continue working in alignment with its Student Equity and Achievement Plan, and will implement Chancellor Oakley's call to action. CCSF will continue to address systemic racism through five focus areas:

1. Student-centered – we put students' needs first;
2. Fearless – we persist through challenges;
3. United – we celebrate and build on each other's strengths;
4. Social justice – we stand with those most vulnerable in our community; and
5. Diversity driven – we respect and seek to understand each person.

# Goal:

Close the opportunity gap over the next 3 years for the populations with the largest disproportionate impact within each metric.

To close the gap we need more students within the focus population to meet the metric.