

# City College of San Francisco

## Student Equity Plan

Submitted to:

Chancellor's Office  
California Community Colleges  
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CITY COLLEGE OF SAN FRANCISCO  
STUDENT EQUITY PLAN

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City College of San Francisco  
Student Equity Plan

Signature Page

District: San Francisco Community College

College: City College of San Francisco

President, Board of Trustees: \_\_\_\_\_

Date: \_\_\_\_\_

Chancellor: \_\_\_\_\_

Academic Senate President: \_\_\_\_\_

Student Equity Coordinator: \_\_\_\_\_

City College of San Francisco  
Student Equity Plan

## I. Executive Summary

Mandated by the California Community Colleges' Board of Governors, requested through the State Chancellor's Office, and authorized by Title 5, §54220, all community colleges must provide a Student Equity Plan on an annual basis. The local adoption of this plan will serve as a minimum requirement for state funding.

Each plan is to ensure equal educational opportunity and success to all students regardless of ethnicity, gender, age, sexual orientation, gender identity, disability or economic status. Measurable standards or "indicators" will be utilized in this plan and will include student access, course completion, ESL and Basic Education completion, degree and certificate completion, and transfer. The plan will also contain research findings, goals and objectives, activities and timelines, contact persons, budget resources and program evaluation. Specific population groups that will be addressed in this plan are American Indians or Alaskan natives, Asian or Pacific Islanders, African Americans, Hispanics, Whites, men, women, and persons with disabilities.

The student equity plan for City College of San Francisco (CCSF) will be based on its CCSF Strategic Plan, 2003-2008, which had been developed by faculty, students, administrators and staff. The strategic plan will contain all the principle elements required for a student equity plan: campus-based research on historically underrepresented groups; identification of barriers to student access; retention and completion rates; transfer and transitional information; budget resources for implementing goals and activities; and outcome measures for program evaluation. The strategic plan had been created through the shared governance process which established the basic standards and expected outcomes.

### Prior Research

In its "Pre-Collegiate Basic Skills Accountability Report, Part 1" (April 2004), the CCSF Office of Research, Planning and Grants reviewed student progress in pre-collegiate courses (English, Math and ESL) and subsequent retention and success rates. This study was motivated by the fact that 75% of first-time CCSF students needed "pre-collegiate" courses and that over two-thirds of the English courses and half of the Math classes were for pre-collegiate students. Moreover, 75% of first-time ESL students needed pre-collegiate math.

"Pre-collegiate" English courses included English K, L, W, 90, 92, 94 and 96. In Mathematics, it was Math E, S, 840, 850, and 860. All ESL classes were defined as pre-collegiate. Conversely, "collegiate" courses were English 1A and Math 90.

The quantitative research was aligned with the current CCSF Strategic Plan (2003-2008), Priority 1:

“To insure student access, progress, success and transfer readiness through an effective and expanded approach to improving basic skills, remediation and transitional studies including instruction, academic and student support services and other services as necessary.”

### Needs Statement

The researchers will be especially interested in examining the progress of first-time students, usually between the ages of 18-19, who are Native Americans, African American, Hispanic, or Asian/ Pacific Islander, and who are “disproportionately represented in the pre-collegiate basic skills population compared to the numbers of new first-time credit students.”

Statistical analysis will emphasize:

1. **Student Access**: The percent of each CCSF population group compared to the adult population of the surrounding community.
2. **Course Completion**: The number of credit courses that students complete at the end of the term compared to number of courses they had enrolled in on census day.
3. **ESL and Basic Skills Completion**: The number of students who completed a degree-applicable course after having completed a final basic skills course
4. **Transfer**: The number of students who attempted a transfer-level course compared to the number who actually transferred.

**An analysis of Degree and Completion Rates of CCSF students has been omitted from this plan as it was stated as an optional section by the State Chancellor’s Office Memo dated October 2004. The College, however, will address Degree and Completion as part of the its comprehensive student equity plan.**

In addition to gathering data through the CCSF banner system, input will also be obtained from specific retention and support programs such as the African American Scholastic Program, Disabled Students Programs and Services, Extended Opportunities Programs and Services, Homeless/At-Risk Students Program, Latino Services Network, Learning Assistance Center, Math Bridge, Puente Project, Writing Success Project, Asian Pacific American Student Success Project, and Calworks.

### Program Goals

General goals for the CCSF Student Equity Plan will be based on those established through the CCSF Strategic Plan, 2003-08:

- A. **Access**: To expand the College’s outreach and recruitment. To increase access to student development services.

B. **Course Completion**: To strengthen and improve academic courses, instruction, and alternative systems of delivery.

C. **ESL and Basic Skills Completion**: To ensure student access, progress and success through an effective and expanded approach to improving basic skills, English-as-a-Second Language, remediation, and transitional studies.

D. **Degree and Certificate Completion**: To strengthen and improve academic programs. To increase the quality and accessibility of student development services to positively impact student outcomes related to certificate completion, graduation and job placement.

E. **Transfer**: To ensure student transfer readiness through an effective and expanded approach to improving basic skills, remediation, and transitional studies. To increase the quality and accessibility of student development services to positively impact student outcomes.

Objectives and activities will be carried out both on an annual and on-going basis. Named persons will be responsible for their implementation and successful completion.

### Budget

For FY 2004-05, City College of San Francisco has an annual unrestricted budget of \$161,644,395 for the entire institution. Since much of the CCSF Student Equity Plan is based on existing programs and personnel, the principle source of income will be from current staff, faculty and programs. For example, the academic and student development services for retention and support programs will total approximately \$22,500,000 which includes both instruction and counseling.

### Program Evaluation

Semi-annual and annual follow-up reports will be prepared by the CCSF Office of Research and Planning. Pre-collegiate course will be addressed through the Pre-Collegiate Basic Skills Accountability Report which will include sections on course demand and supply, and student retention and success.

The evaluation will undergo the shared governance process to ensure input from faculty, student and administration. The planned activities, objectives and outcomes will be reviewed and verified.

### Contact

The CCSF Student Equity Program is under the supervision of Dr. Don Griffin, Vice Chancellor of Academic Affairs. Inquiries can be made to: CCSF- Academic

Affairs, 50 Phelan Ave, Cloud Hall 308, San Francisco, CA 94112. Phone: (415) 239-3321.

City College of San Francisco  
Student Equity Plan

## II. College-Based Research

The following data was prepared by the City College of San Francisco (CCSF) Office of Research, Planning and Grants. They are planning briefs which highlighted information from the CCSF Pre-Collegiate Basic Skills Accountability Report- Parts I and II.

**Pre-Collegiate Student Profile.** Students placing into pre-collegiate courses are primarily young and African American, Hispanic, Asian/Pacific Islander and Filipino--- particularly in the basic skills courses.

**Pre-Collegiate Student Performance.** Success rates of students have been increasing during the period 1998 through 2002. However, success rates in both Math (51%) and English (61.8%) remain substantially below the college-wide success rate (68%).

Students placed in pre-collegiate levels can and do concurrently enroll in college-level transfer courses. The success rates for pre-collegiate basic skills students (56.7%) are below that of pre-collegiate upper-level students (72.4%) and college level students (75%).

The students' original English and/or Math placements served as the strongest predictor of their outcomes. For example, of the students who enrolled in Fall 1998 through Spring 2003 and placed in English L (the lowest level course, 33% achieved the California State University (CSU) English requirement (there are 5 CCSF courses that satisfy this requirement) and 7% completed the University of California (UC) English requirement. By comparison, of the students who placed in English 92, 53% achieved the CSU English requirement and 13% completed the UC English requirement.

Student Placement	Achieved CSU Requirement	Achieved UC Requirement
English L	33%	7%
English 92	53%	13%

Of the students placing in Math E in Fall 1998, 70% ultimately passed it as a requirement for an associate degree. However, far fewer students attained a CSU (15%) or UC math requirement (14.2%). (The math graduation requirement has recently been changed to Elementary Algebra and its consequences will be closely monitored.)

**Student Equity Data**

The CCSF Planning and Research Office had also prepared statistics on student access, course completion, ESL and Basic Education completion, and transfer rates:

1. **ACCESS**- Defined as the percentage of each population group that is enrolled in the College compared to that group’s representation in the adult population in the City and County of San Francisco.

**A. College Data:**

**Percentage of male and female students enrolled at CCSF as compared to their representation in the City and County of SF**

Gender	CCSF Credit**	CCSF Noncredit**	San Francisco City & County*
Female	49.3%	43.7%	50.6%
Male	49.3%	43.7%	49.4%
Unknown	1.4%	12.7%***	
Total	100.0%	100.0%	100.0%

<http://www.census.gov/acs/www/Products/Profiles/Single/2003/ACS/index.htm>

\* Census Bureau - American Community Survey Profile - 2003

\*\* CCSF Decision Support System

**Percentage of students by ethnicity enrolled at CCSF as compared to their representation in the City and County of SF**

Ethnicity/Race	CCSF Credit**	CCSF Noncredit**	San Francisco City & County*
African American	8.7%	5.7%	6.5%
Asian	39.7%	41.2%	32.7%
Hispanic	15.1%	25.6%	14.0%
Native American	0.5%	0.2%	0.3%
White	27.7%	12.0%	43%
Other	8.3%	15.3%	5.4%
Total population	72.3%	88.0%	100.0%

<http://www.census.gov/acs/www/Products/Profiles/Single/2003/ACS/index.htm>

\* Census Bureau - American Community Survey Profile – 2003

\*\* CCSF Decision Support System - Division acadyear

**Percentage of students with disabilities enrolled at CCSF as compared to their representation in the City and County of SF**

Age	CCSF Credit**	CCSF Noncredit**	San Francisco City & County*
5 to 20 yrs. old	2.0%	2.4%	5.3%
21 to 64 yrs. old	2.2%	3.6%	9.2%
65 yrs. old +	1.0%	2.3%	44%
Unknown age	5.0%	0.8%	
Total	2.1%	3.1%	13.9%

\* Census Bureau - American Community Survey Profile - 2003

\*\* CCSF Decision Support System - crnterm unduplicated by person and academic year.

**Percentage of students by age enrolled at CCSF  
as compared to their representation in the City and County of SF**

Age	CCSF Credit**	CCSF Noncredit**	San Francisco City & County*
0 to 14 yrs.	0	0	12.6%
15 to 19 yrs.	9.9%	4.2%	3.7%
20 to 24 yrs.	25.9%	10.3%	4.3%
25 to 34 yrs.	32.7%	20.1%	21.6%
35 to 44 yrs.	15.9%	18.3%	18.7%
45 to 54 yrs.	10.0%	15.5%	15.0%
55 to 59 yrs.	2.8%	5.4%	5.6%
60 to 64 yrs.	1.4%	3.6%	4.4%
65 to 74 yrs.	0.9%	7.4%	7.0%
75 to 84 yrs.	0.2%	5.8%	5.5%
85 yrs. and over	0.0%	1.8%	1.6%
Unknown	0.1%	7.5%	0.0%
Total	100.0%	100.0%	100.0%

<http://www.census.gov/acs/www/Products/Profiles/Single/2003/ACS/index.htm>

\* Census Bureau - American Community Survey Profile – 2002

\*\* CCSF Decision Support System - Division acadyear

**B. Data Analysis:**

In terms of gender and ethnicity, CCSF has matched or exceeded the percentage of the populations in the City and County of San Francisco. This applies to both credit and noncredit programs.

Male and female students were evenly divided. A large number of noncredit students did not indicate either gender, probably because they were in English-as-a-Second Language (ESL) Programs and may not have understood the question.

African American, Asian American, Hispanic and Native American students all surpassed the surrounding population. White students are 27.7% of the CCSF population whereas they are 43% of the City and County of San Francisco. In noncredit programs, White students comprise only 12% of the student body; however, this is because nearly 40% of the courses are ESL and serves primarily a Hispanic and Asian immigrant population.

The College's disabled student population is more likely larger than the reported figures, but many students with psychiatric, learning disabilities and developmental delay do not self-identify upon enrollment at the College. CCSF is attempting to reach more students through orientations and by increasing the number of DSPS counseling hours available, especially at campuses beyond Ocean and John Adams. In the statistical areas of age and disability, much work remains to be done especially for adults who are 45 years-old and older.

**2. COURSE COMPLETION- This is a comparison between students who enrolled into particular courses and those who actually successfully complete with a recorded grade of A,B, C, or credit.**

**A. College Data:**

**Number and percentage of male and female students who successfully complete credit courses as compared to the number who enroll.**

Gender	Percentage Successful Completion	Number of Enrolled Students (Total Seat Count)	Number of Successful Student Course Completions**
Female	74.5%	97,592	72,688
Male	70.4%	78,256	55,129
Unknown	74.2%	4,182	3,105

From Chancellor's Office Supplied File – Data above is 2002 – 2003

\*\*This is a duplicated head count of all successful course completions

**Number and percentage of students by ethnicity who successfully completed credit courses as compared to the number who enrolled.**

Ethnicity	Percentage Successful Completion	Number of Enrolled Students Total Seat Count	Number of Successful Student Course Completions**
African-American	62.0%	15,382	9,544
Asian	77.0%	68,262	52,574
Filipino	67.8%	14,045	9,516
Hispanic	66.9%	26,190	17,530
Native American	68.3%	993	678
White	75.4%	43,913	33,120
Other	70.3%	4,128	2,900
Unknown	71.1%	7,117	5,060

From Chancellor's Office Supplied File - Data above is 2002 – 2003

\*\*This is a duplicated head count of all successful course completions

B. Data Analysis:

Female students outperformed their male counterparts by 4.1%. With the exception of students of Asian descent (77.0%), all other ethnic groups had success rates far below that of Whites students (75.4%). Student support programs and services are greatly needed for students who are having academic difficulties. CCSF currently has such programs as the, African American Scholastic Programs, Asian Pacific American Student Success Program, Disabled Students Program and Services, Latino Service Network, Learning Assistance Center, Math Bridge Program, Puente Project, and the Writing Success Project.

**3. ESL and Basic Skills Completion The number of students who completed a final ESL or basic skills course and then complete a transfer-level course afterwards.**

**A. College Data:**

**Percentage of male and female students who successfully complete a basic skills course then go on to complete a transfer level course in that area.**

Gender	ESL/English Course	Math Course
Female	55%	45%
Male	57%	44%
Unknown	54%	80%

Basic Skills English/ESL Course completion of 82 or 92 occurred in 2001 academic year. Calculated on the basis of English 94 as transferable to San Francisco State University; Engl 92 and ESL 82 are the courses below Engl 94. Basic Skills Math course completion is Math E, EX, E1 in 2001 academic year.

**Percentage of students by ethnicity who successfully complete a basic skills course then go on to complete a transfer level course in that area.**

Ethnicity	ESL/English Course	Math Course
African American	53%	32%
Asian	55%	46%
Hispanic	62%	53%
Native American	100%	0%
Other	51%	36%
White	57%	42%

Basic Skills English/ESL Course completion of 82 or 92 occurred in 2001 academic year. Calculated on the basis of English 94 as transferable to San Francisco State University; Engl 92 and ESL 82 are the courses below Engl 94. Basic Skills Math course completion is Math E, EX, E1 in 2001 academic year.

**Percentage of students by age who successfully complete a basic skills course then go on to complete a transfer level course in that area.**

Age	ESL/English Course	Math Course
15 - 19 yrs. old	74%	66%
20 - 24 yrs. old	57%	46%
25 - 34 yrs. old	48%	40%
35 - 44 yrs. old	36%	32%
45 - 54 yrs. old	38%	24%
55 - 59 yrs. old	27%	0%

Basic Skills English/ESL Course completion of 82 or 92 occurred in 2001 academic year. Calculated on the basis of English 94 as transferable to San Francisco State University; Engl 92 and ESL 82 are the courses below Engl 94. Basic Skills Math course completion is Math E, EX, E1 in the 2001 academic year. Changed all cohort years to 2001. This raised the percentages.

**B. Data Analysis**

By gender, the percentages of male and female pre-collegiate students completing a transfer-level course were relatively close: 55% vs. 57% in ESL/English and 45% vs. 44% in math.

In regards to ethnicity, Hispanic students who had taken pre-collegiate ESL and English courses were most likely to succeed. African American and Asian American students passed 53% and 55% of the time respectively. In math, only 32% of African American students completed a transfer course.

**4. TRANSFER Defined as the number of students completing a minimum of 12 units and who attempted a transfer-level course in English or math and transfer to a baccalaureate institution within six years.**

**A. College Data:**

**Percentage of male and female students who complete a minimum of 12 units and attempt a transfer-level English or math class and transfer to a 4-year institution in up to six years.**

Gender	Transferred By 6 Years	Transferred After 6 Years	No Transfer Identified
Female	29.3%	10.1%	60.6%
Male	25.9%	8.7%	65.4%
Unknown	33.8%	2.9%	63.2%

From NSC Match. Leavers from 1997 - 2002.

**Percentage of students by ethnicity who completed at least 12 units and attempted a transfer-level English or math class and transferred to a 4-year institution within 6 years**

Ethnicity/Race	Transferred By 6 Years	Transferred After 6 Years	No Transfer Identified
African American	16.4%	9.9%	73.7%
Asian	32.4%	8.5%	59.1%
Hispanic	18.2%	11.2%	70.6%
Native American	17.1%	7.0%	75.9%
White	27.0%	9.6%	63.3%
Other	29.4%	10.6%	59.9%
Total	27.7%	9.4%	62.9%

From NSC Match. Leavers from 1997 - 2002.

**Percentage of students by age who completed least 12 units and attempted a transfer-level English or math class and transferred to a 4-year institution within 6 years.**

Age	Transferred By 6 Years	Transferred After 6 Years	No Transfer Identified
15 - 19 yrs. old	28.5%	9.7%	61.8%
20 - 24 yrs. old	30.1%	9.2%	60.7%
25 - 34 yrs. old	24.8%	8.9%	66.2%
35 - 44 yrs. old	17.9%	8.7%	73.5%
45 - 54 yrs. old	17.7%	7.1%	75.2%
55 - 59 yrs. old	5.9%	5.9%	88.2%

Age in First Term at CCSF.

From NSC Match. Leavers from 1997 - 2002.

Changed Heading to reflect code filter that selected students

**B. Data Analysis**

The rates of transfer between male and female students have been similar with a difference of merely 4.8% after six years. According to the data, females tend to transfer soon but males catch-up six years later.

Transfer rates among African Americans (26.3%), Hispanics (28.4%) and Native Americans (24.1%) have been problematic and deserves attention. For Asian Americans and Whites, the rates were 40.9% and 36.6% respectively.

### **III. Student Equity Goals and Objectives Based on CCSF Strategic Plan 2003-2008 (SP)**

The Student Equity Plan of City College of San Francisco (CCSF) will include the five major areas as required by the Chancellor's Office of the California Community Colleges: access, course completion, ESL and Basic Skills completion, degree and certificated completion, and transfer. The equity plan is based on the CCSF Strategic Plan, 2003-2008, as indicated with an "SP" after the each specific goal and objective.

**A. Access: To expand the College's outreach, recruitment, marketing, and promotional activities related to the College's programs, services, and resources. (SP 4.0) To increase the quality and accessibility of student development services to positively impact student outcomes related to student learning and retention. (SP 5.0)**

1. Expand the number of people served by the College within the City and County. (SP 4.1)
  - a. Provide innovative programs and services to reach people in new ways.
    - Provide sufficient course sections to meet student demands.
    - Use technology and distance education.
    - Partner with community-based organizations (e.g., Swords to Plowshares, Walden House, Goodwill, On-Lok, JVS, etc.).
    - Recruit under-employed and dislocated workers.
    - Develop bilingual marketing and outreach strategies.
  - b. Review curriculum, scheduling, and instructional delivery options for programs and courses to attract diverse and changing student populations.
  - c. Develop additional targeted marketing and outreach strategies including City of San Francisco departments and agencies and community-based organizations.
  - d. Analyze why some City residents attend community colleges outside the City and develop strategies to meet their needs through CCSF.
  - e. Increase full-time staff at Outreach and Recruitment Office.
2. Recruit and support non-credit students seeking transition to credit programs. (SP 4.2)
3. Expand efforts to reach current middle and high school students, high school dropouts, and high school graduates in collaboration with SFUSD and other Bay Area school districts. (SP 4.6)

- a. Expand programs to reach high school students bound for CCSF or C.S.U., U.C., and other four-year colleges and universities.
  - b. Develop a system with SFUSD to share academic records for educational planning purposes.
  - c. Explore coordination of academic calendars between CCSF and SFUSD.
  - d. Expand and improve outreach to students in middle and/or high school.
  - e. Explore offering more CCSF courses at high school sites.
  - f. Coordinate with SFUSD and community organizations to transition students with disabilities into CCSF.
  - g. Increase Outreach and Recruitment Office staff.
4. Expand alternative scheduling and flexible delivery of courses. (SP 4.7)
- a. Increase evening and weekend courses.
  - b. Increase summer offerings.
  - c. Increase continuing education offerings.
  - d. Increase short-term and modular course offerings.
  - e. Increase summer bridge courses for high school students needing academic enrichment activities.
  - f. Explore the use of alternative calendars.
5. Expand activities of the Office of Outreach and Recruitment. (SP 4.8)
- a. Explore expansion of the scope of the Outreach/Recruitment Office.
  - b. Increase student body participation in outreach and recruitment.
  - c. Expand outreach activities focused on Districtwide programs.
  - d. Explore ways that current students may promote the future enrollment of new students.
6. Expand and improve access to financial aid resources for all credit and noncredit students, including Pell grants, college work-study, childcare, books, computers and other tools useful in the educational process, and scholarships. Promote greater visibility of the office by publicizing the Office location, scholarship deadlines and need for faculty recommendation letters. (SP 5.1)
7. Strengthen the student orientation program. (SP 5.4)
- a. Offer credit and noncredit student orientations that inform current students about College programs.
    - Involve students in the delivery of orientation programs in multiple languages.
    - Provide student mentors.
    - Explore awarding credit for participation in orientation.

- Explore and develop online and video approaches to providing orientation services.
    - Provide orientations and classroom visits regarding DSPS services.
    - Provide study buddies
  - b. Develop additional student information for student orientation initiatives, student clubs and student access to textbooks.
  - c. Improve user friendliness of the schedule.
- 8. Assure the delivery of a full range of student support and counseling services at all campuses. (SP 5.8)
  - a. Promote communication and knowledge about student development services among college faculty and staff.
  - b. Include student development services in the orientation of new faculty.
  - c. Provide college success courses and workshops to assist students in identifying educational majors and career goals.
  - d. Strengthen relationships at the campuses by cross training student services faculty and staff to provide services for both credit and non-credit students.
  - e. Expand essential services to students beyond the College's normal operating hours.
    - Address needs of evening and weekend students.
    - Expand Library/Learning Resource Center and the Learning Assistance Center hours.
    - Expand Student Union hours.
    - Address student access to health services outside the Ocean campus.
    - Provide greater in-house job training and academic information at all campus sites.
  - e. Increase counseling support and DSPS staff.
- 9. Ensure that the College's workforce reflects the diverse communities we serve. (SP 8.1)
  - a. Continue and expand efforts to recruit and hire a diverse faculty.
  - b. Pursue development strategies to cultivate and support a future corps of faculty for CCSF.
  - c. Evaluate the progress and success of the College's recruitment and hiring efforts and processes.
- 10. Continue to develop initiatives that promote social and racial trust among all College constituencies. (SP 8.3)

11. Improve and increase accurate and consistent communications among employees, students, and the larger community about College programs and activities. (SP 8.7)
  - a. Use technology for improved communication.
  - b. Use traditional means to improve communication.
  - c. Provide periodic progress reports to residents of San Francisco.
  - d. Continue to share research on student success.
  - e. Improve the effectiveness of the participatory governance and consultation process to better enable various constituent groups to participate in the development and implementation of College initiatives.

**B. Course Completion: To continue to emphasize the strengthening and improvement of academic courses, instruction, alternative systems of delivery, and success in achieving student learning outcomes. (SP 2.0)**

1. Provide a comprehensive student success curriculum. (SP 1.5)
  - a. Increase access to college success courses that teach study skills and other necessary skills.
  - b. Expand initiatives through which student organizations address retention issues.
2. Continue to diversify the curriculum across the College. (SP 2.2)
  - a. Include multicultural teaching strategies and materials in all courses throughout the District.
  - b. Strive to make multicultural perspectives and civic engagement the norm for all disciplines, as appropriate.
  - c. Provide faculty and staff training and professional development opportunities in multicultural perspectives.
  - d. Provide instruction that accommodates a diversity of student learning styles.
  - e. Assess the College curriculum in terms of multicultural perspectives, currency and inclusiveness as criteria for excellence.
3. Promote instructional methods and deliveries that optimize student success, including such programs as distance/on-line learning, interdisciplinary and competency-based programs, collaborative and project based learning, learning communities, integrated learning and cross-disciplinary initiatives, as well as successful traditional methodologies. (SP 2.3)
4. Expand out-of-classroom learning activities to provide a range of opportunities, including service learning, internships, tutoring, mentoring, and cultural and recreational activities at all campuses. (SP 2.4)

5. Expand the identification by faculty of learning outcomes and assessment of student learning at the course, program, and College levels. (SP 2.7)
  - a. Review and refine, where needed, existing policies and procedures that faculty use to identify desired learning outcomes by course and program.
  - b. Review and refine, where needed, existing policies and procedures that faculty use to assess the extent of student learning in courses and programs, including the development of appropriate assessment instruments.
  - c. Review and refine, where needed, existing policies and/or procedures that faculty use to evaluate the effectiveness of various teaching and delivery modalities and strategies, analyze the assessment results, and modify those strategies where appropriate.
  - d. Develop survey instruments to assess employer, student, and alumni satisfaction with college instructional, transfer, and training programs.
  - e. Review and refine, where needed, existing policies and procedures of the College's program review system to ensure the effectiveness in improving instructional and student development/student services programs.
6. Expand staff development opportunities for faculty in the development and implementation of learning assessment initiatives. (SP 2.8)
7. Strengthen and expand educational technology programs. (SP 7.1)
  - a. Support the institutionalization of on-line learning classes, as appropriate, based upon evaluation of course effectiveness.
  - b. Explore and evaluate the use of interactive television (IPTV) to deliver educational programming to students at various campuses.
  - c. Provide faculty with access to the appropriate training and equipment to improve the use of technology for instruction in traditional classroom settings, technology-enhanced instruction, and distance education.
  - d. Evaluate the effectiveness of these instructional technologies in contributing to student progress and success within the College.
  - e. Support distance learning access to disenfranchised, 18-24 year-old incarcerated youth.
  - f. Improve the programming on the College's education access television station, through collaboration with SFUSD and other agencies.
  - g. Expand capacity of student support services with computerized assessment centers, electronic educational planning, transcript services, and certificate/degree/transfer audit programs.
  - h. Explore a one-stop portal for students and College employees.

- i. Continue to improve the quality of computer labs and expand access for all students.
  - j. Provide staff development and training opportunities for all CCSF employees in the use of technology and in applications of technology to enhance teaching and learning.
  - k. Use technology-mediated instruction to reach students, including home-bound adults, working adults, and students needing GED preparation in English, and other languages as available.
8. Promote professional development and ensure that it is available to all CCSF employees. (SP 8.2)
- a. Continue professional development for faculty, staff, and administrators on critical topics including technology, global education, subject-specific areas, diversity training, access for disabled persons, leadership development, instructional methods, and conflict resolution.
  - b. Conduct periodic assessments of the needs for professional development including input from all key College constituencies.

**C. ESL and Basic Skills Completion: To ensure student access, progress and success through an effective and expanded approach to improving basic skills, remediation, and transitional studies including instruction, academic and student support services, and other services as necessary. (SP 1.0)**

- 1. Expand and improve programs and activities that focus on basic skills. (SP 1.1)
  - a. Examine effective retention practices, strategies, and models such as those that increase the intensity of coursework and that accelerate the work in basic skills.
- 2. Increase success rates for students with basic skills needs. (SP 1.2)
  - a. Analyze English and math sequences to ascertain where student success can be increased.
  - b. Continue to expand the use of alternative methods of instruction and academic support.
- 3. Expand access for students needing basic skills courses. (SP 1.3)
  - a. Ensure that part-time students receive the same opportunities as full-time students.
    - i. Determine and advocate for funding at the state level.
- 4. Provide a comprehensive student success curriculum. (SP 1.5)
  - a. Increase access to college success courses and workshops that teach study skills and other necessary skills for student success.
  - b. Establish linkages between college success courses and content courses.
  - c. Strengthen linkages between non-credit and credit programs.

- d. Expand initiatives through which student organizations address retention issues.
5. Expand the College's organizational capacity to address the needs of basic skills students. (SP 1.7)
6. Use skills-across-the-curriculum to enhance study skills and reinforce learning in the essential subject areas of reading, writing, and math. (SP 2.5)
  - a. Continue to promote and expand student success skills, including communication skills (speaking and listening), study skills, information competency skills and time management.
7. Integrate basic skills, ESL, and other appropriate academic instruction with workforce education programs. (SP 3.2)
8. Provide high school and GED classes and credit learning strategies class to students with disabilities.

**D. Degree and Certificate Completion: To continue to emphasize the strengthening and improvement of academic programs. (SP 2.0) To increase the quality and accessibility of student development services to positively impact student outcomes related to graduation and job placement. (SP 5.0)**

1. Address and resolve graduation requirement issues. (SP 2.1)
2. Expand College retention programs for underserved and underrepresented students of color. (SP 5.5)
  - a. Expand activities of the Latino Services Network.
  - b. Expand African American Scholastic Programs.
  - c. Continue to support the Asian Pacific American Student Success Program.
  - d. Assess needs and feasibility of establishing retention programs for other underserved populations (e.g., Filipino and Native American students)
3. Provide comprehensive college success courses and workshops.
4. Promote lifelong learning development, including skill upgrades and career ladders guidance. (SP 5.6)
  - a. Provide examples of career pathways that students can pursue (workforce, associate degree, transfer) with assistance from counseling services.

**E. Transfer: To ensure student transfer readiness through an effective and expanded approach to improving basic skills, remediation, and transitional studies. (SP 1.0) To increase the quality and accessibility of student development services to positively impact student outcomes. (SP 5.0)**

1. Expand and improve linkages from basic skills through transfer courses in the college curriculum. (SP 1.6)

2. Expand the success of the College transfer function. (SP 5.3)
  - a. Identify and assist transfer-ready students to transfer to baccalaureate institutions.
  - b. Provide additional support for students in meeting transfer goal, targeting underrepresented students.
  - c. Coordinate transfer activities with the Transfer Counseling Department and the application of the Transfer Enhancement Plan.
  - d. Identify and collaborate with institutions that successfully work with community college transfer students.
3. Promote career success courses that also transfer and meet graduation requirements.