Student Equity Strategies Committee
adopted by the Academic Senate Executive Council January 23, 2013
amended by the Academic Senate Executive Council May 15, 2013

I. Name: Student Equity Strategies Committee

II. Type of Committee: Advisory

III. Membership: 24 members: 8 Faculty, 8 Students, 4 Administrators, 4 Classified staff

IV. Committee Chair(s) elected annually in: September

V. Meeting day and time: Thursday afternoon. 2:00-4:00 pm

VI. Meeting frequency: Once a month

VII. Website address: To be determined

VIII. Support for student learning: The Student Equity Strategies Committee identifies and fosters effective strategies to narrow achievement gaps among students

IX. Description of purpose and goals: The Student Equity Strategies Committee

- Investigates barriers to success for under-represented students at CCSF
- Identifies needed support to increase persistence semester to semester, and the attainment of basic skills mastery, certificates, degrees, and transfer requirements
- Advises the Academic Senate on effective strategies for achieving student equity
- Fosters college-wide dialog on the achievement gap and progress of under-represented students
- Promotes information sharing among other colleges, schools and universities
- Updates/revises the CCSF Student Equity Plan as needed
- Consults and collaborates with the basic skills departments (Math, English, ESL), Transitional Studies Department, Student Services offices (e.g. Matriculation, Counseling), Diversity Committee, Basic Skills Committee, Non-Credit Issues Committee, and other groups as appropriate.
- Consults and collaborates with the Office of Research and Planning to analyze student success data by multiple outcomes, disaggregated by multiple demographic variables; and to evaluate effectiveness of various implemented strategies to increase equity of outcomes.

X. Academic and professional matters as adumbrated in CCSF Board Policy 2.08 and Title 5 CCR § 53200 (c)

1. curriculum, including establishing prerequisites and placing courses within disciplines;
2. educational program development;
3. standards or policies regarding student preparation and success;
4. policies for faculty professional development activities;

XI. ACCJC Accreditation Standards to which committee contributes:

I.A.1. The institution establishes student learning programs and services aligned with its purposes, its character, and its student populations.
I.B.1. The institution maintains an ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning institutional processes.
I.B.3. The institution assesses progress toward achieving its stated goals and makes decisions regarding the improvement of institutional effectiveness in an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. Evaluation is based on analyses of both quantitative and qualitative data.
II.A.1.a. The institution identifies and seeks to meet the varied educational needs of its students through programs consistent with their educational preparation and the diversity, demographics, and economy
of its communities. The institution relies upon research and analysis to identify student learning needs and to assess progress toward achieving stated learning outcomes.

II.A.2.d. The institution uses delivery modes and teaching methodologies that reflect the diverse needs and learning styles of its students.

II.A.3.c. A recognition of what it means to be an ethical human being and effective citizen: qualities include an appreciation of ethical principles; civility and interpersonal skills; respect for cultural diversity; historical and aesthetic sensitivity; and the willingness to assume civic, political, and social responsibilities locally, nationally, and globally.

II.B.3.b. The institution provides an environment that encourages personal and civic responsibility, as well as intellectual, aesthetic, and personal development for all of its students.

II.B.3.d. The institution designs and maintains appropriate programs, practices, and services that support and enhance student understanding and appreciation of diversity.

I.B.3.e. The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.

III.A.4. The institution demonstrates through policies and practices an appropriate understanding of and concern for issues of equity and diversity.

III.A.4.a. The institution creates and maintains appropriate programs, practices, and services that support its diverse personnel.

III.A.5. The institution provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on identified teaching and learning needs.

IV.A.1. Institutional leaders create an environment for empowerment, innovation, and institutional excellence. They encourage staff, faculty, administrators, and students, no matter what their official titles, to take initiative in improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective discussion, planning, and implementation.