

# Equity Report

CITY COLLEGE OF SAN FRANCISCO  
DECEMBER 2015

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SIGNATURE PAGE

District: City College of San Francisco Board of Trustees Approval Date: 12/10/15

I certify that this plan was reviewed and approved by the district board of trustees on the date shown above. I also certify that student equity categorical funding allocated to my college or district will be expended in accordance the student equity expenditure guidelines published by the California Community College Chancellor's Office (CCCCO).

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Susan E. Lamb slamb@ccsf.edu  
Chancellor

I certify that student equity categorical funding allocated to my college will be expended in accordance the student equity expenditure guidelines published by the CCCCCO.

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Dr. Mark Zacovic, mzacovic@ccsf.edu  
Interim Vice Chancellor, Finance & Administration

I certify that was involved in the development of the plan and support the research goals, activities, budget and evaluation it contains.

---

Samuel Santos ssantos@ccsf.edu  
Interim Vice Chancellor of Student Development

I certify that was involved in the development of the plan and support the research goals, activities, budget and evaluation it contains.

---

Anna Davies adavies@ccsf.edu  
Vice Chancellor of Academic Affairs

I certify that Academic Senate representatives were involved in the development of the plan and the Senate supports the research goals, activities, budget and evaluation it contains.

---

Lillian Marrujo-Duck

lduck@ccsf.edu

Academic Senate President

---

I certify that Classified Senate representatives were involved in the development of the plan and the Senate supports the research goals, activities, budget and evaluation it contains.

---

Jill Kersey

jkersey@ccsf.edu

Classified Senate President

I certify that Associated Student Body representatives were involved in the development of the plan and supports the research goals, activities, budget and evaluation it contains.

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Bouchra Simmons

Email

Student Trustee

---

Tracy Burt

tburt@ccsf.edu

415-452-7171

Instructional Equity Coordinator

## EXECUTIVE SUMMARY

### EQUITY AT CITY COLLEGE OF SAN FRANCISCO

As a large urban community college district, City College of San Francisco has always had a focus on equity while simultaneously struggling with effective ways to close the institution's existing achievement gaps. The mission of the college states, "City College of San Francisco provides educational programs and services that promote successful learning and student achievement to meet the needs of our diverse community." The Board's third priority for 2015-2016 is: Improve student success, especially in closing the achievement gap.

The college values diversity and makes every effort to reach out and support the community of San Francisco. This close examination of our current achievement gaps and existing programs and services is extremely important to the evolution of the college.

CCSF's Educational Master Plan (EMP) envisions our future through the year 2020 and identifies advancing student achievement as the first of three goals for CCSF. More specifically, the plan identifies closing equity gaps by:

- Making regular and widespread use of both qualitative and quantitative research to measure student progress for underrepresented student groups and special populations.
- Examining student achievement by locations and programs including transfer, CTE, degree and course completion, and basic skills.
- The development and implementation of the Education Master Plan takes into account internal trends as well as information about the external environment including San Francisco and the Bay Area.

The San Francisco Bay Area has one of the most diverse populations in the country and San Francisco has a reputation for recognizing and celebrating that diversity. CCSF is a part of that reputation. CCSF established the first LGBT Studies department in the country and was among the first to have African-American Studies, Latin American and Latino/a Studies, Asian American Studies, Philippine Studies and other departments and degrees based on ethnic and cultural identities. In addition, CCSF has long recognized that unique student populations -- including formerly incarcerated, foster youth, veterans, homeless youth, and first-generation college students -- have unique needs and has created programs and resource centers to address those needs. This plan builds on the District's long history of equity work. Given the history and size of the institution, this plan represents only a portion of the District's work on equity, and encourages the development of new data-informed activities addressing the defined indicators, including intervention strategies, redesign, and creativity, through the District's Program Review process.

In this plan we leverage our history and knowledge, bringing it to scale to achieve equity for all students. City College has many programs designed to address equity, ranging from retention programs to tutoring programs to an equity-oriented professional development program. (See Attachment A for a list of institutional resources). Staff, faculty, students, and administrators in these programs work to ensure equitable access and success for all students. The college also offers many student clubs, student resource centers, student councils and student activities on Ocean campus and at many centers.

## INSTITUTIONAL BARRIERS IDENTIFIED

The most prominent barrier that was discovered through the inquiry and investigations conducted in preparation to write this report, and also documented in several other recent reports produced by the college is the need to increase internal coordination efforts related to equity. CCSF offers many student support services and programs and increased coordination can improve their overall effectiveness.

## TARGET POPULATIONS

In this plan, the Percentage Point Gap Method was used to identify any disproportionate gaps between specific groups and the average in each indicator area. Our analysis of the data revealed that a number of groups experience disproportionate impact across various indicators. First, across one or more indicators the following underrepresented populations are identified -- African American, Latino/a, Pacific Islander, American Indian/Alaskan Native, Filipino, students with disabilities and two or more races. For the purpose of being as inclusive as possible of disproportionately impacted student populations, we are using the term underrepresented minority. Underrepresented minority students (URM) is federally defined to include anyone of African American, American Indian/Alaskan Native, Pacific Islander, and/or Latino origin. It is important to note that although American Indian and Pacific Islander students surface as disproportionately impacted across a number of indicators, in the 2014-15 academic year there were small numbers of both groups: overall enrollments included .25% American Indian students and .69% Pacific Islander students. Because CCSF is a large diverse urban college, we are using URM, Veterans, students in DSPS, and foster youth as our target populations across the indicators.

Included in the analysis of disproportionately impacted students are the following populations: veterans, students with disabilities, and first generation college students. Additionally, students with disabilities showed up in many more indicators as disproportionately impacted when compared to last year's plan. Thus a core goal this year is to integrate DSPS students into the other activities of the plan. Finally, given the diversity of the student population at CCSF, future directions and activities included continued research and inquiry on the identified populations of foster youth, veteran, students with disabilities, and the additions of LGB (lesbian gay bisexual), transgender, generation 1.5, Arab, and undocumented students as it is currently difficult to gather quantitative data about these populations. The table below summarizes percentage point gap by indicator, specific goal for each indicator, and a summary of activities to address the goal.

## PLAN SUMMARY: FOCUS & REVISE

The 2015-2016 revised plan includes the following major revisions:

1. First, while there are activities that address all indicators, the revised plan includes a major commitment to basic skills completion. The activities address barriers, placement, and completion challenges for target populations in basic skills -- Math, English, and ESL. While these activities are placed with the basic skills completion indicator, they also address the access indicator.
2. Second, the revised plan incorporates a more coordinated effort with the division of student development in addressing the indicators of degree/certificate completion and transfer for target populations.

3. Third, the 2015-2016 revised plan builds on the work students have contributed by continuing the student peer mentor/peer tutoring projects, and incorporating a specific and deliberate section on Student Initiated Projects, explained in Section F and Attachment B.
4. Finally, the revised plan provides specific direct resources and direct support to existing Counseling retention centers, Associated Students Resource Centers, and other Student Support Services and Programs. These direct services include: textbooks, transportation, childcare, and learning assistance resources.

Additionally, the revised plan continues with a number of the 2014 goals, identified by indicator below. One major continued focus will be on building the infrastructure and support across the District to make student equity a key priority. To reach our goals, the Office of Student Equity and Success will serve as a hub for the coordination of equity work on campus, including coordination of programs and supporting departments, centers and programs in integrating an equity analysis and action plan into their work.

CCSF has embarked on two major new initiatives since the finalization of the last equity plan. The first is the result of receiving a \$3 million Innovation in Higher Education Award for the Bridge to Success Program. The Bridge To Success effort seeks to double the number of SFUSD students – particularly African Americans and Latinos – that receive a 4-year college credential. The initiative is coordinated by a taskforce with membership from CCSF, SFUSD, SFSU and CBOs. The taskforce has created five workgroups to generate specific plans addressing the next steps: 1) placement and assessment, 2) curriculum design, 3) college outreach, 4) post-secondary support services, and 5) data sharing /cross-institutional research needs.

The goal of the workgroups is to generate comprehensive solutions, including identifying policies and practices that need to be changed at both the school district and City College. Through identifying specific policies and practices to target, it is the objective of each workgroup to develop a strategic plan that links their specific actions to the overall target goal of the Bridge to Success award received by the Department of Finance.

## RESOURCES BUDGETED

Resources for these activities come from a number of different sources, including Equity, Basic Skills, District and SSSP funds (see the Budget section for a more comprehensive list of funding sources). The college has developed and is refining a process to distribute equity funds based on criteria established by the state and the priorities identified for target groups in this report.

Table 1 summarizes the disproportionately impacted groups by indicator, goal established for each indicator, and a summary of activities to address each goal.

**Table 1 Summary of Disproportionately Impacted Groups, Goals, and Activities, by Indicator**

\*Underrepresented minority students (URM) is federally defined to include anyone of African American, American Indian/Alaskan Native, Pacific Islander, and/or Latino origin. For additional details on specific ethnic groups, please refer to the Campus-Based Research section under each indicator.

<b>Student Equity- Disproportionate Impacts</b>				
<b>Indicator</b>	<b>Percentage Point Gap</b>	<b>Goals Established</b>	<b>Activities At A Glance</b>	
<b>Access</b>	White (.06) DSPS (.04) Veterans (.04) Two or more races (.03)	3% in the next 3 years	1. Focus Groups 2. Summer Bridge Program	
<b>Course Completion</b>	Foster Youth (.15) Underrepresented minority* DSPS(0.05)	3% in the next 3 years	1. Direct Support Services – Transportation, Textbooks, and Childcare 2. Learning Assistance Center & Supplemental Instruction 3. Student Mentoring Program	
<b>ESL and Basic Skills Course Completion</b>	<b>ESL</b>	Underrepresented minority* DSPS(0.09) Two or more Races(0.06)	3% in the next 3 years	1. ESL Academic Preparation Program 2. Noncredit Equity Survey 3. ESL & Transitional Studies Pathway 4. Steps to Credit Program 5. I-BEST instructors 6. Mission Campus ESL Coordinator
	<b>ENGL Basic Skills</b>	Underrepresented minority* Two or more Races(0.09) Foster Youth(0.07) DSPS(0.07)	3% in the next 3 years	1. English Sequence Redesign and Acceleration
	<b>ENGL Transfer Level</b>	Foster Youth(0.17) Underrepresented minority* DSPS(0.06)	3% in the next 3 years	
	<b>MATH Basic Skills</b>	Underrepresented minority* Foster Youth(0.16) DSPS(0.13)	3% in the next 3 years	1. Developmental Mathematics 2. Community of Practice Accelerated Math Gateway
	<b>MATH Transfer level</b>	Underrepresented minority* Two or more Races(0.09) DSPS(0.06) Filipino(0.06) Veterans(0.06)	3% in the next 3 years	
<b>Degrees and Certificates</b>	Underrepresented minority* First Generation(0.12) White(0.03)	3% in the next 3 years	1. Completion Coordination 2. Outreach and Resource Fair 3. Certificate Completion Programs	
<b>Transfers</b>	Underrepresented minority* Filipino(0.23) White(0.06)	3% in the next 4-6 years	1. Completion Coordination 2. College Tours 3. College Fairs & Workshops	
<b>Activities Across All Indicators</b>			1. Office of Student Success & Equity 2. Professional Development 3. Student Initiated Projects 4. Pilot Pathways	

## PLANNING COMMITTEE AND COLLABORATION

### PLAN REVISION:

In Fall 2015, an Equity Taskforce was formed to revise the Student Equity Plan from January 1st, 2015. Their charge was to respond to the state feedback to set numerical goals for each indicator and to illustrate and improve how existing activities in the plan could be targeted towards the target populations. The Taskforce met six times for a total of 22 hours to streamline existing activities, identify strategies for reaching target groups and to set numerical percentage goals for improvement in each indicator.

### BACKGROUND: JANUARY 1, 2015 STUDENT EQUITY PLAN

Summer-Fall 2014: In July 2014, two faculty members and one administrator were assigned as co-writers of the Equity Report. In July, they conducted research about the report, gathered resources, made them publicly available on a CCSF Google site, and planned out a process to engage diverse college constituencies in drafting and giving feedback on the report. On August 14th, 2014, Independent Flex Day, the research office offered a session describing initial research on each of the five indicators.

In August 2014, three workgroups formed to analyze the data for each indicator, set goals and develop a set of activities to address those goals. The three groups were Access, Course Completion/Basic Skills Completion and Transfer/Degree & Certificate Completion. Each group has had representation from faculty (both instructional and student services), administration and students, though not all had classified staff. We used the biweekly Student Equity Report Ad-Hoc Workgroup meetings as a central meeting place to share updates on the process and solicit feedback, and made regular presentations at the Academic Senate Executive Council meetings.

In addition, student and staff leaders at different centers were consulted and presentations were made to various committees at the college, including the Participatory Governance Council (PGC), Associated Students (both Executive Council and Ocean Campus (2x)), the Planning Committee, the Inter Club Council (ICC) at Ocean campus (2x), Academic Senate Executive Council meetings (8x), Classified Senate and the Board. Coordinators conducted extensive outreach to all constituency groups, having over 70 individual conversations, and reaching out to individuals and groups, attempting to ensure diverse representation of student services and instructional faculty as well as administrators, students and staff. Volunteers coordinated each group and co-writers worked closely with these volunteers each week as they brought their groups together.

Six community forums were held to elicit feedback on the plan on Saturday, September 20th, 2014 at an all-day Equity Institute. Over 50 faculty, staff, administrators and students came together for a keynote session, interactive equity report activity and daylong workshop sessions on microaggressions and lessons from acceleration and pathways programs at CCSF. Five additional forums were held at the Ocean campus, Downtown campus, and Mission Campus for the college community to provide feedback. The draft of the equity report was also publicly available via Google documents so that community members could give feedback, ask questions and make suggestions via internet survey. Co-writers considered this feedback, and the feedback shared by constituent group leaders, on a regular basis and made changes and adjustments to the report.

## SPRING-FALL 2015 EQUITY PROFESSIONAL DEVELOPMENT

Equity-oriented professional development events continued in Spring 2015 and included:

- Campuswide Equity-Focused Flex Day
- Three pathways Summits, each engaging over 70 CCSF constituents, SFUSD counselors and/or CBO representatives working with high school students
- Two Day Summer Equity Institute, engaging over 50 college constituents
- Disaggregation of Data Dialogue Session
- Equity-themed SLO Flex Day focusing on building capacity to disaggregate SLO data across the campus.
- Ongoing group training and individual coaching sessions to learn how to analyze data and evaluate activities coordinated by the campus SLO committee and Office of Research and Planning.

## 2014-2015 PROGRAM REVIEW COORDINATION

The annual Program Review process integrated new and ongoing requests for equity funding from across the college. Ongoing requests are required to identify resulting impact on target groups, and these results will be used as part of the ongoing prioritization of equity-funded projects. Regular meetings between the Equity Coordinator and the Basic Skills Coordinator have also identified areas of overlap, funneling each proposal to the most appropriate funding source and beginning to coordinate planning and assessment processes.

In Spring 2015, requests for equity funding were prioritized by the Student Equity Strategies Committee, a standing committee of the Academic Senate, comprised of 8 faculty, 4 classified staff, 4 administrators and 8 students. This committee meets bi-weekly and has developed a funding rubric (See Attachment D) and prioritization process for equity proposals received from Program Review. As recommendations are available they are forwarded to the Academic Senate Executive Council for feedback/recommendation and then to the Vice Chancellor of Student Development for implementation. Ongoing proposals will be funded and prioritized based on impact on target populations revealed through data analysis.

The Student Equity Strategies Committee used a shared rubric to assess proposed projects based on: Scalability, focus on target populations, impact (number of students reached), direct impact on students' lives (direct support or services for students), effectiveness of evaluation plan, alignment to the goals of the Student Equity Plan, activity included in Student Equity Plan, coordination with other college plans and processes.

An improved rubric is being employed for the upcoming year that includes the following criteria:

1. Data is provided that clearly demonstrates that the proposal is aimed at serving identified focus groups.
2. Data is provided that clearly demonstrates the need for the project.
3. Outcomes of the proposal are clearly identified and measurable.
4. Evaluation/assessment plans are valid and appropriately measure the goals of the proposal.
5. A clear and reasonable scalability plan is proposed.
6. Implementing this proposal will increase the professional capacity of personnel involved.

In addition, the new assessment of proposals will focus on efficiently using resources to restructure existing methods delivery of services and instruction.

The major initiatives pursued by the committee over the past year include: Peer tutors embedded in specific academic departments, peer mentoring and bookloan resources targeted to retention centers and other programs focused on our target populations, assessment of successful pathway programs (Metro, WSP, Bridge to Bioscience), targeted and embedded professional tutoring, additional peer mentoring programs, expanding institutional research capacity, and professional development both on- and off-campus.

The Learning Communities and Career Pathways Committee, another committee of the Academic Senate, also planned professional development events and developed a rubric for assessing Pathways proposals. Five Pilot Pathways and expansions of two existing successful pathways were recommended for development/ implementation support in Fall 2015-Spring 2016.

#### FANFIVE COORDINATION AND PLANNING GROUP

The FanFive Coordination and Planning Group began meeting monthly in January 2015 in order to increase communication, identify relationships between various programs and funding sources and increase coordination efforts. Fan Five includes the following representatives: Vice Chancellor of Student Development (Representing EOPS and Special Services, CalWORKS, DSPS), Vice Chancellor of Academic Affairs, Dean of Institutional Effectiveness, Academic Senate President, Dean of Counseling (SSSP), Faculty Instructional Equity Coordinator, Faculty Basic Skills Coordinator, Faculty AB86 Coordinator, Faculty Perkins Coordinator, CCPT (California Career Pathways Trust) lead.

Ongoing equity planning meetings and/or proposals have also included the following programs: Veteran's Resource Center, Puente Program, MESA Center, and Financial Aid. As the Guardian Scholars Program has not had a coordinator, it has been challenging to integrate them into the planning process. The college has made a commitment to continue increase coordination across programs, identifying connections between SSSP, Equity and Basic Skills programs and improving communication and coordination among programs.

## STUDENT EQUITY STRATEGIES COMMITTEE MEMBERSHIP LIST

**Table 2. Committee Membership**

<b>Member Name</b>	<b>Title</b>	<b>Organization(s), program(s) or role(s) represented</b>
Elaine Avrus	Instructional Faculty/Department Chair	Learning Assistance Center
Krizia Aldana	Student	VIDA
Andre Barnes	Administrator	Chief of Police
Teresa Linda Basnage	Instructional Faculty	English Department
Susan Boeckman	Classified Staff	Video Production, BEMA Department
Lizzie Brock	Instructional Faculty	English Department, Basic Skills Committee
Tracy Burt, Chair	Instructional Equity Coordinator	Office of Student Equity. Child Development/CTE
Torrance Bynum	Dean	Evans/Southeast Center
Neela Chatterjee	Instructional Faculty	ESL Department, IDST Department, Project Shine
Petrina Chi	Counseling Faculty	Athletics Department, Continuing Students Counseling Department
Hal Huntsman	Instructional Faculty	Math Department, Math Acceleration Project
Charles Hutchins	Classified Staff	Mathlab
Deirel Marquez	Student	SMAC (Students Making a Change)
Lulu Matute	Student	Technology Literacy Campaign, SMAC (Students Making a Change)
Teresa Melendrez	Classified Staff	EOPS
Adriana Rivera	Classified Staff	Admissions & Records
Margaret Sanchez	Associate Dean	Matriculation
<b>Resource People</b>		
Laura Lara-Brady	Equity Researcher	Office of Research and Planning
Michelle Simotas	Instructional Faculty	CCPT Grant Coordinator

**Table 3. Equity Taskforce Membership List**

<b>Member name</b>	<b>Title</b>	<b>Organization(s), program(s) or role(s) represented</b>
Tracy Burt*	Instructional Faculty; Equity Coordinator	Office of Student Equity. Child Development/CTE
Neela Chatterjee	Instructional Faculty	ESL Department, IDST Department, Project Shine
Petrina Chi	Counseling Faculty	Athletics Department, Continuing Students Counseling Department
Lilian Marrujo-Duck*	Academic Senate President	Academic Senate Executive Council, History Department
Hal Huntsman	Instructional Faculty; Pathways Coordinator	Math Department, Math Acceleration Project
Tore Langmo	Instructional Faculty	English Department
Laura Lara-Brady*	Equity Researcher	Office of Research and Planning
Lauren Muller	Instructional Faculty, Department Chair	IDST Department
Margaret Sanchez*	Association Dean	Matriculation
Samuel Santos	Interim Vice Chancellor of Student Development	Student Services
Bouchra Simmons	Student Trustee	Associated Students
Brenna Stroud	Vice President, Associated Students Council, Evans Center	Evans Center Associated Students
Edgar Torres	Instructional Faculty, Department Chair	Latino/a Studies Department
Julissa Vinals	Counseling Faculty	Academic Counseling Department

\*Member of writing group

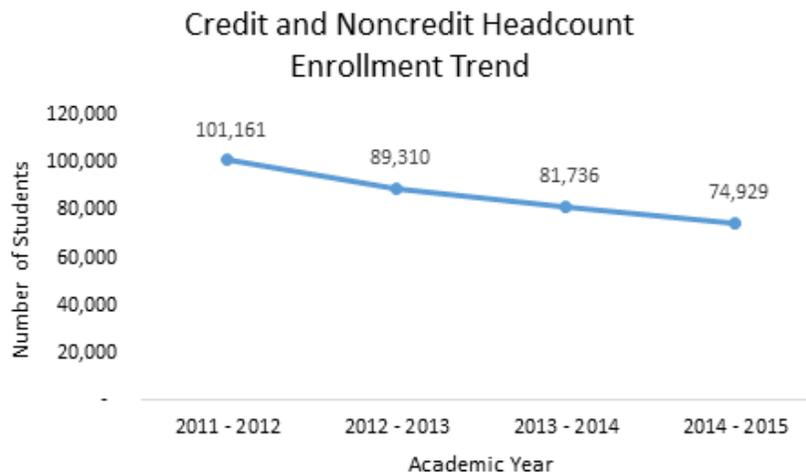
## A. ACCESS

### CAMPUS-BASED RESEARCH: ACCESS

#### OVERVIEW

The 2014 Educational Master Plan (EMP) provides a detailed analysis of the enrollment trends at CCSF. Enrollment has declined significantly over the past 5 years due to a number of factors including the accreditation crisis and the economy. Headcount data shows a decrease since the 2011-2012 academic year (Figure 1). The decrease began just before the College's accreditation issues and may reflect an improving economy in which employment becomes a more attractive option than college attendance. CCSF's trend is also partially attributable to severe budget cuts which contributed to statewide enrollment declines of more than 585,000 students during the same time period [1]. Limitations on repeating courses in PE, Music, Art and other courses may also have affected enrollment as well as limitation for students who have three unsuccessful enrollment attempts in a course. Concerns about accreditation also influence students as they decide whether or not to enroll.

**Figure 1. Institutional Headcount from 2011- 2015.**



Source: Institutional Headcount V 15.09.11, Argos Report, CCSF Office of Research and Planning.

#### INDICATOR DEFINITIONS AND DATA

Analysis of equity issues began with the exploration of how accessible CCSF is to members residing in the immediate service area. For this report, service area was defined as people residing in San Francisco County. To further examine the sharp decline in the institutional headcount across all target groups, the Percentage Point Gap was used as the key indicator to assess any disproportionate impact between the number of adults in San Francisco County and the number of students enrolled at CCSF during the 2014-2015 academic year. Results show that seven groups of students are enrolled at disproportionately lower rates than they appear in the larger population of San Francisco County: American Indian/Alaska Native, Filipinos, two or more races, Whites, males, students with disabilities, and veterans (see Table 4). However the groups with the largest gaps are Whites, American Indian/Alaska Native, students with disabilities, and veterans (results highlighted show the largest disproportionate gaps).

**Table 4. Access by Target Group- Credit and Noncredit Students**

	SF County Adult Population <sup>1</sup>		CCSF Headcount		Enrolled at CCSF	Percentage Point Difference	# of Students Lost
	2014		2014 - 2015				
	#	%	#	%	%		
Total	817,501	100%	74,929	100%	9.2%		
Ethnicity							
African American	47,992	5.9%	5,062	6.8%	10.5%	0.00	
American Indian/ Alaskan Native	3,430	0.4%	151	0.2%	4.4%	0.05	165
Asian	234,894	28.7%	26,161	34.9%	11.1%	0.00	
Filipino	37,705	4.6%	2,879	3.8%	7.6%	0.02	595
Latino	124,167	15.2%	19,298	25.8%	15.5%	0.00	
Pacific Islander	3,461	0.4%	362	0.5%	10.5%	0.00	
Two or more Races	34,663	4.2%	2,126	2.8%	6.1%	0.03	1067
Unknown	43,795	5.4%	5,125	6.8%	11.7%	0.00	
White	411,561	50.3%	13,699	18.3%	3.3%	0.06	24,216
Females	348,398	42.6%	41,680	55.6%	12.0%	0.00	
Males	359,566	44.0%	30,516	40.7%	8.5%	0.01	2,609
Unknown			2,633	3.5%			
Foster Youth <sup>2</sup>	**	0.1%	806	1.1%	**	0.00	
DSPS <sup>3</sup>	88,402	10.8%	4,560	6.1%	5.2%	0.04	3,584
Bog/Pell <sup>4</sup>	95,258	11.7%	23,539	31.4%	24.7%	0.00	
Veterans <sup>5</sup>	29,478	3.6%	1,391	1.9%	4.7%	0.04	1,325

Source: Institutional Headcount V 15.09.11, Argos Cube, CCSF Office of Research and Planning.

<sup>1</sup> U.S. Census Bureau, 2009-2013 5 year American Community Survey retrieved from <http://factfinder.census.gov/faces/tableservices/jsf/pages/productview.xhtml?src=bkmk>

<sup>2</sup> Webster, D., Armijo, M., Lee, S., Dawson, W., Magruder, J., Exel, M., Cuccaro-Alamin, S., Putnam-Hornstein, E., King, B., Sandoval, A., Yee, H., Mason, F., Benton, C., & Hoerl, C. (2015). CCWIP reports. Retrieved 10/26/2015, from University of California at Berkeley California Child Welfare Indicators Project website. URL [http://cssr.berkeley.edu/ucb\\_childwelfare](http://cssr.berkeley.edu/ucb_childwelfare)

<sup>3</sup> U.S. Census Bureau, 2014 1 year American Community Survey retrieved from <http://factfinder.census.gov/faces/tableservices/jsf/pages/productview.xhtml?src=bkmk>

<sup>4</sup> U.S. Census Bureau, 2009-2013 5 year American Community Survey retrieved from <http://factfinder.census.gov/faces/tableservices/jsf/pages/productview.xhtml?src=CF>

\*\* During the 2014 year there were 1,037 foster youth students in the San Francisco County<sup>3</sup>. However this number includes current children in the foster care system who are 0-20 years of age. It does not include the number of *former* foster youth.

Note: The number of CCSF students who were first generation college students was 10,605 during the 2014-2015 academic year. In SFUSD, eight out of ten students have parents without a college degree. [1]

*PLACEMENT LEVELS*

Once students enrolled at CCSF, we further explored their placement levels to understand where students began their trajectory in English and Math. In this section we explore the placement levels of graduating seniors coming from SFUSD, veterans, foster youth, and overall by ethnicity. The activities in the Basic Skills Section address the gaps revealed in this data.

*PLACEMENT OF SFUSD GRADUATES*

The following tables display a breakdown of English and Math placement by ethnicity for the incoming class of Fall 2013 graduates from SFUSD. As displayed, the majority of students place into basic skills English, with 74% and 13% in intermediate levels. However, as illustrated in Table 5 African American and Latino students place lower than the average class, disproportionately placing into basic skills English, with 89% of African American and 82% of Hispanic/Latino students.

**Table 5. CCSF English Placement of New SFUSD Graduates by Ethnicity –Fall 2013**

	Percent of Students			Number of Students		
	Basic Skills	Upper Pre-Collegiate	College Level	Basic Skills	Upper Pre-Collegiate	College Level
African American	89%	7%	4%	80	6	4
American Indian/ Alaskan Native	50%	50%	0%	1	1	0
Asian	68%	15%	16%	307	69	74
Filipino	67%	23%	10%	53	18	8
Latino	82%	10%	9%	273	32	29
Pacific Islander	92%	0%	8%	11	0	1
Unknown/No Response	100%	0%	0%	5	0	0
White	54%	23%	23%	21	9	9
<b>Total</b>	<b>74%</b>	<b>13%</b>	<b>12%</b>	<b>751</b>	<b>135</b>	<b>125</b>

Source: CCSF Computerized Assessment and Placement Programs Database (CAPP).

As for Math placement, the incoming class is better prepared with approximately a third of the incoming class placed into college level mathematics. Forty one percent of student placed into upper pre-collegiate, one level before college mathematics, while the other third placed into basic skills mathematics. The majority of under-represented students placed into basic skills mathematics, with 61 percent of African Americans and 50 percent of Hispanic/Latinos into basic skills math. Less than 10 percent placed into college level mathematics (refer to Table 6).

<sup>5</sup> U.S. Census Bureau, 2009-2013 5 year American Community Survey retrieved from [http://factfinder.census.gov/faces/nav/jsf/pages/community\\_facts.xhtml](http://factfinder.census.gov/faces/nav/jsf/pages/community_facts.xhtml)

Table 6: CCSF Mathematic Placement of New SFUSD Graduates by Ethnicity -Fall 2013

	Percent of Students			Number of Students		
	Basic Skills	Upper Pre-Collegiate	College Level	Basic Skills	Upper Pre-Collegiate	College Level
African American	61%	34%	5%	47	26	4
American Indian/ Alaskan Native	50%	50%	0%	1	1	0
Asian	15%	38%	47%	72	184	224
Filipino	25%	56%	19%	20	45	15
Latino	50%	41%	9%	163	135	29
Pacific Islander	55%	45%	0%	6	5	0
Unknown/No Response	40%	60%	0%	2	3	0
White	22%	44%	33%	8	16	12
Total	31%	41%	28%	319	415	284

Source: CCSF Computerized Assessment and Placement Programs Database (CAPP).

Table 7 displays the ESL placement of new incoming SFUSD graduates. Sixty three percent of students who took the exam placed into basic skills and thirty seven percent placed into upper pre-collegiate. Asian students have the highest placement levels in basic skills English.

Table 7: CCSF ESL Placement of New SFUSD Graduates by Ethnicity -Fall 2013

	Percent of Students		Number of Students	
	Basic Skills	Upper Pre-Collegiate	Basic Skills	Upper Pre-Collegiate
African American	50%	50%	1	1
Asian	65%	35%	79	43
Filipino	50%	50%	1	1
Latino	56%	44%	15	12
Unknown/No Response	100%	0%	1	0
Total	63%	37%	97	57

Source: CCSF Computerized Assessment and Placement Programs Database (CAPP).

#### PLACEMENT OF VETERANS

Tables 8 and 9 illustrate English, Math and ESL placement of veterans by ethnicity. Placement across all three English categories is spread out, with a third placing into basic skills, a third into upper pre-collegiate and a third into college level. As for mathematics, approximately 50 percent of veterans place into upper pre-collegiate math, while 21 percent place into basic skills and another 29 percent place into

college level. White veterans have the highest placement levels into college level English with 37 percent, while Asian veterans have the highest placement in college level mathematics at 48 percent.

**Table 8. CCSF English and Mathematic Placement of Veterans by Ethnicity -Fall 2013**

	Percent of Students			Number of Students		
	Basic Skills	Upper Pre-Collegiate	College Level	Basic Skills	Upper Pre-Collegiate	College Level
<b>English</b>						
African American	64%	27%	9%	70	29	10
American Indian/ Alaskan Native	38%	25%	38%	3	2	3
Asian	69%	25%	6%	61	22	5
Filipino	69%	17%	14%	50	12	10
Latino	56%	25%	19%	73	32	25
Pacific Islander	73%	9%	18%	8	1	2
Unknown/No Response	27%	36%	36%	3	4	4
White	31%	31%	37%	52	51	60
<b>Total</b>	<b>54%</b>	<b>26%</b>	<b>20%</b>	<b>320</b>	<b>153</b>	<b>119</b>
<b>Math</b>						
African American	33%	48%	19%	39	56	22
American Indian/ Alaskan Native	11%	89%	0%	1	8	0
Asian	8%	44%	48%	10	55	61
Filipino	22%	52%	26%	19	45	23
Latino	27%	53%	20%	43	84	32
Pacific Islander	23%	62%	15%	3	8	2
Unknown/No Response	27%	36%	36%	3	4	4
White	17%	50%	33%	34	104	68
<b>Total</b>	<b>21%</b>	<b>50%</b>	<b>29%</b>	<b>152</b>	<b>364</b>	<b>212</b>

Source: CCSF Computerized Assessment and Placement Programs Database (CAPP).

Table 9 displays ESL placement by veterans. The majority place into upper pre-collegiate level, at 62 percent, while 38 percent place into basic skills.

**Table 9. CCSF ESL Placement of Veterans by Ethnicity -Fall 2013**

	Percent of Students		Number of Students	
	Basic Skills	Upper Pre-Collegiate	Basic Skills	Upper Pre-Collegiate
African American	0%	100%	0	2
Asian	49%	51%	22	23
Filipino	31%	69%	4	9
Latino	25%	75%	3	9
Unknown/No Response	33%	67%	1	2
White	22%	78%	2	7
<b>Total</b>	<b>38%</b>	<b>62%</b>	<b>32</b>	<b>52</b>

Source: CCSF Computerized Assessment and Placement Programs Database (CAPP).

*PLACEMENT OF FOSTER YOUTH*

The following tables (Table 10 and 11) display English, Math and ESL placements for foster youth. The majority of foster youth place into remedial skills English, with 80 percent into basic skills English. As for mathematics placement, approximately 50 percent place into basic skills, 41 percent into upper pre-collegiate and another 10 percent into college level math.

**Table 10. CCSF English and Mathematic Placement of Foster Youth by Ethnicity -Fall 2013**

	Percent of Students			Number of Students		
	Basic Skills	Upper Pre-Collegiate	College Level	Basic Skills	Upper Pre-Collegiate	College Level
<b>English</b>						
African American	85%	11%	4%	92	12	4
American Indian/Alaskan Native	50%	50%	0%	2	2	0
Asian	64%	14%	21%	9	2	3
Filipino	83%	17%	0%	5	1	0
Latino	84%	14%	3%	62	10	2
Pacific Islander	100%	0%	0%	6	0	0
Unknown/No Response	100%	0%	0%	3	0	0
White	39%	33%	28%	7	6	5
<b>Total</b>	<b>80%</b>	<b>14%</b>	<b>6%</b>	<b>186</b>	<b>33</b>	<b>14</b>
<b>Math</b>						
African American	60%	24%	10%	71	26	11
American Indian/Alaskan Native	25%	75%	0%	1	3	0
Asian	21%	43%	36%	3	6	5
Filipino	29%	57%	14%	2	4	1
Latino	43%	51%	6%	35	42	5
Pacific Islander	33%	67%	0%	2	4	0
Unknown/No Response	33%	67%	0%	1	2	0
White	24%	62%	14%	5	13	3
<b>Total</b>	<b>49%</b>	<b>41%</b>	<b>10%</b>	<b>120</b>	<b>100</b>	<b>25</b>

Source: CCSF Computerized Assessment and Placement Programs Database (CAPP).

**Table 11. CCSF ESL Placement of Foster Youth by Ethnicity – Fall 2013**

	Percent of Students		Number of Students	
	Basic Skills	Upper Pre-Collegiate	Basic Skills	Upper Pre-Collegiate
African American	0%	100%	0	1
Asian	67%	33%	2	1
Filipino	100%	0%	1	0
Latino	70%	30%	7	3
<b>Total</b>	<b>67%</b>	<b>33%</b>	<b>10</b>	<b>5</b>

Source: CCSF Computerized Assessment and Placement Programs Database (CAPP).

OVERALL PLACEMENT BY ETHNICITY

Table 12 illustrates the number of students who took the English placement test, as well as the number who were eligible to place into the first college level course; English 1A. A total of 6,779 students took the English placement test in 2012 and only 10% placed into transfer level English courses.

**Table 12. Students Assessed and Recommended to Enroll in ENGL 1A in 2011-2012**

	Tested		Eligible		Percentage Point Difference	# of Students Lost
	#	%	#	%		
African American	1257	19%	43	3%	0.07	83
American Indian/Alaskan Native	65	1%	4	6%	0.04	3
Asian	1336	20%	97	7%	0.03	37
Filipino	444	7%	30	7%	0.03	15
Latino	1579	23%	99	6%	0.04	60
Pacific Islander	159	2%	7	4%	0.06	9
White	1195	18%	319	27%	0.000	
Other	490	7%	56	11%	0.000	
No response	254	4%	30	12%	0.000	
<b>Total</b>	<b>6779</b>	<b>100%</b>	<b>685</b>	<b>10%</b>		

Source: CCSF Office of Matriculation and Assessment, Renewal of Approval of the CCSF English Placement Test, retrieved from [http://www.ccsf.edu/ACC/2014%20Self%20Evaluation%20Evidence/Standard\\_II\\_B/ENGL%20Renewal%20Report%202012.pdf](http://www.ccsf.edu/ACC/2014%20Self%20Evaluation%20Evidence/Standard_II_B/ENGL%20Renewal%20Report%202012.pdf)

Using the *Percentage Point Gap* methodology, six target groups show to be eligible for English 1A at disproportionately lower rates than their peers. The groups with the largest disproportionate gaps are African American, Pacific Islanders, Latinos, and American Indian/Alaska Native.

Results show a similar pattern in transfer level Math, where a total of 4,836 students took the Math placement test, and 27% placed into transfer level Math courses. Table 13 shows the results of the *Percentage Point Gap* methodology to calculate the disproportionate impact among students by ethnicity. Results show that there are six groups with disproportionately lower rates of eligibility for transfer level Math courses than their peers: African American, American Indian/Alaska Native, Filipino, Latino, White, and no response. The top three groups with the largest disproportionality gap are African American, American Indian/Alaskan Native, and Latino.

**Table 13. Students Assessed and Recommended to Enroll in Transfer level Math Courses (70, 75, 80, 90, or 95) in Fall 2013**

	Tested		Eligible		Percentage Point Difference	# of Students Lost
	#	%	#	%		
African American	602	9%	39	6%	0.21	124
American Indian/Alaskan Native	72	1%	6	8%	0.19	14
Asian and Pacific Islander	1971	29%	901	46%	0.000	
Filipino	412	6%	54	13%	0.14	28
Latino	1219	18%	100	8%	0.19	230
White	1126	17%	244	22%	0.05	61
Other	14	0%	4	29%	0.000	0
No response	22	0%	2	9%	0.18	4
<b>Total</b>	<b>4836</b>	<b>71%</b>	<b>1311</b>	<b>27%</b>		

Source: CCSF Computerized Assessment and Placement Programs Database (CAPP).

GOALS, ACTIVITIES, FUNDING, AND EVALUATION: ACCESS

ACTIVITY A.1: FOCUS GROUPS

ID	Activity Type(s)			Target Populations(s), Estimated Number	Start and End Date	Equity Funds	Other Funds
A.1 Focus Groups		Outreach	Curriculum/Course Development or Adaptation	Focus groups will gather qualitative data through eight focus groups with target students as defined below.	Spring 2016	Fall 2015: \$20,250	N/A
		Student Services or other Categorical Program	Professional Development				
	X	Research and Evaluation	Instructional Support Activities			Spring 2016: \$20,250	
		Student Equity Coordination/Planning	Direct Student Support				
<p><b>Activity Implementation Plan:</b> Recruit students through a best practice method to ensure representation across the campus into eight focus groups beginning in Spring 2016 semester. Focus group questions will focus on uncovering specific barriers, challenges and effective supports related to access, course completion, basic skills sequence completion and/or degree/transfer/certificate completion. Focus group populations were identified through community forums in Fall 2014 and ongoing concerns about effective disaggregation of data and our ability to identify the needs of specific populations of students. The eight groups, which all overlap significantly with our target populations on campus, are Lesbian and gay students, transgender students, undocumented students, veterans, foster youth, Generation 1.5 students, Muslim/Arab students, and students facing mental health challenges/or with disabilities, and non-credit Latino students. Recruitment will begin in December 2015, with focus groups beginning in early 2016. Harder+ Co. will lead this effort and will provide a written report of their findings as well as a report back for the campus about their findings.</p>							
<p><b>Link to Goal:</b> Identify key information on barriers, challenges, and supports encountered by foster youth, veterans, LGB, transgender, undocumented, students with disabilities, Muslim/Arab students and generation 1.5 students will guide the development of activities to address the barriers revealed by this analysis.</p>							
<p><b>Evaluation:</b> Completion of focus groups with all target groups, number of attendees per focus group, presentations across the college.</p>							

## ACTIVITY A.2: SUMMER BRIDGE PROGRAM DEVELOPMENT

**Background and Rationale:** The development of a Summer Bridge Program leverages a number of Promising Practices as described in the CCCSE Report: A Matter of Degrees<sup>6</sup>, as cited: “Assessment and Placement: Colleges should create opportunities for students to participate in review or brush-up experiences before placement tests to minimize the amount of remediation students need. After students have been assessed, students who need remediation should be placed into developmental pathways where they will have a chance to succeed rather than multiple opportunities to fail<sup>7</sup>. Orientation: An experience that helps students know what they most need to know before classes being. Research shows that orientation in one component of a successful remediation program for at-risk students. Those who participate in orientation have higher rates of persistence than their non-participant peers.<sup>8</sup> Academic Goal-Setting: The academic plan keeps students focused because it shows how each course brings them closer to a key milestones and ultimately, to the certificate or degree they seek<sup>10</sup>.

ID	Activity Type(s)			Target Populations(s), Estimated Number	Start and End Date	Equity Funds	Other Funds
A.2 Summer Bridge Planning		Outreach	Curriculum/Course Development or Adaptation	URM: 50 students DSPS: 10 students	Spring 2016- ongoing pending evaluative of effectiveness.	Spring 2016: \$20,000	SSSP Funds
		Student Services or other Categorical Program	Professional Development				
		Research and Evaluation	Instructional Support Activities				
	X	Student Equity Coordination/Planning	Direct Student Support				

<sup>6</sup> Center for Community College Student Engagement. (2012). A Matter of Degrees: Promising Practices for Community College Student Success (A First Look). Austin, TX: The University of Texas at Austin, Community College Leadership Program.

<sup>7</sup> Weissman, J., Silk, E., & Bulakowski, C. (1997). Assessing developmental education policies. *Research in Higher Education* 38(2), 187-200.

<sup>8</sup> Boylan, H., & Saxon, D. (2002). What works in remediation: Lessons from 30 years of research. Prepared for the League of Innovation in the Community College. Retrieved from <http://inpathways.net/boylan--what%20works.pdf>

<sup>9</sup> Gardner, J. (1998). The changing role of developmental educators in creating and maintaining student success. Keynote address delivered at the College Reading and Learning Association Conference, Salt Lake City, UT.

<sup>10</sup> Kuh, G.D., Kinzie, J., Shuh, J.H., Whitt, E.J. and associates. (2010). Student success in college: Creating conditions that matter. San Francisco, CA: Jossey-Bass.

**Activity Plan:** Develop and implement an expanded and improved campuswide Summer Bridge Program to provide orientation, advising, ed planning, orientation, financial aid counseling, English/Math brush-up workshops and community-building experiences for San Francisco Unified High School graduates through The Summer of Learning (SOL) Summer Bridge Program. Summer Bridge will serve to connect students with college support programs such as EOPS or CARE, and have the opportunity to meet and become connected with key faculty and staff in retention centers and other programs working to close opportunity gaps for students on campus.

**Activity Implementation Plan:**

- Fall 2015: Hire a faculty Summer Bridge Coordinator with .4 reassigned time for Spring 2016
- Spring 2016: Planning and Program Development- Research and review current and past Summer Bridge (SB) programs at CCSF and research best practices currently used in Summer Bridge Programs across the state.
- Facilitate monthly or bimonthly SB workgroup meetings to implement plan
- Facilitate overall logistics, curriculum development and coordination for an expanded pilot Summer Bridge
- Work with student services Department Chairs to ensure adequate staffing is available during summer bridge as needed for: Financial Aid, matriculation, placement testing and ed planning.
- Collaborate with Student Services to plan and develop the program including involvement with Frisco Day. .
- Develop outreach and recruitment materials for FRISCO Day, community members and noncredit students and enrollment plan
- Summer 2016: Implement two-week Summer Bridge Program
- Draft an evaluation of the successes and areas of growth for the program based on feedback from faculty and students in the program.
- Recommend next steps for developing, evolving and scaling the Summer Bridge Program (when to offer, who to involve, resources needed, etc) based on evaluation data from students and faculty/staff in program.

**Link to Goal:** The SOL Summer Bridge Program aims to decrease the disproportionate impact experienced by our target populations, particularly under-represented minority students and foster youth in basic skills placement levels.

**Evaluation:** Comparing placement results and rates of use of multiple measures between students enrolled in the Summer Bridge Program and similar students who are not enrolled.

Number of students who increase their placement level in Math, English and/or ESL.

Student, faculty and staff evaluations and exit surveys to assess strengths and challenges.



## B. COURSE COMPLETION

### CAMPUS-BASED RESEARCH: COURSE COMPLETION

#### OVERVIEW

After reviewing data on access to the college from residents in San Francisco County, we explored data around how successful students were in completing their courses in the 2014-2015 academic year. Course completion is defined as the ratio of the number of credit courses that students by population group actually complete with a passing grade by the end of the term, compared to the number of courses in which students in that group are enrolled on the census day of the term. In this section, we expanded data points to include first generation students, low income, and underrepresented minority as categories. Underrepresented minority students (URM) is defined by anyone of African American, American Indian/Alaskan Native, Pacific Islander, and/or Latino origin.

After performing the Percentage Point Gap calculation, results show a large number of target groups disproportionately impacted. Table 14 shows that a total of 15 groups have a disproportionate lower number of course completion rate compared to their peers. The top three groups with the largest disproportionate gap were foster youth, African American, and male URM. The largest gap was seen across foster youth, where calculations show the largest need of additional successful course completions to arrive at the average rate. Although Latinos show a disproportionate gap of .06, they have the largest number of students lost; 2,011.

**Table 14. Overall Course Completion by Target Groups.**

Target population	Enrollments	Course Success	Percentage Point Difference	# of Students Lost
All students	140,738	0.71		
African American	11,620	0.57	0.14	1,627
American Indian	305	0.66	0.05	15
Asian	45,477	0.79		
Filipino	8,061	0.70	0.01	81
Latino	33,519	0.65	0.06	2,011
Pacific Islander	1,145	0.62	0.09	103
Two or more Races	7,540	0.66	0.05	377
Unknown	2,848	0.69	0.02	57
White	30,223	0.75		
Men	66,433	0.69	0.02	1,329
Women	71,742	0.74		
Unknown	2,562	0.72		
First Generation	37,773	0.70	0.01	378
Foster Youth	3,350	0.56	0.15	503
DSPS	10,949	0.66	0.05	547
BOG/Pell	90,336	0.70	0.01	903
Veterans	5,905	0.69	0.02	118
Female URM	24,388	0.65	0.06	1,463
Male URM	21,675	0.60	0.11	2,384

Source: Course Success Gap Calculator, Argos Report, CCSF Office of Research and Planning.

GOALS, ACTIVITIES, FUNDING, AND EVALUATION: COURSE COMPLETION

ACTIVITY B.1: DIRECT SUPPORT TO STUDENTS:

BACKGROUND AND RATIONALE

Based on the CCSSE (data collected in 2014), 49% of CCSF students said that their greatest barrier to student success was financial resources. In addition, the CCSSE asked students “If the college were to provide more resources to help you be more successful as a student, which one area would be most helpful?” 42% responded textbooks and 7% responded transportation.

ACTIVITY B.1.A: BOOKLOAN SUPPORT FOR STUDENTS

ID	Activity Type(s)			Target Populations, Estimated Number	Start and End Date	Equity Funds	Other Funds
B.1.a Enhancing Bookloan Programs		Outreach		Curriculum/Course Development or Adaptation	<b>URM Students:</b> Fall 2015: 216 Spring 2016: 4000	Fall 2015-ongoing pending evaluative of effectiveness.	Associated Students Bookloan: \$32,000/year Library: General budget/none for reserves
	X	Student Services or other Categorical Program		Professional Development			
		Research and Evaluation		Instructional Support Activities			
	X	Student Equity Coordination/Planning	X	Direct Student Support			
<p><b>Activity Plan:</b> The Office of Student Equity and Success will collaborate with constituent groups and existing programs, including Multicultural Retention Centers, DSPS, the Diversity Collaborative and Veterans Services Office in order to support and increase ongoing coordination of bookloan services, help to coordinate targeted outreach to programs and departments disproportionately serving target populations, and identify opportunities to offer free or low cost access to course materials such as Open Educational Resources, including raising faculty awareness of ongoing opportunities for targeted students.</p> <p><b>Expanded Bookloan Programs for Students (Fall 2015 start):</b> Equity funds are being used to improve and expand current Bookloan programs for students on campus through the following programs and departments, some starting in Fall 2015 and others in Spring 2016: Associated Students Bookloan, Multicultural Retention Centers (Tulay/Filipino Student Success Program, Latino Services Network, African American Scholastic Program, Asian Pacific American Student Success Center, Puente Program, WayPass Program, Veteran’s Resource Center, Guardian Scholars’ Program, Economics Department, Social Sciences Department and the Diversity</p>							

Collaborative (comprised of the following Departments: African American Studies, Asian American Studies, Asian Studies, Interdisciplinary Studies, Latin American & Latino/a Studies, Lesbian, Gay, Bisexual and Transgender Studies (LGBT), Philippine Studies, Women's Studies / Project SURVIVE).

**Associated Students Bookloan Program:** Bookloan is a program of the Associated Students, which started in 1997. It is funded, managed and operated entirely by students. The enrollment decline at CCSF has reduced the Associated Students' allocation to Bookloan, thus student equity funding will not be supplanting any other funding and will be used to expand offerings. Bookloan will use student equity funds to buy additional books for high-demand, general education requirement courses in disciplines such as math, science, social science, health, art, and language. The additional books in our inventory will enable us to serve many more students than we currently do.

**Pilot Enhancement of Library Reserves:** Provide books on reserve for students across courses at the college, prioritizing entry level courses with high numbers of target populations and/or high fail rates for target populations. The goal is that each chosen course/section will have at least two books on reserve for 2-24 hour loan and two books available to check out for 40 hours to seven days.

Activity Implementation Plan:

- Examine student overall material use patterns (total checkouts) and provide general use information by student ID to the Research Office
- Choose specific courses to target for providing reserve books based on target population proportion of enrollment and/or achievement gap levels, particularly in gateway/introductory courses
- Analyze existing use and request data to assess needs for reserves based on this data.
- Provide information and outreach to retention centers, EOPS, DSPS, CalWorks, Athletics Department and other student services departments, especially those that disproportionately serve target groups in the equity plan. This could include a postcard to share with student development department.
- Coordinate assessment and data analysis, Summer 2016/Fall 2016

**Link to Goal:** Increase students' access to books from the beginning of the semester to decrease the number of courses dropped/withdrew due to missing materials, and to increase course completion rates. The goal is to improve course completion by 3% over the next three years for the target populations, particularly in entry level courses with high number of drop/withdraws.

**Evaluation:**

**Library Reserves Plan:** Compare course completion rates of target groups in course sections provided with additional reserves before and after the increased library reserve book availability. Collecting the number of students accessing the bookloan program.

	<p><b>AS Bookloan &amp; Overall Bookloan Plan:</b> Track student use of bookloan, books in demand, and use of current books by students. Compare course completion rates of students who have access to bookloans vs similar students without that access.</p>
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**ACTIVITY B.1.B: TRANSPORTATION SUPPORT FOR STUDENTS**

ID	Activity Type(s)			Target Populations(s), Estimated Number	Start and End Date	Equity Funds	Other Funds
		Outreach		3500-4,000	Fall 2015 - Spring 2016	Fall 2015 Funds: \$400,000.00 Spring -Fall 2016: Program Implementation	N/A
		Student Services or other Categorical Program					
		Research and Evaluation					
		Student Equity Coordination/Planning	X				
<p><b>Activity Implementation Plan:</b> Transportation vouchers will be provided to programs disproportionately serving target groups. Eligible students will be offered the opportunity to apply for transportation vouchers after they reach specific educational outcomes over time, such as completing an Ed Plan, coming in for regular advising/tutoring, reaching 30 units of transfer level courses and/or attendance rates in classes. Coordinators will support the development of this program.</p> <p>Students will sign a contract that they commit to using the vouchers for educational purposes only and agree to be evaluated on their academic performance at the end of the semester. Programs that will be invited to apply for the use of transportation vouchers with their students include Veteran’s Resource Center, Guardian Scholars, DSPS, Multicultural Retention Centers serving target populations ,VASA PI Program, Athletics Program, WayPass, VIDA, EOPS, CalWORKS, the Diversity Collaborative and other programs explicitly serving target populations. Please refer to Attachment A for descriptions of these programs.</p>							
<p><b>Link to Goal:</b> Increasing students’ access to campus will support students’ ability to attend and complete their courses.</p>							
<p><b>Evaluation:</b> Programs will be required to track student access to transportation vouchers and use a checklist that they may individualize to the needs of their program/students. There will be a centralized tracking system through the Office of Student Equity and Success and coordination with Financial Aid.</p> <p>Additional data collected will include enrollment numbers at census date, midterm and withdrawal deadline date for students in target groups receiving transportation vouchers to the semester prior to the implementation of these vouchers.</p>							

**ACTIVITY B.1.C: CHILDCARE SUPPORT FOR STUDENTS**

ID		Activity Type(s)		Target Populations(s), Estimated Number	Start and End Date	Equity Funds	Other Funds	
B.1.C	Childcare		Outreach	Curriculum/Course Development or Adaptation				
			Student Services or other Categorical Program					Professional Development
			Research and Evaluation					Instructional Support Activities
			Student Equity Coordination/Planning					X Direct Student Support
		<p><b>Background:</b> During community forums in Fall 2014, a group of students representing single mothers identified the challenges of completing school as a mother of a young child. The Family Resource Center, a co-op childcare on campus, does not have the capacity to fill the ongoing needs of students for childcare. Data collected on the CCSSE survey in 2014 indicates that 30% of students are “Very Interested” in receiving information on childcare services while attending CCSF (<a href="http://www.ccsf.edu/dam/Organizational_Assets/Department/Research_Planning_Grants/CCSSE/CCSSE_2014_summary_011415.pdf">http://www.ccsf.edu/dam/Organizational_Assets/Department/Research_Planning_Grants/CCSSE/CCSSE_2014_summary_011415.pdf</a>).</p> <p><b>Activity Plan:</b> In collaboration with the Equity Coordinator, the Child Development Department will develop outreach materials and plan for targeted outreach services to foster youth/former foster youth and veterans for available childcare spots on campus. These populations will have priority for childcare spots as they open.</p> <p><b>Link to Goal:</b> Increase the academic achievement of single parents, particularly for students in the targeted groups.</p> <p><b>Evaluation:</b> Semester based report on the course success rates and number of units enrolled of participants in the program, as well as the usage of childcare services on campus. Data sources will include Banner, Argos, and Tableau dashboards.</p>		Foster Youth & Veterans combined, depending on need: 8 students	Spring 2016	\$0	State- funded preschool	

## ACTIVITY B.2: LEARNING ASSISTANCE CENTER: PROFESSIONAL AND PEER TUTORING:

### BACKGROUND AND RATIONALE

Students commonly identify a desire for increased tutoring services. The CCCSE Promising Practices publication cites research about the effectiveness of tutoring:” Studies suggest that participation in tutoring is associated with higher GPAs and pass rates<sup>11</sup>. Tutoring also provides much-needed peer support and academic intervention for students who traditionally struggle with the transition to college life <sup>12 13</sup>.

**Campuswide Coordination of Peer and Professional Tutoring and Supplemental Instruction:** The Learning Assistance Center (LAC) will expand and increase current focus on target populations in gateway/entry-level courses across campus. The LAC will serve as the hub for pilot Supplemental Instructional programs, an expanded Writing Success Program, student equity peer tutor programs and other peer tutoring programs across campus. The LAC will:

1. Explore purchase of additional research tracking systems to better track tutoring usage by students, particularly those in the target groups
2. Support Equity Peer Tutors, Professional Tutors and Supplemental Instruction Programs:
  - a. Offer ongoing peer tutor training through LERN 10: Intro to Tutoring, a requirement for student equity peer tutors. This class instruction allows for ongoing support of peer tutors.
  - b. Plan monthly meetings for Faculty Advisors who oversee peer tutors.
  - c. Share and distribute information about existing and emerging tutorial services across the district in order to increase coordination and student knowledge of support services.
  - d. Coordinate ongoing professional development for professional and peer tutors regarding best practices in terms of improving equity outcomes through structure and delivery of tutoring programs.
3. Provide support for expansion of Supplemental Instruction Programs based on the Writing Success Program Model
4. Coordinate and evaluate NetTutor Software services

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<sup>11</sup> \*Boylan, H., Bliss, L., & Bonham, B. (1997). Program components and their relationship to student success. *Journal of Developmental Education*, 20(3), 2-4, 6, 8

<sup>12</sup> Reference: Retrieved from: <http://www.ccsse.org/center/initiatives/highimpact/promisingpractices.cfm>, November 27, 2015.

<sup>13</sup> Kuh, G.D., Kinzie, J., Schuh, J.H., Whitt, E.J., and Associates. (2010). *Student success in college: Creating conditions that matter*. San Francisco, CA: Jossey-Bass.

ID	Activity Type(s)		Target Populations(s), Estimated Number	Start and End Date	Equity Funds Requested	Other Funds
B.2.a Purchase a Research Tracking system		Outreach	All target groups	Spring 2016	\$50,000	N/A
		Curriculum/Course Development or Adaptation				
		Student Services or other Categorical Program				
	X	Research and Evaluation				
	Professional Development					
	Instructional Support Activities					
	Direct Student Support					
<p><b>Activity Implementation Plan:</b> Purchase a more robust student tracking system in order to manage and track student engagement, such as <a href="http://www.engineerica.com/accudemia">http://www.engineerica.com/accudemia</a>. The current tracking systems collects FTES for LERN 1000.</p> <ul style="list-style-type: none"> <li>• Hire a contractor to set up personnel through IT</li> <li>• Create centralized district and center tracking capabilities.</li> </ul>						
<p><b>Link to Goal:</b> Increasing research capacity will allow for appropriate tracking of equity-funded activities, services and outcomes.</p>						
<p><b>Evaluation:</b></p> <ul style="list-style-type: none"> <li>• Seamless transition of data between newly selected/implemented tracking system and current college-wide system, such as Banner.</li> <li>• Data link between student usage of services and student level data including outcomes and demographic information to better understand how the usage of educational services impact student achievement levels (e.g. course completion and success rates).</li> </ul>						

ID	Activity Type(s)			Target Populations(s), Estimated Number	Start and End Date	Equity Funds	Other Funds
B.2.b Centralized Coordination and Support for Peer and Professional Tutors, and Supplemental Instruction Programs	Outreach		Curriculum/Course Development or Adaptation	Fall 2015: 138 URM students Spring 2016: 1000 URM students 100 students with disabilities	Spring 2016	Spring 2016: 144,197	
	Student Services or other Categorical Program	X	Professional Development				
	Research and Evaluation	X	Instructional Support Activities				
	Student Equity Coordination/Planning		Direct Student Support				
	<p><b>Activity Plan:</b> Implement peer and professional tutoring programs embedded in departments to provide in- and out-of-class tutoring support to individual and small groups of students in courses and labs. CCCSE cites research about the effectiveness of tutoring: Studies suggest that participation in tutoring is associated with higher GPAs and pass rates*. Tutoring also provides much-needed peer support and academic intervention for students who traditionally struggle with the transition to college life.** (CCCSE, <i>Promising Practices</i>)</p> <p><b>Peer Tutoring Programs in Academic Departments: (Spring 2016 total = \$45,197)</b></p> <ul style="list-style-type: none"> <li>LERN 10 will be offered to peer tutors in the following Academic Departments. Economics, Child Development, Broadcast Electronic Media Arts, Visual Media Design, Computer Science, English (Basic Skills Funded) and Math (Basic Skills Funded), Psychology, Fashion, Computer Networking and Information Technology.</li> <li>The Equity Coordinator will collaborate with peer tutor advisors in EOPS, LAC and other programs to plan and implement monthly workshops/gatherings for peer tutors based on identified needs.</li> </ul> <p><b>Faculty Advisor and Professional 3598 Tutor Support Activity Plan:</b></p> <p>The Equity Coordinator, in collaboration with the LAC Coordinator, will arrange monthly meetings and offer training and professional development opportunities with faculty advisors of peer tutors and professional 3598 tutors to:</p> <ul style="list-style-type: none"> <li>Centralize and update information concerning the availability of tutoring across the district</li> <li>Discuss best practices in using tutoring to close achievement gaps</li> <li>Coordinate tutoring activities within and across disciplines</li> <li>Share data, problem solve, share lessons learned and suggestions</li> <li>Offer specialized workshops based on identified needs and challenges</li> </ul>						

**Professional Tutors:**

**Activity:** Hire more professional 3598 tutors to increase student support services. **(Spring 2016 Equity Total = \$99,000)**

3598 Professional Tutors: Starting Fall 2015-Spring 2016:

1. History (1 tutor at 20 hours/week) (Equity-funded)
2. Four 3598 English tutors in Retention Programs (Equity-funded)
3. Five English acceleration 3598 tutors (Refer to English Basic Skills section for budget)
4. Four Math acceleration 3598 tutors (Refer to Math Basic Skills Section for budget)
5. Four 3598 Math tutors in Retention Programs (Basic Skills funded)

**Gateway Course Tutors in History:** Discipline-specific tutoring by professional tutors (3598) will address reading and writing skill improvements and provide customized support for students across the various categories of disproportionately impacted students, providing one avenue to narrowing the achievement gap in history courses and, by extension, in degree completion and transfer rates (goals highlighted in CCSF SEP—B-1, D-1, E-1&2). As opposed to student tutors or student mentors, professional tutors coordinating with a “Faculty Tutor Advisor” provide consistency and the level of training necessary to effectively improve critical reading and writing skills, while enabling effective data collection to assess the program’s impact.

**Link to Goal:** Providing embedded peer, professional and SI tutoring services to students in specific departments will enable more students in target groups to complete courses successfully with higher GPAs. Students receiving tutoring services will increase course completion rates.

**Evaluation:**

**Peer Tutoring:** Comparing course completion and GPA rates for students in target groups receiving peer tutoring to the semester prior to the implementation of these tutoring services

**Retention Center and History Tutors:** At the end of the semester data will be compiled at both the course and program level regarding the number of tutor visiting, number of meetings with a tutor(s), most utilized time periods (both time slots and points in the semester), final grades scores, stated reasons for the student’s visit, student satisfaction surveys, and disaggregation of student level data. Course completion rates for students accessing tutoring services will be compared with course completion rates for students who did not access tutoring services.

In addition, data regarding History Tutors will be analyzed by assessing 1) the needs of history students (including target groups) seeking tutoring services and, 2) the success of the program in addressing the needs and academic success of disproportionately affected groups.

**ACTIVITY B.2.C: PILOT ACADEMIC STUDENT SUPPORT MODEL AND SUPPLEMENTAL INSTRUCTION (SI)**

ID	Activity Plan			Target Population, Estimated Number	Start and End Date	Equity Funds	Other Funds
B.2.c WSP Expansion & SI		Outreach		Curriculum/Course Development or Adaptation	Latinos: 87 American Indian/Alaskan: 5 Black/African American: 30 Hawaiian/ Pac Islander: 9 Students with disabilities: 27	Spring 2016- Fall 2016	
		Student Services or other Categorical Program		Professional Development			
		Research and Evaluation	X	Instructional Support Activities			
		Student Equity Coordination/Planning		Direct Student Support			
<p><b>Background and Research:</b> Supplemental Instruction (SI) is a recognized and highly respected academic support program available worldwide in institutions of higher learning (Martin and Arendale, 1990; Martin, Arendale, and Associates, 1992; Ogden and others, 2003). Outcomes have demonstrated that SI can contribute to significant change in students’ performance by raising grades and reducing failure in high-risk courses. SI was first piloted at LaGuardia Community College in 1993 with three courses. By 2002–03 the program had expanded to target and support one hundred courses (Zaritsky, 1994, 1998, 2001). There have been 136 participating instructors and 234 SI leaders in LaGuardia’s SI program since its inception. This indicates that of the 234 leaders in the program’s history, 184 are former leaders, and 50 are current leaders. Data collected during this time show that students who attend SI sessions achieve, on average, one letter grade higher than those who do not attend<sup>14</sup>.</p> <p><b>Activity Plan:</b> Implement Academic Student Support Model of Supplemental Instruction (SI) based on the existing successes of the Writing Success Project (WSP). Using the WSP model as a template, provide Supplementary Instruction for two additional disciplines depending on results of research data to identify courses or programs that have the greatest need using an equity focus.</p> <p><b>Spring 2016:</b></p>							

<sup>14</sup> Zaritsky and Toce, 2006. *Supplemental Instruction at a Community College: The Four Pillars*. New Directions for Teaching and Learning: Wiley Periodicals.

1. Identify high needs courses, with a particular emphasis on 'gateway' courses (entry level courses across the college) with disproportionate failure rates and courses with a high proportion of target group students. This research will be carried out by the Office of Research and Planning group in collaboration with the LAC and equity coordinators.

2. Identify two departments for a pilot SI program.

3. For each department:

- Develop job descriptions for faculty leads and professional tutors.
- Hire faculty reassigned time position(s) starting in Fall 2016 to coordinate programming in specified disciplines and provide overall coordination of tutors (Faculty Leads) (40,000/Fall).
- Hire two 20-hour/week 3598 professional tutors to be embedded in disciplines. See responsibilities below (\$40,000/Fall).

**Fall 2016:** Supervise and train faculty leads, professional tutors and peer tutors.

**Responsibilities of Faculty Leads:**

- Teach 1 credit LERN 10/Noncredit 1010: Introduction to Tutoring (in-load)
- Oversee one 3598 professional tutor in their discipline(s)
- Support other 3598s within related disciplines by including them in training about best practices to close achievement gaps within a supplementary Instruction model.
- Coordinate peer tutor/supplemental instruction training with discipline specific theme.
- Collaborate with LAC Department Chair
- Responsible for 3598 completion of training
- Plan and facilitate professional and peer tutor relationships with instructors in targeted courses.
- Track student engagement and usage and provide reports as needed.

**Responsibilities of 3598s:**

- Support faculty and act as peer group leaders
- Prepare study group materials
- Attend courses from beginning of semester, complete outreach, build relationships with students, sign students up for small group workshops.
- Organize events
- Hire, supervise and manage peer tutors

**Responsibilities of Peer Tutors:**

- Provide in-class tutoring programs
- Lead study groups after class

**Equity-Funded Supplemental Instruction Programs in ESL and Chemistry:**

\*The following Supplemental Instruction and Professional Tutoring programs will be coordinated through their departments by their designated equity lead.

**ESL Supplemental Instruction Program:** SI was piloted in ESL 150 and 160 Spring of 2015 and implemented in Fall 2015, thus this is not a supplanting of funds. It is a peer mentoring for ESL students in the critical final levels of the credit ESL sequence, ESL 150 and ESL 160, a vital link in students' pathway to degrees and transfer. Supplemental Instruction Leaders attend four sections, two of 150 and two of 160 and meet with current students in order to decode, unpack, and clarify what has happened in the classroom. These SI Leaders will be selected from a pool of eligible student workers who have successfully completed the respective ESL levels. ( Spring: \$25,839)

**Chemistry Supplemental Instruction:** In Spring 2016, Chemistry instructors will recruit four students from target groups to serve as SI/peer mentors during the first week of classes. Depending on the supervising instructor preference, SI/peer mentors may seek to impact target groups using one or more of the following methods of engagement: 1) SI/peer mentor will prepare and lead a weekly supplemental instruction (SI) section, 2) SI/peer mentor will work with students during lab class, or 3) SI/peer mentor will meet with students one-on-one outside of class. (Spring: \$22,970)

**Link to Goal:** Providing embedded tutors and supplemental instruction in identified gateway courses will decrease the achievement gap for target populations and increase course completion rates for target populations by 3%.

Supplementary instruction has been proven to be a best practice in improving course completion. At CCSF, the Writing Success Project has been using Supplementary Instruction to improve course completion for two decades. Increasing and expanding the capacity of this project will enable more students in the target populations to achieve course completion.

**Evaluation:** Comparing course completion and GPA rates for students in target groups receiving WSP services to students in similar courses not receiving WSP services.

**ESL Supplemental Instruction:** Comparing course completion rates of students accessing SI services with students who don't access those services.

**Chemistry Supplemental Instruction:** Success will be measured by evaluating any changes to students' GPA and course completion rates in Chemistry.

**ACTIVITY B.2.D: NETTUTOR IMPLEMENTATION**

ID	Activity Plan			Target Population, Estimated Number	Start and End Date	Equity Funds	Other Funds	
B.2.d Net Tutor	X	Outreach		50 URM students, 10 students in DSPS	Spring 2016: pilot of delivery of services	Fall 2015: \$125,000		
	X	Student Services or other Categorical Program						Professional Development
		Research and Evaluation	X			Instructional Support Activities		Spring 2016 Implementation
		Student Equity Coordination/Planning				Direct Student Support		
	Provide ongoing support and coordination for NetTutor, including: <ul style="list-style-type: none"> <li>• Identifying high needs courses for usage using research and planning department</li> <li>• Identify high needs courses at the centers for usage</li> <li>• Provide tutoring support for online students</li> <li>• Coordinate with Center Deans, department and chars and library staff for implementation</li> <li>• Train point person at each center to support students as needed</li> </ul>							
<u>Link to Goal:</u> Providing online tutoring services for students will increase course completion rates. The Spring 2016 pilot will assess whether target groups are accessing online services and identify strategies for increasing this access.								
<u>Evaluation:</u> <ul style="list-style-type: none"> <li>• Rates in which students in target group access tutoring services via NetTutor in proportion to their population on campus.</li> <li>• Comparing attendance levels and course completion rates for students in target groups receiving tutoring services to the semester prior to the implementation of NetTutor.</li> </ul>								

### ACTIVITY B.3: STUDENT MENTORING PROGRAM:

**Background and Rationale:** Equity Forums in Fall 2014 consistently uncovered feedback that students, faculty and staff are often not aware of CCSF's many resources and programs serving diverse students. Many students also reported not knowing about campus resources even after having been on campus for many years, and spoke of the informal mentoring that helped them navigate CCSF. Equity-Funded Peer Mentors are designed to address these barriers. Each program is individually designing the activities for their program, which may include: Outreach, one-on-one pairing and ongoing support, leading study groups, helping students in dedicated computer labs, connecting students with additional resources on campus and/or support with navigating the CCSF institution. Finally, students reported that they consistently face challenges when they attempt to complete application, matriculation and placement processes.

ID	Activity Type(s)			Target Populations(s), Estimated Number	Start and End Date	Equity Funds	Other Funds
B.3A Centralized Training and Support for Embedded Peer Mentors	X	Outreach		Curriculum/Course Development or Adaptation	Fall 2015: 261 URM students Spring 2016: 462 URM students	Fall 2015-Fall 2016	Fall 2015: \$ 35,151  Spring 2016: \$41,848  Student Ambassador Program \$20,000 U-Fund
		Student Services or other Categorical Program		Professional Development			
	X	Research and Evaluation	X	Instructional Support Activities			
		Student Equity Coordination/Planning		Direct Student Support			
<p><b>Activity Plan:</b></p> <p><b>Existing Program:</b> Student Ambassador Program: The Student Ambassador Program believes in using current students as the avenue for connecting with new prospective students in helping them realize that they are college material and their life dreams can be fulfilled through a community college pathway. The role of peer mentors and peer ambassadors is to help students navigate the processes of entering into the college, matriculating and accessing programs in the college and provide ongoing encouragement and support for students to persist through the challenges of attending college.</p> <p>The existing Student Ambassador Program will provide centralized training and support for equity funded peer mentors through the existing Student Ambassadors Program, which provides ongoing training for student ambassadors about: Campus resources and supportive programs, relationship-building strategies, community based organizations, negotiating boundaries with mentees. facilitation strategies and academic support strategies.</p> <p><b>New Equity-Funded Embedded Peer Mentor Programs:</b> New equity-funded mentoring programs are embedded in retention centers of the Multicultural Retention Services Departments: African American Scholastic Programs (AASP), Asian Pacific American Student Success (APASS) Program, Latino Services Network (LSN), Tulay Filipino American Student Success Project), VASA Pacific Islander Program, the WayPass Program, and the Puente Project, each of which has an existing focus on target population success. This program expands on currently existing programs and services provided.): MRSD (AASP, LSN, APASS, Tulay), Puente, Way-Pass and VASA PI Programs.</p> <p>History of MRSD: The Multicultural Retention Services Department (MRSD) was established in January 2010 and consists of four (4) academic retention programs, providing support services (counseling, tutoring), academic classes and other program-</p>							

specific activities primarily to underprepared, underrepresented students, although our department's 'open door' policy allows all CCSF students to receive services. The four programs are the African American Scholastic Programs (AASP), the Asian Pacific American Student Success (APASS) program, the Latino Service Network (LSN) and TULAY (Tagalog for "BRIDGE")/Filipino American Student Success program, each detailed in Attachment A.

*History of Puente:* The Puente Program began at CCSF in 1989, and was historically designed to increase the number Latino students who enroll in four-year colleges and universities, earn college degrees and return to the community as mentors and leaders to future generations. The Puente program model consists of three interrelated components: writing, counseling and mentoring. This approach provides a focused, sustained, and engaging learning environment for students.

*History of Way-Pass Program:* Way-Pass serves formerly incarcerated women attending City College of San Francisco. It serves as a bridge to women transitioning from incarceration to education and strives to increase retention and educational completion rates among formerly incarcerated women at CCSF.

*History of VASA PI Program:* A smaller, Associated Student club-based version of the VASA Pacific Islander Program existed previously. This program first received institutional funding in Fall 2015 through equity funds. The key objectives of this program are to inspire and support Pacific Islander students to access City College, to increase retention and success of PI students and to increase transfer rates.

**Link to Goal:** Increase access, course completion and knowledge of supportive resources on campus, thereby contributing to

**Evaluation:** Each program will track activities, including: Outreach contacts, individual contacts and study group contacts. Student surveys will be utilized to assess ongoing services provided and access and course completion rates will be tracked.

ACTIVITY B.3.B: PROJECT SURVIVE PEER MENTORING PROGRAM

ID	Activity Type(s)			Target Populations(s), Estimated Number	Start and End Date	Equity Funds	Other Funds	
B3		Outreach		15 URM students and/or DSPS and/or Foster Youth	Spring 2016	Fall 2015: \$1,421	\$55,319 U-Fund; \$5,780 FWS;	
		Student Services or other Categorical Program						Curriculum/Course Development or Adaptation
	X	Research and Evaluation	X			Professional Development		Instructional Support Activities
		Student Equity Coordination/Planning				Direct Student Support		Spring 2016: \$25,557
<p>*This program expands on Project Survive’s peer education program thus is not supplanting funds.</p> <p><b>History and Background:</b> <i>Project SURVIVE</i> is a peer education program of the Women's Studies department at City College of San Francisco which trains students to make classrooms presentations on promoting healthy relationships. Peer educators, both women and men, suggest resources and information to help students build intimate relationships based on respect and trust. They also offer students strategies for identifying, avoiding, and leaving abusive relationships.</p> <p><i>Project SURVIVE</i> has been visiting classrooms since 1993. We visit 200 classrooms each academic year, serving approximately 4,000 students. In addition to presentations in English, we deliver bilingual Spanish-English presentations at the Mission Campus and bilingual Chinese-English presentations at the Chinatown campus.</p> <p><b>Activity Plan:</b> This is an innovative new program designed to serve the holistic needs of students who have experienced trauma, approximately 60% of whom are in the target populations. <i>Using Student Voices to Redefine Support: What community college students say institutions, instructors and others can do to help them succeed, published by the RP group in 2013</i> (Booth, K. et al, Research and Planning Group) identifies six success factors students need to succeed and states that “a growing body</p>								

of evidence indicates that strategic supports—delivered inside and outside the classroom—can increase students’ abilities to achieve completion and transfer. This research suggests that student support activities must be (1) integrated into students’ daily experience and (2) included in the overall curriculum” (p. 6).

The supports embedded in this program will connect students to a larger community, provide day-to-day support and help students to access existing resources on campus to support them with attaining their educational goals. The program centers the six success factors within an existing community: Directed, focused, nurtured, engaged, connected and valued.

**Key Objectives:** Provide support via peer mentorship for students in focus population to navigate and access CCSF resources, make actionable plans to achieve their educational goals, and increase course completion. Because Project SURVIVE serves and consists of a community of survivors, in order to meet these goals, we must develop leadership, knowledge, and awareness in the student mentors to offer support and guidance not only on an academic level but also during healing from trauma, responding to structural violence, and responding to needs and stressors that result from poverty.

- Build leadership skills, knowledge, and awareness for peer mentors
- Strengthen the community of survivors at CCSF; offer students opportunities to help one another and relieve suffering within and around our college; build connections and networks
- Plan and implement healing events, a visionary proposal developed collaboratively by instructors in the diversity departments. This more holistic approach has not yet been researched in terms of closing the equity gap in community colleges.

**Link to Goal:** Students will increase course completion rates through the holistic support offered in this program.

**Evaluation:**

- Pre- and post- student surveys to inform our understanding of students’ growth in specific affective domains. We are provisionally planning to use the “Self Care and Lifestyle Balance Inventory” (Headington Institute), the “PTSD Checklist for DSM-5 (PCL-5),” and the “Professional Quality of Life Scale (ProQOL)” to determine how stress affects the participants.
- Completion of educational plans by partnering with student services
- Comparing course completion data of students in the program

## C. ESL AND BASIC SKILLS COMPLETION

### CAMPUS-BASED RESEARCH: ESL AND BASIC SKILLS COMPLETION

#### OVERVIEW

If analysis of equity issues in Basic Skills starts with the last course in the Basic Skills sequence, one may miss equity issues that appear before that point that can therefore be identified and addressed earlier. To ameliorate this, we explored course success within credit non-degree applicable basic skills courses and credit transferable courses in Math and English from the start point of the 2014-2015 academic year. Course success data in ESL was examined across the Reading/Writing/Grammar sequence. This research builds on the underlying equity issues around Placement data (in the previous Access section of this report).

#### ESL

The first component of this section examines equity gaps in the completion of ESL courses. Completion is defined by the ratio of the number of students by population group who complete the ESL Reading/Writing/Grammar sequence successfully. During the 2014-2015 academic year, there were 4,225 enrollments in at least one course of the ESL Reading/Writing/Grammar sequence. Within these ESL enrollments, there was an 81% course success rate across the sequence.

Results from the *Percentage Point Gap* calculation shows a number of target groups with disproportionately low course completion rates compared to their peers. These groups are: African American, Latino, Pacific Islander, two or more races, unknown, men, first generation, students with disabilities, veterans and students of color. The top groups with the largest gaps are Pacific Islander, students with disabilities, two or more races, and men of color (Refer to Tale 11a). Although men show a modest disproportionate gap of .05, they have the largest number of students lost; 79. For a breakdown of ethnicity in non credit ESL Refer to Table 11b.

**Table 11a. Course completion in credit ESL courses by Target Groups**

Target population	Overall CCSF Enrollment	ESL Enrollments	Success Rate	Percentage Point Difference	# of Students Lost
All students	140,738	4225	0.81		
African American	11,620	67	0.76	0.05	3
American Indian	305	-	-		
Asian	45,477	3,142	0.82		
Filipino	8,061	68	0.9		
Latino	33,519	510	0.76	0.05	26
Pacific Islander	1,145	10	0.6	0.21	2
Two or more Races	7,540	20	0.75	0.06	1
Unknown	2,848	100	0.78	0.03	3
White	30,223	308	0.81		
Men	66,433	1,579	0.76	0.05	79
Women	71,742	2,558	0.85		
Unknown	2,562	88	0.80	0.01	1
First Generation	37,773	1,783	0.80	0.01	18
Foster Youth	3,350	97	0.87		
DSPS	10,949	72	0.72	0.09	6
BOG/Pell	90,336	3,010	0.81		
Veterans	5,905	39	0.79	0.02	1
Female URM	24,388	399	0.77	0.04	16
Male URM	21,675	177	0.75	0.06	11

Source: Source: Course Success Gap Calculator, Argos Report, CCSF Office of Research and Planning.

Note: This data mainly includes enrollments in the following courses: ESL 110, 120, 130, 132, 140, 150, and 160

**Table 11b. Demographic breakdown of largest concentration of non credit ESL students in 2014-2015**

Location	Ethnicity	Average Attendance Hours HeadCount	Headcount	Percent
Mission Center		94.71	4,618	100%
	Latino	93.48	3,959	86%
	Asian	120.73	380	8%
	Unknown	74.22	129	3%
	White	78.25	118	3%
	African American	103.54	14	0%
	Filipino	58.08	10	0%
	Pacific Islander	84.13	4	0%
	[Null]	60.83	3	0%
	American Indian/Alaskan Native	47.50	1	0%
Total		94.71	4,618	100

**MATH**

To further explore equity issues that might lay beneath the surface of general course completion rates, the exploration of course success of students taking Math and English courses was further divided into course success within credit non-degree applicable basic skills and credit transferable courses. During the 2014-2015 academic year, there were a total of 970 enrollments in credit non-degree applicable basic skills Math courses and 6,422 enrollments in transfer level Math courses. It is important to note that not all of these enrollments are first time college students. The overall course success of each of these 2 levels also differs, with transfer level course success higher than basic skills level by 19%.

To explore issues involving basic skills in Math, data was gathered on the number of students who enrolled in non-degree applicable basic skills courses in Math and the number of students who successfully passed those courses. Based on the *Percentage Point Gap* calculation, the groups that disproportionately experience the lowest course success rates were African American, American Indian, Latinos, Pacific Islander, Two or more races, men, first generation students, foster youth, students with disabilities, and economically disadvantaged students. (Refer to Table 12a).

The second aspect of this evaluation focused on the course completion rate of students in transferable Math courses. Data was gathered on the number of students who start in a credit transferable course in Math and the number of students who successfully completed those courses. Results indicate that a larger number of groups experience disproportionate impacts compared to the data on non-degree applicable basic skills courses in Math. Most notably the following target groups surfaced as experiencing disproportionate gaps in addition to the groups in the basic skills section: Filipinos, Latinos, Pacific Islanders, unknown race, veterans and women of color. The groups with the lowest course success rates were Pacific Islanders, African American, and Latino and female URMs.

**Table 12a. Course Success in Basic Skills level Math Courses.**

Target population	Overall CCSF Enrollment	Credit Non-degree Applicable Basic Skills			# of Students Lost
		Enrollments	Success Rate	Percentage Point Difference	
All students	140,738	973	0.47		
African American	11,620	202	0.32	0.15	30
American Indian	305	1	0	0.47	1
Asian	45,477	126	0.68		
Filipino	8,061	72	0.57		
Latino	33,519	383	0.44	0.03	11
Pacific Islander	1,145	16	0.44	0.03	0
Two or more Races	7,540	43	0.4	0.07	3
Unknown	2,848	8	0.75		
White	30,223	122	0.57		
Men	66,433	418	0.43	0.04	17
Women	71,742	547	0.50		
Unknown	2,562	8	0.75		
First Generation	37,773	322	0.44	0.03	10
Foster Youth	3,350	62	0.31	0.16	10
DSPS	10,949	164	0.34	0.13	21
BOG/Pell	90,336	731	0.45	0.02	15
Veterans	5,905	41	0.61		
Female URM	24,388	352	0.43	0.04	14
Male URM	21,675	246	0.35	0.12	30

Source: Course Success Gap Calculator, Argos Report, CCSF Office of Research and Planning.

**Table 12b. Course Success in Transferable Level Math Courses.**

Target population	Overall CCSF Enrollment	Credit Transferable			# of Students Lost
		Enrollments	Success Rate	Percentage Point Difference	
All students	140,738	6,422	0.66		
African American	11,620	249	0.49	0.17	42
American Indian	305	11	0.64	0.02	1
Asian	45,477	2,809	0.73		
Filipino	8,061	370	0.6	0.06	22
Latino	33,519	1,226	0.51	0.15	184
Pacific Islander	1,145	33	0.48	0.18	6
Two or more Races	7,540	362	0.57	0.09	33
Unknown	2,848	167	0.72		
White	30,223	1,195	0.71		
Men	66,433	3,758	0.64	0.02	75
Women	71,742	2,576	0.68		
Unknown	2,562	88	0.60	0.06	5
First Generation	37,773	1,701	0.66		
Foster Youth	3,350	91	0.56	0.10	9
DSPS	10,949	359	0.60	0.06	22
BOG/Pell	90,336	4,247	0.64	0.02	85
Veterans	5,905	243	0.60	0.06	15
Female URM	24,388	650	0.51	0.15	98
Male URM	21,675	848	0.52	0.14	119

Source: Course Success Gap Calculator, Argos Report, CCSF Office of Research and Planning.

**ENGLISH**

Mirroring the analysis conducted in Math, we explored data in the course success of students who took basic skills English courses and transfer level English courses in the 2014-2015 academic year. A total of 4,454 students were enrolled in basic skills level English courses and 6,256 were enrolled in transfer level English courses during the 2014-2015 academic year. It is important to note that not all of these enrollments are first time college students.

Results from the *Percentage Point Gap* calculation, show that 11 target groups experience lower course success rates than their peers in basic skill level English. Specifically, groups showing disproportionate

gaps are American Indian, African American, students with two or more races, foster youth, students in DSPS, Pacific Islanders, Latinos, men, and first generation students (See Table 13a).

The disproportionate gap analysis of credit transferable English classes show a similar pattern as English basic skills, with the exception of American Indian/Alaska Native and two or more races. Results from the *Percentage Point Gap* calculation reveal that the target groups with the largest disproportionate gaps are African American, foster youth, and male URMs (Refer to Table 13b). Yet, the group with the largest number of students lost and modest disproportionate gap size was Latinos.

Table 13a. Course Success in Basic Skills level English Courses.

Target population	Overall CCSF Enrollment	Credit Non-degree Applicable Basic Skills			# of Students Lost
		Enrollments	Success Rate	Percentage Point Difference	
All students	140,738	4454	0.56		
African American	11,620	516	0.43	0.13	67
American Indian	305	9	0.33	0.23	2
Asian	45,477	1,497	0.65		
Filipino	8,061	303	0.6		
Latino	33,519	1,443	0.5	0.06	87
Pacific Islander	1,145	58	0.48	0.08	5
Two or more Races	7,540	196	0.47	0.09	18
Unknown	2,848	54	0.65		
White	30,223	378	0.66		
Men	66,433	2,098	0.52	0.04	84
Women	71,742	2,281	0.61		
Unknown	2,562	75	0.60		
First Generation	37,773	1,524	0.54	0.02	30
Foster Youth	3,350	202	0.49	0.07	14
DSPS	10,949	520	0.49	0.07	36
BOG/Pell	90,336	3,298	0.57		
Veterans	5,905	136	0.65		
Female URM	24,388	1086	0.53	0.03	33
Male URM	21,675	915	0.43	0.13	119

Source: Course Success Gap Calculator, Argos Report, CCSF Office of Research and Planning.

**Table 13b. Course Success in Transferable level English Courses.**

Target population	Overall CCSF Enrollment	Credit Transferable			# of Students Lost
		Enrollments	Success Rate	Percentage Point Difference	
All students	140,738	6256	0.68		
African American	11,620	415	0.59	0.09	37
American Indian	305	9	1		
Asian	45,477	2,052	0.72		
Filipino	8,061	422	0.68		
Latino	33,519	1,634	0.61	0.07	114
Pacific Islander	1,145	37	0.62	0.06	2
Two or more Races	7,540	391	0.65	0.03	12
Unknown	2,848	129	0.66	0.02	3
White	30,223	1,167	0.74		
Men	66,433	2,973	0.65	0.03	89
Women	71,742	3,206	0.69		
Unknown	2,562	77	0.7		
First Generation	37,773	1,609	0.69		
Foster Youth	3,350	129	0.51	0.17	22
DSPS	10,949	481	0.62	0.06	29
BOG/Pell	90,336	4,383	0.67	0.01	44
Veterans	5,905	290	0.68		
Female URM	24,388	1110	0.63	0.05	56
Male URM	21,675	963	0.58	0.10	96

Source: Course Success Gap Calculator, Argos Report, CCSF Office of Research and Planning.

**GOALS, ACTIVITIES, FUNDING, AND EVALUATION: ESL AND BASIC SKILLS SEQUENCE COMPLETION**

**ACTIVITY C.1: ESL DEPARTMENT ACTIVITIES**

**ACTIVITY C.1.A: ESL ACADEMIC PREPARATION PROGRAM (APP)**

ID	Activity Type(s)			Target Populations(s), Estimated Number	Start and End Date	Equity Funds	Other Funds
C.1.1 ESL AP at Mission Center	Outreach		Curriculum/Course Development or Adaptation	URM, Latino	Spring 2016 - Fall 2016	31,000.00	
	Student Services or other Categorical Program		Professional Development				
	Research and Evaluation	X	Instructional Support Activities				
	Student Equity Coordination/Planning		Direct Student Support				
<p><u>Background:</u> Following a study of the correlation between prior education and initial placement in noncredit ESL conducted in Fall 2010 <a href="http://www.ccsf.edu/dam/Organizational_Assets/Department/Research_Planning_Grants/Program%20Review%202011-2012/ProRev/Intl/AttachD-ESLstudyFullReport.pdf">http://www.ccsf.edu/dam/Organizational_Assets/Department/Research_Planning_Grants/Program%20Review%202011-2012/ProRev/Intl/AttachD-ESLstudyFullReport.pdf</a>, the ESL Department embarked on a pilot project to explore and codify interventions which could lead to improved progress for noncredit students in the beginning levels of ESL - ESL 1, 2, 3, and 4. The study established a statistical correlation between prior education and placement into either the ESL Beginning 1-4 or the Intermediate 5-8 sequence, and also identified one of the major difference between these two groups: the former did not generally have high school diplomas, the latter almost always did. Numerous studies have noted the gap in income between those who report limited English proficiency and those who report speaking English "not at all" or "not well" and those who define themselves as speaking "well" or "very well." A Gates Foundation study in 2009 (<a href="https://docs.gatesfoundation.org/Documents/improving-outcomes-limited-english-proficient-adults.pdf">https://docs.gatesfoundation.org/Documents/improving-outcomes-limited-english-proficient-adults.pdf</a>) concluded that "helping non-English speakers move to a modest proficiency level can translate to a 50% increase in lifetime earnings." CCSF's Intermediate levels 5-8 can reasonably be characterized as providing "modest proficiency" or better. The challenge is to help students get over this "hump." The pilot group was a Level 3 class at Mission Campus. Students who had a 9th grade and below education were identified and a variety of interventions were implemented using tutors from the MA-TESOL (Teaching English to Speakers of Other Languages) program at San Francisco State University. The pilot program ran for two</p>							

semesters, but was not continued after Spring 2012 due to lack of funding and also due to personnel changes. A large body of materials, resources and links was collected and made available on the ESL Department website under the rubric LESLLA (Low Educated Second Language and Literacy Acquisition for Adults): <http://www.ccsf.edu/en/employee-services/ero/professional-staff-development/teacher-resource-center/LESLLA.html>

**Action Implementation Plan:** To restart the ESL APP, we propose selecting two sections at Mission Campus, one ESL 3 (ESLN3300) and one ESL 4 (ESLN3400). Both will be provided with the following interventions:

Activity Plan: ESL APP (Academic Preparation Program): Two sections of noncredit ESL at Mission Campus, one ESL 3 (ESLN3300) and one ESL 4 (ESLN3400). Sections will be provided with the following interventions:

1. Tutoring - four tutors for each of the sections will focus on reinforcing materials being used in class, independent extensive reading, developing strategies for independent learning, and conversation.
2. Extensive Reading/Free Voluntary Reading (FVR) - The ESL APP Coordinator will set up a student reading library in the classroom using starter books from a variety of publishers or from the CCSF Mission Campus library. A portion of each class period will be devoted to FVR.
3. Student Journals and Outside Learning Logs - Students will keep journals with weekly entries on their experience, to be reviewed by the instructor and the ESL APP coordinator. Outside Learning Logs will allow students to analyze their own language learning outside class.

ESL APP coordinator - .2 = \$10,000 per semester

Classroom instructors - meeting times - 2 @ 17 hours per semester @ \$50/hr = \$2,000

Tutors - 4 x 2 sections, 20 hours each = 160 hrs @ \$15 = \$2,500

Supplies: logbooks, reading materials = \$1,000 per semester

Total per semester: \$15,500 x 2 (semesters) = 31,000.00

Link to Goal: The services provided will increase semester-to-semester persistence rates through the ESL sequence, thus contributing to the goal of increasing the transition of Latino students from noncredit to credit by 3% in the first year.

Evaluation: Comparing semester-to-semester persistence rates through the ESL sequence for students accessing APP services.

Measureable Outcomes:

- increase number of students who achieve level gain

- collect data on best practices - determine which interventions work best
- collect data on student literacy practices, in class and outside class
- disseminate results in professional development venues

**ACTIVITY C.1.B: ESL EQUITY INTERVIEWS**

ID	Activity Type(s):		Target Populations(s), Estimated Number	Start and End Date	Equity Funds	Other Funds
<b>C1B: ESL Equity Interviews</b>		Outreach	URM, Latino	Spring 2016	\$7,000 for four faculty members	
		Curriculum/Course Development or Adaptation				
		Student Services or other Categorical Program				
	X	Research and Evaluation				
	Professional Development					
	Instructional Support Activities					
	Direct Student Support					

**Background:** ESL Department data indicates that there may be an equity gap for Latino students between credit and noncredit. College data show that there is an achievement gap for Latino students in ESL. 33% of noncredit ESL students self-identify as Latino, compared to only 15% of credit ESL students. Compared with other groups at CCSF, it appears that Latino students are not transferring to credit ESL in the same numbers. While we can guess from anecdotal evidence what some of the reasons may be, we have no hard data to indicate any ways that we might address this gap.

**Activity Plan:** Develop and conduct a Noncredit Equity Survey in collaboration with the Office of Research and Planning: Provide four (4) ESL faculty members with non-instructional time to conduct one-on-one interviews with Latino students to determine what factors, if any, may be keeping them from transferring to credit ESL and/or participating in certificate programs offered at CCSF. We recognize that there may be factors that students do not feel comfortable revealing in a survey or in another format, so the interviews will be confidential and no identifying information such as the students' names or ID numbers will be recorded. A one-on-one interview will provide an opportunity to ask follow-up questions and also to inform students of opportunities for advancement of their educational and career goals at CCSF.

**Link to Goal:** The information revealed from the interviews will yield insights that will enable the ESL Department to design interventions to help meet the goal of increasing transition of Latino students from noncredit to credit by 3% per year.

**Evaluation:** Evaluation instruments and methodology will be designed alongside the Office of Research and Planning, and will be aligned to the focus group interview instruments. Results will be presented to the college community at large to better understand the barriers encountered when students are trying to transition from non credit into credit. The survey administrator will provide the following measurable outcomes:

- Number of students surveyed
- Results of surveys
- Recommendations to ESL Department Chair

**ACTIVITY C.1.C: ESL AB540 PATHWAY COORDINATION**

ID	Activity Type(s)			Target Populations(s), Estimated Number	Start and End Date	Equity Funds	Other Funds
C.1.C ESL and Transitional Studies AB540 Pathway Coordination	Outreach	X	Curriculum/Course Development or Adaptation	URM Latino: 3,959 African American: 14 Pacific Islander: 4	Spring 2016- Fall 2016	36,800	
	Student Services or other Categorical Program		Professional Development				
	Research and Evaluation	X	Instructional Support Activities				
	Student Equity Coordination/Planning		Direct Student Support				
<p><b>Background:</b> A significant but thus far indeterminate number of ESL students at Mission campus have expressed interest in moving from noncredit classes to credit. The challenge they face is their immigration status, which they perceive as a barrier to enrollment</p>							

in credit courses. AB 540 allows such students to attend credit classes if they 1) have a high school diploma and 2) have attended high school in the United States for three years. CCSF Research office data (DSS) shows that in academic year 2013-2014, 33.3% of noncredit ESL students identified as Hispanic/Latino, but only 14.2% of credit ESL students identified as Hispanic/Latino. By comparison 49.8% of noncredit ESL students identified as Asian (a problematically imprecise designation, but that's another issue), while 63.5% of credit ESL students identified as Asian. This discrepancy has remained steady over the years, going back to AY 09-10.

**Activity Plan:** The ESL and Transitional Studies Departments propose a combined program which will satisfy both of the abovementioned stipulations of AB 540. Along with TRST high school classes, ESL classes will be dovetailed into an evening program schedule as high school electives. Each year a new cohort will begin, until we have a three-year cycle in place. COORDINATOR DUTIES 1) outreach to ESL students re AB 540, DACA, DAFA, etc. 2) coordination of communication between ESL, TRST, Mission Campus counselors, A&E staff and administration 3) maintain relations with San Francisco Office of Immigrant Affairs and CBOs dealing with AB 540 issues 4) assist students transitioning to credit ESL

Link to Goal: Increase transition of Latino students from noncredit to credit by 3% in the first year

Evaluation: Track the number of students enrolling in ESL and Transitional Studies and measure their persistence and course completion rates at the end of each semester.

**OUTCOMES**

- Increase transitions from noncredit to credit
- Increase number of students who benefit from AB 540
- Diminish achieve gap for this population

**MEASURES OF SUCCESS**

- Disaggregate and track success of URMs
- Track increase in transitions
- Track student success after transition (with further interventions as needed)

ACTIVITY C.1.D: STEPS TO CREDIT

ID	Activity Type(s)			Target Populations(s), Estimated Number	Start and End Date	Equity Funds	Other Funds
C.1.D Steps to Credit Collaboration at Mission Center	X	Outreach		URM Latino: 3,959	Spring 2016 – Fall 2016	20,000	
	X	Student Services or other Categorical Program	Curriculum/Course Development or Adaptation				
		Research and Evaluation	Professional Development				
		Student Equity Coordination/Planning	Instructional Support Activities				
		X	Direct Student Support				
<p><b>Background:</b> A significant but thus far indeterminate number of ESL students at Mission campus have expressed interest in moving from noncredit classes to credit. The challenge they face is their immigration status, which they perceive as a barrier to enrollment in credit courses. AB 540 allows such students to attend credit classes if they 1) have a high school diploma and 2) have attended high school in the United States for three years. CCSF Research office data (DSS) shows that in academic year 2013-2014, 33.3% of noncredit ESL students identified as Hispanic/Latino, but only 14.2% of credit ESL students identified as Hispanic/Latino. By comparison 49.8% of noncredit ESL students identified as Asian (a problematically imprecise designation, but that's another issue), while 63.5% of credit ESL students identified as Asian. This discrepancy has remained steady over the years, going back to AY 09-10.</p> <p><b>Activity Plan:</b> The Steps to Credit program already exists at Mission. Counseling faculty expand services and offer a series of workshops designed to introduce noncredit students to credit instruction, assist students in filling out the credit application, and the ESL Credit Placement Test is brought to the campus. <i>How can we increase the number of students who choose to transition to credit?</i> ESL and Counseling faculty will collaborate on ways to achieve this goal.</p>							
Link to Goal: Build strategies to increase the number of students who transition from noncredit to credit.							

Evaluation: A full assessment of students who participate, new and continuing, will be monitored and reviewed on a semester basis. Data will review if/how the program is supporting students in successfully transitioning. Student assessments will be conducted. Further evaluation: number of workshops attended, number of people served, monitoring of the number of credit applications received compared to previous semesters.

**ACTIVITY C.1.E: I-BEST INSTRUCTORS**

ID	Activity Type(s)			Target Populations(s), Estimated Number	Start and End Date	Equity Funds	Other Funds
C.1.5 I-BEST instructors for ENGL 93,96 and 1A at Mission Center	Outreach	X	Curriculum/Course Development or Adaptation	URM Latino	Spring 2016 – Fall 2016	\$60,000 for three .2 release positions	\$0
	Student Services or other Categorical Program		Professional Development				
	Research and Evaluation	X	Instructional Support Activities				
	Student Equity Coordination/Planning		Direct Student Support				
<p><b>Activity Plan:</b> Incorporating Integrated Basic Education and Skills Training (I-BEST) into the English sequence at Mission Campus will allow for an ESL presence in the native speaker English sequence, allowing both the English and ESL instructors to address linguistic and academic skills issues that may impede completion of the English sequence. The I-BEST instructors will spend part of their time in the English classrooms, observing student performance and noting obstacles to success, and another part of their time outside class working with students individually. We envision one section each of the abovementioned English courses to be scheduled at Mission Campus, keeping in mind that the English sequence may be altered, in which case this plan would be modified.</p> <p><u>List of I-BEST Non-Instructional Support Duties</u></p> <ul style="list-style-type: none"> <li>Weekly meetings between ESL and English instructor</li> </ul>							

	<ul style="list-style-type: none"> <li>• Identify ESL specific issues among students; create action plans for students</li> <li>• Identify other barriers to progress experienced by Latino and other students</li> <li>• Work with students in individual and small groups to address academic and linguistic skills issues</li> <li>• Administer student satisfaction and other surveys as needed</li> </ul>
	<p><b>Link to Goal:</b> Collaboration between the English and ESL instructors at the Mission Center to address linguistic and syntax errors specific to Non-Native English Speaking students to facilitate the completion of the English sequence.</p>
	<p><b>Evaluation:</b> The ESL-English I-BEST instructors at Mission Campus, in concert with their coordinator, will provide the following measurable results:</p> <ul style="list-style-type: none"> <li>• Rate of success among URMs in I-BEST sections</li> <li>• Report of pedagogies and classroom practices discussed with English instructor as regards student success of URMs</li> <li>• Student satisfaction survey results</li> </ul>

**ACTIVITY C.1.F: SEQUENCE COORDINATOR**

ID	Activity Type(s)			Target Populations(s), Estimated Number	Start and End Date	Equity Funds	Other Funds
C.1.F ESL Sequence		Outreach		URM Latino	Spring 2016 – Fall 2016	\$20,000 for .2 release	\$0
		Curriculum/Course Development or Adaptation					
		Student Services or other Categorical Program	Professional Development				
	Research and Evaluation		Instructional Support Activities				

x	Student Equity Coordination/Planning	Direct Student Support				
<p><b>Activity Plan:</b> With multiple ESL activities in motion, there is a need for coordination. An on-site coordinator will assess the progress of the various ESL activities, coordinate with the Ocean Campus coordinator on the new credit ESL sections to be offered at Mission center, coordinate communication between students, faculty and administrators, provide faculty advising for students moving through the sequence, and coordinate and train the three I-BEST. The ESL Department will schedule credit courses, followed by key English courses in collaboration with the English Department, at Mission Campus to create a bridge from noncredit ESL to certificate programs, degrees and transfer. This will be a response to calls for viable, complete pathways at campuses. As part of the Steps to Credit program (see Activity 4), the Credit ESL Placement Test is brought to Mission Campus. Analysis of test results will guide the initial placement of courses, based on most the most common placements. For example, if the majority of Mission students place ESL 140 and 150, we will schedule those course, a build the cohorts in subsequent semesters to ESL 160 and transition into English 93 (ESL 160 is a pre-requisite to ENGL 93). With multiple ESL activities in motion, there is a need for coordination. An on-site coordinator will monitor the progress of the student cohorts each semester and their progress through the sequence, coordinate with the Ocean Campus coordinator on the new credit ESL sections to be offered at Mission, with the English Department, coordinate communication between students, faculty and administrators. The coordinator will also provide faculty advising for students moving through the sequence, and coordinate and train the three I-BEST instructors.</p> <p><u>Coordinator duties</u></p> <ul style="list-style-type: none"> <li>• analyze Credit ESL test data and recommend levels to be schedule</li> <li>• follow progress of each ESL cohort through the ESL to English sequence</li> <li>• provide credit faculty advising for students moving through sequence</li> <li>• coordinate with Mission Campus ESL Coordinator and ESL and English Department Chairs</li> <li>• coordinate with Mission Campus staff, including A&amp;E, Counseling and Dean</li> <li>• provide training for I-BEST instructors</li> </ul>						
<p><b>Link to Goal:</b> Increase transition of Latino students from noncredit to credit by 3% in the first year.</p>						
<p><b>Evaluation:</b> Monitor the number of Latino students who transition from non-credit to credit, measureable results:</p> <ul style="list-style-type: none"> <li>• increase in number of noncredit students transitioning to credit</li> <li>• increase in number of Latino students transitioning from noncredit to credit</li> <li>• increase in number of ESL students transitioning to English</li> </ul>						



**ACTIVITY C.1.G: ESL: INNOVATION & REDESIGN COORDINATOR**

ID	Activity Type(s)			Target Populations(s), Estimated Number	Start and End Date	Equity Funds	Other Funds
C.1.G ESL Innovation & Redesign Coordinator		Outreach	Curriculum/Course Development or Adaptation	URM Latino	Spring 2016 – Fall 2016	\$20,00 0.00	\$0
		Student Services or other Categorical Program	Professional Development				
		Research and Evaluation	Instructional Support Activities				
	X	Student Equity Coordination/Planning	Direct Student Support				
<p><b>Activity Plan:</b></p> <p><u>Description:</u> The Mission Campus Equity Plan Coordinator will have an overview of all the activities in the plan rather than the day-to-day operations. This person will be the visionary, who will research best practices at other institutions, explore acceleration models and other research and make recommendations for future proposals. She or he will write regular progress updates, plan for the following academic year, and conversations at both campus and college level on continuing to move the numbers forward.</p> <p><u>List of Duties:</u></p> <ul style="list-style-type: none"> <li>• Monitor progress of and facilitate communication between the following Equity Activities at Mission               <ul style="list-style-type: none"> <li>○ ESL APP noncredit tutoring and interventions</li> <li>○ Equity survey progress and results</li> <li>○ ESL TRST AB540 project</li> <li>○ Steps to Credit collaboration with Counseling departments</li> <li>○ credit ESL pathway at Mission</li> <li>○ bridge to English pathway at Mission</li> </ul> </li> <li>• Research best practices at other institutions</li> <li>• Explore acceleration models and their efficacy</li> </ul>							

- Produce regular progress reports
- Make recommendations for improvements and for future Equity and other proposals

**Link to Goal:** Increase transition of Latino students from noncredit to credit by 3% in the first year

**Evaluation:** Measurable Results

The ESL Workforce Coordinator will provide the following measurable outcomes to determine if there is a continuing need for this position and to evaluate the success of this pilot:

- Increase in number of Latino students transitioning to credit
- Increase in number of Latino students taking advantage of AB 540 and other immigration legislation
- Increase in number of Latino students transitioning to English and other CCS programs
- Increase in number of Latino student completing AA/AS and Transfer
- Establishment of sustainable, complete, integrated pathway from noncredit to degree at single location

ACTIVITY C.2: ENGLISH DEPARTMENT ACTIVITIES: ENGLISH SEQUENCE REDESIGN AND ACCELERATION

ID	Activity Type(s)			Target Populations(s), Estimated Number	Start and End Date	Equity Funds	Other Funds
C.2 English Sequence Acceleration and Redesign		Outreach		Curriculum/Course Development or Adaptation	11,000 African Americans, 20 American Indians/Alaskan Natives, 3,700 Latinos, 120 Pacific Islanders, and 710 two or more races in 2014-2015	\$252,210	U-Fund Acceleration Coordination: \$25,000
		Student Services or other Categorical Program	X	Professional Development			
		Research and Evaluation	X	Instructional Support Activities			
	X	Student Equity Coordination/Planning		Direct Student Support			
<p><b>Background and Rationale:</b> Historical data from the Research Office shows that students’ placement level has a strong impact on whether or not they complete the English sequence, with the percentage of students having a chance of completing the sequence within 8 years falling as follows: L: 7% chance, 91: 18% chance, 92: 27% chance, 93: 37% chance, 96: 51% chance (from the College Performance Indicators 2008-2009 <a href="http://www.ccsf.edu/Offices/Research_Planning/pdf/ccpi2009.pdf">http://www.ccsf.edu/Offices/Research_Planning/pdf/ccpi2009.pdf</a>). Although this data was not disaggregated, these rates no doubt are worse for groups negatively impacted by the achievement gap, and current data shows that students identifying as Pacific Islander (48% success) African American (50% success), American Indian/Alaskan Native (52% success), Latino (56% success), and two or more races (58% success) are significantly impacted by the achievement gap in the English sequence.</p> <p><b>History of English Acceleration Project:</b> Because of this data, the English Department instituted an Accelerated Learning Program (ALP) sequence (first offered in Spring, 2011). The ALP courses have met the needs of students taking accelerated classes by offering courses that allow students to complete their English requirements in a shorter amount of time through intensive course-work—a current trend through developmental English education in California. CCSF’s ALP courses combine two regular sequence levels into one semester (English 92 and English 93 offered in one semester as English 95 and English 96 and English 1A offered in one semester as English 96/1A). The ALP course offerings for the past five years have steadily increased due to student demand and data shows that these courses have increased student persistence, success rates and English course-sequence completion.</p>							

Because we have seen an increase in courses completion through our accelerated pathway, we have been steadily increasing our course offerings—in our inaugural semester, Spring 2011, we offered 5 sections of English 9293 and 10 sections of 961A; this Fall 2015 semester we increased our offerings to 19 of Eng. 9293 and 13 of English 961A, and this coming Spring 2016 we will increase the number of sections of 961A yet again. Consequently, we will need to train more faculty in accelerated pedagogy and continue to improve our curriculum design and work with tutors to maintain and increase the success of the program, which in turn, improves student persistence and completion in English courses.

Students who started in English 95 were 2.94 times more likely to complete their English 1B or 1C requirement than students who started in the traditional English 92. Furthermore, during Fall 2011 and Spring 2012 when ALP courses were offered, student success for target student groups increased: African-American students succeeded 3.8 times more in English 95, Hispanic/Latino students succeeded 1.5 times more; and students receiving BOG waivers succeeded 2.9 times more than those in the traditional sequence. This backs up statewide data that suggests that redesigning the sequence to create a shorter one should significantly impact all students' success and should also be instrumental in helping to close the achievement gap.

This project is aimed to increase basic skills completion for all students and to help close the achievement gap for target groups by redesigning the English sequence. In addition, we will continue to increase sections of English 95 and English 96/1A, increase the number of faculty who are trained to teach in our accelerated pathway, and grow the success rates that students have in these classes.

**Activity Plan:** In order to address the challenges of throughput in our sequence and in recognition of the successes we have had with the ALP program, the English Department proposes to institutionalize the accelerated model by redesigning our sequence to include fewer courses, more acceleration, and effective tutoring support in order to increase success rates of African American, Latino, Pacific Islander and American Indian students, who disproportionately test into the lower levels of our sequence and have lower success rates throughout.

**Activity Implementation Plan:**

1. Appoint a Redesign Coordinator to oversee the process, research and acquire expert speakers in the field, map out a plan for convening workgroups to plan sequence redesign for Spring 2016 and Fall 2016 and implement the convening and workgroups in conjunction with the leads. The coordinator will continue to implement the tutors who have already been hired, gather data on their success in student achievement and will plan the professional development, mentoring, and tutor training components of the plan.
2. Spring 2016: Workgroups, convening, professional development, curriculum redesign
3. Fall 2016: Submit new course outlines to Curriculum Committee

4. Spring 2017 or Fall 2017: Offer new courses

Components of the acceleration and redesign process are as follows:

- A. **Redesign Coordinator:** One faculty coordinator receiving .25 reassigned time to coordinate the work of the redesign, including arranging for presenters, gathering and presenting data as needed, managing the work of leads, and running faculty convenings
- B. **Guest Presenters:** Two presenters for Spring 2016 and two presenters for Fall 2016 to talk about such issues as English course sequence design/length issues, placement procedures/issues, English 1A design, effective pedagogy and/or lab strategies for closing the achievement gap
- C. **Faculty Leads:** Four faculty leads to run level meetings with their faculty and to work to redesign the courses in conjunction with the Redesign Coordinator
- D. **Faculty Workgroups:** Twenty faculty to form workgroups to work on various issues regarding the redesign. These issues may include things such as sequence length, collaboration with ESL, placement and bumping, integration of student services, implementation of a sequence “floor,” course design & pedagogy, etc.
- E. **Faculty Convenings:** Six hours of faculty convenings over the course of the year to share data and discuss redesign elements
- F. **Lab Redesign FIG:** One FIG leader and ten faculty to form a Faculty Inquiry Group to redesign our English Lab offerings in order to find ways to remain in compliance with state laws while better supporting student success, particularly for students disproportionately impacted by the achievement gap and for students at the Centers
- G. **Tutors:** Five 3598 tutors specifically designated to support Accelerated English courses in-class and during drop-in tutoring (these are already hired and working; we would like to continue them)
- H. **Tutor Training:** Non-instructional pay for tutor training in accelerated pedagogy and best practices in tutoring
- I. **Faculty Professional Development:** National Conference on Acceleration in Developmental Education (4 attendees); California Acceleration Project training (4 attendees)
- J. **Faculty Mentor Program:** Training and support for new Accelerated-course faculty in the form of mentors, curriculum development and classroom application of Accelerated pedagogy

**Link to Goal:** Redesigning the English course sequence will increase the success rates of African American, Latino, Pacific Islander and American Indian students, who disproportionately test into the lower levels of our sequence and have lower success rates throughout.

**Evaluation:** The evaluation of these activities will happen in stages based on the process of redesign and implementation of the new sequence.

1. Beginning in Spring 2016, the first semester of full implementation of the ALP tutors, the success of the tutors will begin to be evaluated. Student retention, success, and persistence through the sequence will be measured every semester, and ALP courses which have tutors assigned to them will be compared to ALP courses that do not have a tutoring component.
2. Redesigned courses will first be offered in Spring or Fall 2017. At the end of the first semester of offering these courses, individual course retention and success rates will be measured. At the end of the second semester of offering these courses, retention and success rates will again be measured and semester-to-semester persistence rates of the general and target populations will also be measured. Every semester thereafter, these rates will continue to be measured.
3. The redesigned sequence should be implemented in either Spring or Fall 2017. Two years after implementation, in Fall 2019 or Spring 2020, the throughput rate of general and target populations will be measured and compared to historical data. This throughput measurement will continue every two years until the eighth year of implementation has passed (Fall 2025 or Spring 2026). This will allow the English department to compare the new sequence with the historical data on throughput in the old sequence, which was presented as percentage of completion over eight years.
4. Once the new English Lab components are implemented, the English Department will compare the above success factors (retention, success, and persistence) for target groups with the rates before English Lab redesign. In addition, we will assess English Lab usage statistics, and will gather qualitative data through surveys of students, faculty, and tutors.

## MATH DEPARTMENT ACTIVITIES

ID	Activity Type(s)			Target Populations(s), Estimated Number	Start and End Date	Equity Funds	Other Funds												
C.3 Developmental Mathematics Community of Practice		Outreach	X Curriculum/Course Development or Adaptation	635 African-American students and 1,781 Latino students were enrolled in developmental math during 2014-15.	Spring 2016- Fall 2016	\$106,000 per year for	\$0												
		Student Services or other Categorical Program	X Professional Development																
		Research and Evaluation	Instructional Support Activities																
	X	Student Equity Coordination/Planning	Direct Student Support																
<p><b>Activity Plan:</b> Create, maintain, and grow a “Community of Practice” of developmental mathematics instructors and professional tutors. The community will be facilitated by a Mathematics Department Equity Coordinator. As many as 25 faculty members and 15 professional tutors will participate in one-hour weekly professional development sessions that may involve planning, curriculum development, training, research, outside speakers, and evaluation.</p> <p><b>BUDGET:</b></p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;">A.) Math Equity .2 FTEF:</td> <td style="width: 50%; text-align: right;">\$20,000 per year</td> </tr> <tr> <td>B.) Community of Practice (Faculty Component):</td> <td style="text-align: right;">\$36,000 per year</td> </tr> <tr> <td>C.) Community of Practice(Staff Component):</td> <td style="text-align: right;">\$0 additional cost</td> </tr> <tr> <td>D.) Community of Practice(Outside Facilitators/Speakers)</td> <td style="text-align: right;">\$10,000 per year</td> </tr> <tr> <td>E.) Professional Development (Conferences):</td> <td style="text-align: right;">\$40,000 per year</td> </tr> <tr> <td><b>TOTAL:</b></td> <td style="text-align: right;"><b>\$106,000 per year</b></td> </tr> </table>								A.) Math Equity .2 FTEF:	\$20,000 per year	B.) Community of Practice (Faculty Component):	\$36,000 per year	C.) Community of Practice(Staff Component):	\$0 additional cost	D.) Community of Practice(Outside Facilitators/Speakers)	\$10,000 per year	E.) Professional Development (Conferences):	\$40,000 per year	<b>TOTAL:</b>	<b>\$106,000 per year</b>
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E.) Professional Development (Conferences):	\$40,000 per year																		
<b>TOTAL:</b>	<b>\$106,000 per year</b>																		
<p><b>Link to Goal:</b> Our primary measurable goal, over three years, is to increase the percentage of African-American and Latino students who are successful in developmental math courses by 3%.</p>																			

	<p><b>Evaluation:</b> Each semester, as reforms are implemented, we will evaluate the course completion success rates of African American and Latino students in each developmental math course. Assessment of the effectiveness of this program will be based on increases in course completion in target populations.</p>
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ID	Activity Type(s)			Target Populations(s), Estimated Number	Start and End Date	Equity Funds	Other Funds
C.3.F. Accelerated Math Gateway (AMG)		Outreach	X Curriculum/Course Development or Adaptation	35 students each year with African-American, Latinos, and women as targeted groups.  Student support specialist will be available to all 635 African-American and 1,781 Latino developmental math students (currently enrolled in 2014-15).	Spring 2016- Fall 2016	\$50,000 per year for three years	\$0
		Student Services or other Categorical Program	Professional Development				
		Research and Evaluation	Instructional Support Activities				
	X	Student Equity Coordination/Planning	Direct Student Support				
<p><b>Activity Plan:</b> Hire a student support specialist at 50% FTEF to work as (1) the Accelerated Math Gateway Program recruiter, counselor, and “summer camp” coordinator and as (2) counseling support for math equity.</p>							
<p><b>Link to Goal:</b> Our ultimate goal is to increase the numbers of African-Americans, Latinos, and women who enroll in Calculus I with the intention of pursuing a major in a STEM area. We hope to see the MATH 110A and the OVERALL CCSF percentages match in the table above when applied to a future year.</p> <p>Over three years, we hope to increase African-American enrollment in MATH 110A from the current 3% to 5%, 20 additional students. We hope to boost the Latino enrollment in MATH 110A from 16% to 21%, 50 additional student, and we hope to boost the enrollment of women in MATH 110A from 33% to 43%, 100 additional students.</p>							

**Evaluation:** Our ultimate goal is to increase the numbers of African-Americans, Latinos, and women who enroll in Calculus I with the intention of pursuing a major in a STEM area. We hope to see the MATH 110A and the OVERALL CCSF percentages match in the table above when applied to a future year.

Over three years, we hope to increase African-American enrollment in MATH 110A from the current 3% to 5%, 20 additional students. We hope to boost the Latino enrollment in MATH 110A from 16% to 21%, 50 additional student, and we hope to boost the enrollment of women in MATH 110A from 33% to 43%, 100 additional students.

Evaluate the course success rate for target groups at the end of each semester particularly in developmental math sections.

ACTIVITY C: MATH ACCELERATION PROFESSIONAL TUTORS

ID	Activity Type(s)			Target Populations(s), Estimated Number	Start and End Date	Equity Funds	Other Funds	
C.3G Math Acceleration Tutors		Outreach		Curriculum/Course Development or Adaptation	60 African Americans, 150 Latino/as 15 Filipino/as 9 Pacific Islanders 24 DSPS	Fall 2016	\$40,000	\$0
		Student Services or other Categorical Program		Professional Development				
		Research and Evaluation	X	Instructional Support Activities				
		Student Equity Coordination/Planning		Direct Student Support				
<p><b>Activity Plan:</b> Hire professional 3598 Math tutors for the accelerated Preparation for Statistics course</p> <p><b>Background and Rationale:</b> City College of San Francisco Mathematics Department began offering accelerated Preparation for Statistics courses in the Fall 2011 semester, piloting the course with two sections. Looking at the cumulative statistics for student success and using completion of college-level statistics (Math 80, Psyc 5, or Econ5) as the success metric, the success of the course is powerful: 8 times as many students who enroll in Preparation for Statistics complete college-level statistics compared to students who take the traditional algebra sequence.</p> <p>Finding tutoring support for students in Preparation for Statistics has always been difficult, because typical math tutors take the traditional algebra sequence rather than Preparation for Statistics and often don't take statistics at all. The expansion of the number of sections has increased the need to support students in these classes.</p> <p><b>Link to Goal:</b> These 3598 professional tutor positions are aimed at increasing basic skills completion for all students and at helping close the achievement gap for focus populations, since the focus populations are disproportionately enrolled in developmental courses.</p> <p><b>Evaluation:</b> Comparing students' retention, success, and persistence rates through the math sequence compared to these factors for students in prior 2 years, and to ALP courses with out a tutoring component.</p>								



## D. DEGREE AND CERTIFICATE COMPLETION

### CAMPUS-BASED RESEARCH: DEGREE AND CERTIFICATE COMPLETION

#### OVERVIEW

To calculate equity gaps in the number of degrees and certificates obtained, the number of students who declared an intent to pursue a degree or certificate in the 2014-2015 academic year was considered. Although using this data has its limitations, (e.g. students might change their mind after the completion of a semester) it was the best available indicator of student's initial intention. Completion in this section is defined as the number of students by target group who receive a degree or certificate compared to the number of students with the same matriculation goal. Any student who declared wanting to meet any of the following was considered to be a degree or certificate seeking:

- Meet 4-year college requirements
- Obtain an Associate degree and transfer to a 4-year institution
- Transfer to a 4-year institution without an Associate degree
- Associate degree
- 2-year vocational degree
- Vocational certificate

For this analysis we focused on credit students and credit based certificates and degrees.

Analysis of equity issues using the *Percentage Point Gap* revealed that eleven target groups obtained a disproportionately low number of degrees and certificates (refer to Table 14). The three groups with the largest disproportionate gaps were first generation, Latino, African American, and female URM students.

**Table 14. Degrees and Certificates Recipients by Target Group.**

Academic Year 2014-2015	Degree Certificate seeking		Degrees and Certificate recipients		Percentage Point Difference	# of Students Lost
	#	%	#	%		
All Students	5,899		2,606	100%		
African American	688	11.7%	199	7.6%	0.04	105
American Indian/ Alaskan Native	14	0.2%	9	0.3%	0.000	
Asian	1,396	23.7%	918	35.2%	0.000	
Filipino	329	5.6%	157	6.0%	0.000	
Latino	1,513	25.6%	569	21.8%	0.04	99
Pacific Islander	53	0.9%	22	0.8%	0.00	1
Two or more Races	349	5.9%	109	4.2%	0.02	45
Unknown	133	2.3%	73	2.8%	0.000	
White	1,423	24.1%	550	21.1%	0.03	79
Men	2,828	47.9%	1,217	46.7%	0.01	32
Women	2,948	50.0%	1,352	51.9%	0.000	
Unknown	122	2.1%	37	1.4%	0.01	17
First Generation	2,026	34.3%	571	21.9%	0.12	324
Foster Youth	187	3.2%	30	1.2%	0.02	53
BOG/Pell	3,195	54.2%	2,140	82.1%	0.000	
Veterans	309	5.2%	120	4.6%	0.01	17
Female URM	1,126	19.1%	423	16.2%	0.03	74
Male URM	1,108	18.8%	508	19.5%	0.000	

Source: Institutional Headcount v15.09.11 & Degrees and Certificates v15.08.11, Argos Reports, CCSF Office of Research and Planning.

GOALS, ACTIVITIES, FUNDING, AND EVALUATION: DEGREE AND CERTIFICATE COMPLETION

BRIDGE TO BIOTECH INTERNSHIP MONITORING

ID	Activity Type(s)			Target Populations(s), Estimated Number	Start and End Date	Equity Funds	Other Funds
D.1: Bridge to Biotech Internship Monitoring Support		Outreach		28 URM students	Spring 2016	\$15,625	No funds dedicated to Internship monitoring NSF Grant (for Biotechnology Program)
		Curriculum/Course Development or Adaptation					
		Student Services or other Categorical Program					
		Professional Development					
	Research and Evaluation	X	Instructional Support Activities				
	Student Equity Coordination/Planning		Direct Student Support				
<p>* The Department of Labor grant that previously funded the Internship Monitoring Program expired in Fall 2015, thus this equity funding is not supplanting.</p> <p><b>Activity Plan:</b> These activities provide targeted support to students in focus populations with the goal of increasing their certificate completion rates, AS degree completion rates and an increase in job placement rates. Certificates Count: An analysis of Sub-baccalaureate Certificates, published in 2010 by Complete College America, notes that states that collect data related to certificate attainment and increased earnings: “have produced significant findings about the earnings returns to certificates. Their broad conclusion is this: overall, high quality certificate programs can significantly boost the likelihood of student academic and career success,” (p. ii).</p> <p><b>D.1.a. History, Description and Outcomes of Existing Program:</b> The Bridge to Bioscience program provides training and personal support to prepare students for certificates and degrees in the Biosciences. The Bridge to Bioscience program has been effective at preparing unskilled students for careers in the biosciences including biotechnology, traditional biology education, and vocational programs such as nursing. The program has enrolled approximately 350 students since 2008, with 40% of the students in the target groups. Retention rates are 75% for students in target groups.</p> <p>The Bridge to Biotech Internship program is unique in that its goal is to train future technicians by providing real hands-on experience in research laboratories early on in their careers. These students are looking to start taking on tasks right away and be integrated in the research team as a useful member. Internships are an essential part of the training.</p>							

<p>City College of San Francisco Biotechnology Certificates: CCSF has one of the <u>largest biotech programs</u> in the country, including certificates such as Biotechnology Lab Assistant, Stem Cell, Biotechnician, and Biomanufacturing, and an AS degree in Biotechnology. The Bridge to Biosciences (aka Bridge to Biotech), is the first step to these certificates. The program is open to all students, with or without scientific backgrounds, and with a special focus on under-prepared, lower income students.</p>
<p><b>Link to Goal:</b> Internship monitoring will maintain high rates for x populations) certificate completion in Bioscience by 3%.</p>
<p><b>Evaluation:</b> Mentor/intern assessments; number of students who become employed in the biosciences after their internship; number of students who continue with their education to obtain an AS or AA degree after their internship compared to similar students without access to the program.</p>

## FIRE SCIENCE MENTORING PROGRAM

ID	Activity Type(s)			Target Populations(s), Estimated Number	Start and End Date	Equity Funds	Other Funds
D.2 Fire Science Mentoring Program	X	Outreach		Curriculum/Course Development or Adaptation	Women: 14/year Race/Ethnicity: African American: 20/year Latino: 12/year	Fall 2015 – Spring 2016	
		Student Services or other Categorical Program		Professional Development			
		Research and Evaluation	X	Instructional Support Activities			
		Student Equity Coordination/Planning	X	Direct Student Support			
<p>*Perkins funds previously supported this program but are no longer available to support it; thus this is not supplanting another funding source.</p> <p><b>Background and History:</b> Our women Fire Science students experience disproportionate impact in certificate/degree completion and this program is designed to address that negative impact. For the purposes of equity funding, the target audience has been expanded to include male and female ethnic minorities, as well as Veterans. Returning veterans comprise 25% of Fire Science students.</p> <p><b>Outcomes:</b> Female enrollment in 2012, 2013 and 2014 was 14, 9 and 21 students respectively, demonstrating a significant increase in female students, especially in relationship to the corresponding enrollment decline; More students, both male and female, from Fire Science student population accessing mentoring, guidance, and general support provided by Fire Science faculty. Increased hiring of target populations (originally female) based on personal feedback and hiring agency records</p> <p><b>Activity Plan:</b> Outreach and Recruitment: Outreach and Recruitment program targeted towards female students, ethnic communities within Fire Science program, and returning Veterans. Mentoring: Baseline mentoring and outreach will take place in the core entry level class in Fire Science: F SC 50 Introduction to Fire Science Technology. F SC 50 is a gateway course and a prerequisite for multiple other classes.</p>							

	<p>Mentoring Activities Include: Candidate Agility Test (CPAT-a test required of all attempting to get into the fire service), Interview workshops, resume writing, entry level exam preparation, National Registry Emergency Medical Technician (NREMT), Physical conditioning in addition to PE 29, Fire Science Bookloan program, networking with professionals in the greater fire service, including the opportunity to meet with Chief Hayes-White, Chief of the San Francisco Fire Department</p>
	<p><b>Link to Goal:</b> Increase the certificate completion rates of women, underrepresented minorities and veterans in Fire Science by 3% over the next three years.</p>
	<p><b>Evaluation:</b> Tracking of enrollment, course completion and certificate completion rates in target populations. Data sources will include Banner, Argos, and Tableau dashboards.</p>

## BUSINESS CERTIPORT CERTIFICATION PROGRAM

ID	Activity Type(s)			Target Populations(s), Estimated Number	Start and End Date	Equity Funds	Other Funds
D3 Business Certipoint Certification Program	X	Outreach		Curriculum/Course Development or Adaptation	Race/Ethnicity: URM: 205  First Generation College Students: 150	Fall 2015 – Spring 2016	
		Student Services or other Categorical Program		Professional Development			
		Research and Evaluation	X	Instructional Support Activities			
		Student Equity Coordination/Planning	X	Direct Student Support			
<p>*Perkins funds previously supported this program but those funds are not available for non-Perkins students. Thus equity funds enable an expansion of the program to target groups with specific targeted outreach.</p> <p><b>Background and History:</b> Downtown Center implemented a Microsoft Office Specialist and Intuit QuickBooks Certification testing site in Spring 2015, and this funding has enabled the program to expand to three additional centers. The program identified targeted outreach as a need because of lower enrollment numbers of target URM groups compared to the general population.</p> <p><b>Outcomes:</b></p> <ul style="list-style-type: none"> <li>• Increase Certipoint certification completions, thus increasing noncredit and credit student access to employment opportunities</li> <li>• Increase numbers of target populations enrolled in this noncredit certificate program, especially Latino, African American, Pacific Islander and Filipino students</li> <li>• Increase opportunities for noncredit to credit pathways</li> </ul> <p><b>Activity Plan:</b></p> <p><b>Outreach and Recruitment:</b> Outreach and Recruitment through print materials will be targeted towards underrepresented minorities in the following neighborhoods: Tenderloin, Bayview/Hunter’s Point, Third Street and Mission/Excelsior districts.</p>							

	<p><b>Implementation of Certiport:</b> Software will be implemented at three additional centers (Mission, John Adams, Chinatown/Northbeach). Students will have access to Quickbooks Fundamental Guides in class, and the test license for up to 500 students will be implemented through January 2017.</p>
	<p><b>Link to Goal:</b></p> <p>The outreach will increase the access rates of Latino, African American, Pacific Islander and Filipino students by 3% over the next year. Enrollment in the program will increase certificate completion rates of first generation, Latino, African American, Pacific Islander and Filipino students by 3% over the next year.</p>
	<p><b>Evaluation:</b> Student employment data, student course completion/certificate completion data will be tracked to assess effectiveness of the program in increasing these success rates.</p>

### Student Development Initiatives

ID	Activity Type(s)			Target Populations(s), Estimated Number	Start and End Date	Equity Funds	Other Funds	
D.4 Student Development Initiatives	X	Outreach		URM	January 2016 – Dec 2016	\$50,000.00		
		Curriculum/Course Development or Adaptation						
		Student Services or other Categorical Program						Professional Development
		Research and Evaluation	X					Instructional Support Activities
	Student Equity Coordination/Planning	X	Direct Student Support					

<p><b>Activity Plan:</b> Student development initiatives focused on Degrees and Certificate completion focused on underrepresented minorities through the following:</p> <ol style="list-style-type: none"><li>1. Hire a Coordinator to work with the equity researcher to identify students who are degree and certificate ready (who are within 10-12 units of completing their degree or certificate)</li><li>2. Organize and coordinate on campus activities and events such as student services fair and workshops.</li></ol>
<p><b>Link to Goal:</b> Increase the number of degree and certificate ready students, particularly among disproportionately impacted students across the institution by 3%.</p>
<p><b>Evaluation:</b> Hire a coordinator and evaluate the number of off and on campus events to increase the number of students reaching a degree or certificate.</p>

## E. TRANSFER

### CAMPUS-BASED RESEARCH: TRANSFER

#### OVERVIEW

The last analysis that was conducted explored six-year transfer rates. The definition for transfer used was the ratio of the number of students by population group who complete a minimum of 12 units and have attempted a transfer level course in Math and English compared to the number of students in that group that actually transfer after one or more (up to six) years. Data for this section was gathered from the California Chancellor’s Office Data Mart Transfer Velocity Cohort. This methodology tracks first-time college students for six years to determine if they show “behavioral intent to transfer”[1].

Using the *Percentage Point Gap*, results indicate that a number of students experience disproportionately lower levels of transfers compared to their peers. The groups with the largest disproportionate gaps were American Indian/ Alaska Native, Filipino, and African American, and Pacific Islander Students (see Table 15).

Table 15. Transfer level by Target Population.

Target Group	Total Cohort 2006-2007		Number of transfers		% Transferring	Percentage Point Difference	# of Students Lost
	#	%	#	%	%	%	
All Students	1,943	100%	959	100.0%	49.4%		
African American	103	5.3%	37	3.9%	35.9%	0.13	14
American Indian/ Alaskan Native	12	0.6%	1	0.1%	8.3%	0.41	5
Asian	961	49.5%	569	59.3%	59.2%		
Filipino	149	7.7%	40	4.2%	26.8%	0.23	34
Latino	228	11.7%	94	9.8%	41.2%	0.08	19
Pacific Islander	25	1.3%	9	0.9%	36.0%	0.13	3
Two or more Races				0.0%			
Unknown	159	8.2%	75	7.8%	47.2%	0.02	3
White	306	15.7%	134	14.0%	43.8%	0.06	17
DSPS	76	3.9%	35	3.6%	46.1%	0.03	3
Men	929	47.8%	450	46.9%	48.4%	0.01	9
Women	1,005	51.7%	503	52.5%	50.0%	0.00	
Unknown	9	0.5%	6	0.6%	66.7%	0.00	

Source: CCCC Data Mart Transfer Velocity

In addition to the data provided by the Data Mart, we also explored data on students who declared an intent to transfer in their application. Any credit student who declared wanting to meet any of the following in their application was considered to be transfer seeking:

- Meet 4-year college requirements
- Obtain an Associate degree and transfer to a 4-year institution
- Transfer to a 4-year institution without an Associate degree

Although using this data has its limitations, (e.g. students might change their mind after the completion of a semester or after talking to a counselor) we felt it was the best indicator of student's initial intention. Completion in this section is defined as the proportion of each group's representation in the intention cohort with the proportion of the representation in the transfer group.

Analysis of equity issues using the *Percentage Point Gap* indicate that a large majority of students experience disproportionately low numbers of transfer compared to the number of students who initially declared an intent to transfer. The groups with the largest gaps are foster youth, African American, first generation students, and male URM. The largest gap was seen across foster youth, where calculations show the biggest need of additional transfers to arrive at the average rate.

**Table 16. Intent to Transfer by Target Population**

Target Group	Transfer Seeking*		Number of Transfers		% Transferring	Percentage Point Difference	# of Students Lost
	#	%	#	%	%		
All Students	4,727	100%	2,369	100%	50%		
African American	489	10.3%	119	5.0%	24%	0.26	126
American Indian/ Alaskan Native	12	0.3%	7	0.3%	58%	0.000	0
Asian	1,185	25.1%	1,013	42.8%	85%	0.000	0
Filipino	273	5.8%	132	5.6%	48%	0.02	5
Latino	1,252	26.5%	406	17.1%	32%	0.18	221
Pacific Islander	50	1.1%	18	0.8%	36%	0.14	7
Two or more Races	309	6.5%	89	3.8%	29%	0.21	66
Unknown	33	0.7%	69	2.9%	209%	0.000	0
White	1,124	23.8%	516	21.8%	46%	0.04	47
Men	2,287	48.4%	1,086	45.8%	47%	0.03	60
Women	2,363	50.0%	1,253	52.9%	53%	0.000	0
Unknown	77	1.6%	30	1.3%	39%	0.11	9
First Generation	1,529	32.3%	432	18.2%	28%	0.22	334
Foster Youth	158	3.3%	12	0.5%	8%	0.43	67
Low Income	2,540	53.7%	1,277	53.9%	50%	0.000	0
Veterans	240	5.1%	72	3.0%	30%	0.20	48
Female URM	904	19.1%	297	12.5%	33%	0.17	156
Male URM	873	18.5%	248	10.5%	28%	0.22	190

Source: Institutional Headcount v15.09.11, Argos Report, CCSF Office of Research and Planning. Data originally collected from the Educational Goal section in the CCSF application, while data on transfer was gathered from the National Student Clearinghouse Student Tracker.

**GOALS, ACTIVITIES, FUNDING, AND EVALUATION: TRANSFER**

**ACTIVITY E: STUDENT DEVELOPMENT INITIATIVES**

ID	Activity Type(s)				Target Populations(s), Estimated Number	Start and End Date	Equity Funds	Other Funds
E.1 Student Development Initiatives			Outreach					
	X		Curriculum/Course Development or Adaptation					
		X	Student Services or other Categorical Program			Coordinator: \$40,000		
	X		Professional Development			College Tours: \$40,000		
			Research and Evaluation					
			Instructional Support Activities					
			Direct Student Support					
	<p><b>Activity Plan:</b> The Transfer Center mission is to facilitate City College students' transition to baccalaureate institutions; provide educational planning and assistance for transfer; and coordinate a calendar of university advising and outreach services. This activity will be a division wide coordinated effort to address this student indicator collaborating with the following programs: DSPS, Multicultural Retention Programs, Veterans and Guardian Scholars. Collectively, focus will be in 3 major areas:</p> <p>A. College Tours – Organize and coordinate off campus tours for URM’s, Filipinos, students with disabilities, foster youth, and veterans: (\$20,000 for HBCU tour Spring 2016; \$19,000 for California college tours Spring 2016)</p> <p>a. HBCU tours have not been offered at CCSF for many years, and previous tours required extensive fundraising by students, thus this funding is not supplanting any other funding source. Background and Rationale: In a recent survey of 200 participants in an HBCU tour, with a 39% response rate, 84% (N=65) of our survey respondents stated that they were attending or planning to attend (if at a community college) an HBCU. Activity Plan: Support ten students to attend a tour of eight Historically Black Colleges and other significant historical civil rights sites. To participate, students must be: On track to complete 30 transferable units by December 2015 and have a 2.5 GPA. The tour is organized by Black College Tours, a proven leader in the field of student travel to historically Black colleges and universities The variety of experiences on the tour builds a solid foundation upon which to make the very best college choice.</p>							

- b. With the assistance of Transfer Coordinator and Research Office, identify URM’s, Filipinos, students with disabilities, veterans and foster/former foster students in exploring transfer visits focused on Bay Area Colleges and Universities. Provide Coordination and support for transfer visit opportunities for URM’s, foster and veteran students with colleges and universities. The same criteria will be applied as used for HBCU tour, focus will be on Bay Area Colleges and Universities.
- B. On Campus Targeted Transfer and Support Workshops (for URM’s, Filipinos, students with disabilities, foster youth, and veterans: (\$1,000)
  - a. Conduct targeted outreach for application workshops and Transfer Application Clinics
  - b. Targeted outreach for annual transfer fair for: URM’s, Filipinos, students with disabilities, foster youth, and veterans
- C. Completion & Support Coordinator (40,000): The focus of this position will be both intervention and student support in transfer opportunities. With the assistance from the research office, identify students who have identified degree/certificate completion as a goal and identify students at the midterm with lower grades. This position will coordinate with academic counselors supporting the Multicultural Retention Centers, DSPS, Veterans, and Guardian Scholars.
  - a. Transfer interested students: Identify transfer ready students who are degree/certificate completion ready, within 10 units. Provide specific outreach to identified students, and provide direct outreach on support and information on transfer opportunities.
  - b. Students who are struggling academically will be connected to on campus resources in order to provide direct student support services such as information on resources on childcare, books, transportation, and learning assistance resources. Additionally, as it becomes available, use an “alert,” system to help identify students struggling academically.
  - c. Collect and analyze data about number of students who are transfer prepared and do not transfer and develop interventions to support them.
- D. Develop (Fall 2015-Spring 2016) and pilot (Fall 2016) three hybrid online 1-unit online courses intended to support students on probation, disproportionately from our target groups. (Equity funds only pay for development of course).

**Link to Goal:** Increase the number of transfer ready students, particularly among disproportionately impacted students across the institution by 3%.  
*HBCU Tour:* Given the research cited above, students who attend an HBCU tour are more likely to transfer than their counterparts who have not.

**Evaluation:** Hire a coordinator and evaluate the number of off and on campus events to increase the number of transfer students.

<p>HBCU and College Tours: Number of travelling students who transfer to HBCUs or other colleges on tours; percentage comparison with number of similar students who transfer after completing 30 units.</p> <p>1-unit Probation Hybrid Online Courses: Enrollment and persistence of students after they take the course vs. students on probation who haven't taken one of the courses.</p>
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F. OTHER COLLEGE- OR DISTRICT-WIDE INITIATIVES AFFECTING SEVERAL INDICATOR GOALS, ACTIVITIES, FUNDING AND EVALUATION:

F.1: OFFICE OF STUDENT EQUITY AND SUCCESS

Activity Type			
X	Access	X	Degrees and Certificate Completion
X	Course Completion	X	Transfer
X	ESL and Basic Skills Course Completion		

ACTIVITIES: F ALL INDICATORS

ID	Activity Type(s)			Target Populations(s), Estimated Number	Start and End Date	Equity Funds	Other Funds
F.1.a Office of Student Equity and Success			Outreach	All students, with an emphasis on underrepresented youth, foster youth, veterans, and students of all abilities.	Spring 2015 - Spring 2016; ongoing pending evaluative of effectiveness.	Spring 2016 - Fall 2016 \$424,000	
		X	Curriculum/Course Development or Adaptation				
	X		Professional Development				
	X		Instructional Support Activities				
		Student Services or other Categorical Program	Direct Student Support				
		Research and Evaluation					
		Student Equity Coordination/Planning					
<p><b>Activity Plan:</b> Establish an Office of Student Equity and Success (OSES) to coordinate services on campus, fostering an environment that upholds CCSF’s commitment to equity throughout the college and centering student achievement. The CCSF Office of Student Equity and Success will support programs, centers, divisions and departments in creating and implementing equity plans and coordinating connections between services across the district. The office will support existing pathways and programs that have demonstrated success with target groups and support of pilot pathways (approved summer and fall 2014), and programs specifically geared towards target groups.</p> <p>One of the most prominent barriers impeding the academic success of all students discovered through the inquiry and investigations conducted in preparation to write the original 2015 Student Equity Report, and also documented in the Bridge to Success report prepared by Harder and Company in 2012 (see <a href="http://tinyurl.com/BridgetoSuccCCSFRep2012">http://tinyurl.com/BridgetoSuccCCSFRep2012</a>), is the lack of internal coordination efforts across CCSF. Although CCSF offers numerous support services, resource centers, retention programs and instructional programs for all students, coordinated efforts among these services can increase their effectiveness, reduce duplication, and more effectively serve students.</p> <p>Primary activities of the Office of Student Equity and Success Include:</p> <ul style="list-style-type: none"> <li>• Support equity applicants/fundees in designing and implementing their programs</li> <li>• Coordinate equity funding with other categorical funding sources across campus</li> </ul>							

- Facilitate transparent processes of applications for equity funding through Program Review and Student-Initiated Projects Process, including development of rubrics and funding prioritization strategies in collaboration with the Academic Senate, the Vice Chancellor of Student Development, the Vice Chancellor of Academic Affairs
- Provide regular updates to constituent groups
- Plan and implement annual equity forums
- Serve on annual workgroups and taskforces to assist in assessing, evaluating and revising the Student Equity Plan
- Support the writing of the annual Progress Report for the SEP,
- Provide opportunities for college stakeholders to increase their understanding of assessment and program evaluation strategies

Primary research activities will include:

- Conduct a series of focus groups with eight target groups, which all overlap significantly with our target populations on campus (lesbian and gay students, transgender students, undocumented students, veterans, foster youth, Generation 1.5 students, Muslim/Arab students, and students facing mental health challenges) to better understand specific barriers, challenges and effective supports related to access, course completion, basic skills sequence completion and/or degree/transfer/certificate completion (See Access section for budget).
- Share the progress of equity related research and the decrease of the achievement gap through dashboards and the usage of Tableau software. Engage college constituent groups in using data driven information in their decisions.

Five positions will be included:

- Associate Dean of Student Equity
- Faculty Equity Coordinator (40% time)
- Classified Support
- Equity Researcher
- 3598 Classified Position (50%) focused on assisting with student initiated projects

\* These are new positions created with equity funding and as such have not be supplanted other funding sources.

**Link to Goal:** The primary goals of the Office of Student Equity and Success will be to:

- Support the integration of equity as a core planning value at all levels of the college.
- Support all college stakeholders in developing interventions designed to close opportunity gaps
- Build the capacity of college constituencies to access, analyze and track data

In addition, the Office of Student Equity and Success will work closely with the Student Learning Outcomes committee of the Academic Senate and the Research and Planning Department to continue regular equity-themed data analysis sessions with faculty and staff, coaching groups and individuals about analysis of Student Learning Outcomes disaggregated by target populations as well as assisting

faculty and staff with evaluation of achievement gaps in their departments and programs. This increased capacity will improve access to and understanding of data, data systems and data analysis. In turn, the college community will increase skills and abilities related to data collection, data reporting and outcomes assessment.

**Evaluation:** Ongoing evaluation will be completed through Program Review self-evaluation, annual surveys of equity fundees and applicants, and annually based on progress made towards closing opportunity gaps.

ID	Activity Type(s)			Target Populations(s), Estimated Number	Start and End Date	Equity Funds	Other Funds
F.1.b Research		Outreach		Curriculum/Course Development or Adaptation	All students, with an emphasis on underrepresented youth, foster youth, veterans, and students of all abilities.	Fall 2015- Spring 2016	\$70,592  (IT Department)
		Student Services or other Categorical Program	X	Professional Development			
	X	Research and Evaluation		Instructional Support Activities			
		Student Equity Coordination/Planning		Direct Student Support			
<p><b>Activity Plan:</b> An equity researcher (included in F.1.a) was hired at the beginning of 2015, and has been assisting with research related activities to support the work of the Student Equity Strategies Committee. Specifically, the researcher has been involved in disaggregating college wide data, leading presentations on how to calculate disproportionality, and the preparation of the Student Equity Plan, among other activities.</p> <p><b>Research and Inquiry:</b> The following areas have been identifies as sites for future research and inquiry by the campus community:</p> <ul style="list-style-type: none"> <li>• Identify high drop-off points across target populations from application/matriculation through course registration, course persistence, course completion, number of units completed (e.g. 30 units), and certificate/degree/transfer completion.</li> <li>• Identify high needs courses, with a particular emphasis on entry level courses with low course success rates and with a high proportion of target group students enrolled. This research will be carried out by the Research and Planning group in collaboration with the LAC and equity coordinators.</li> <li>• Include Southeast Asian, Laotian, East Indian, in ethnicity disaggregation for course completion rates Gather and report on course completion rates in entry level/ introductory courses and encourage and support the development of strategies to close opportunity gaps revealed by the data analysis.</li> <li>• Although students with low income do not show as being disproportionately impacted in any of the categories in this report, it is important to note that we define low income as any students who receives a Board of Governors Fee Waiver (BOG) and/or a Pell</li> </ul>							

grant. In order to adequately assess this information, other types of data that better captures students' socioeconomic situation is needed.

The SENSE Survey (an ongoing activity) was successfully implemented across 80 classrooms during the 4th and 5th week of the Fall semester. After data was collected, all testing materials were sent to The University of Texas at Austin for analysis. Results are expected to arrive to the college by May 2016, where additional in-depth analysis will be conducted by the Office of Research and Planning and shared across the college community. The survey will be administered each semester. (Spring 2016: \$12,140)

ODS Operating System: Operational Data Store was purchased with equity funds in Fall 2015 (software and implementation with consultants) in order to build capacity to collect and analyze data. As a huge institution, CCSF is faced with an expanding multitude of requests for equity data across the district. Implementation of the ODS system is necessary to enable research staff to respond to these requests in a timely manner and to build the capacity of the college to analyze data and outcomes related to equity. The implementation of ODS with training for CCSF faculty and staff will continue in Spring 2016. (Spring 2016: \$24,000)

Tableau Software: The Office of Research and Planning will continue to implement the use of Tableau software desktop licenses (purchased in Fall 2015). The Office of Research and Planning will begin creating dashboards with:

- No restrictions on the usage of data files and size,
- Connectivity to a larger number of data sources (besides excel or text file),
- Increase control and protection of published dashboards,
- Increase protection of confidentiality by having the ability to save draft workbooks and dashboards internally rather than on the public server, and
- Having access to the tableau user community.

**Link to Goal:** Building the capacity of our research office is a primary goal of student equity funding from 2014-2016. In Fall 2015 the research staff began regular equity-themed data analysis sessions with faculty and staff, coaching groups and individuals about analysis of Student Learning Outcomes disaggregated by target populations as well as looking at achievement gaps in their departments and programs. This increased capacity will improve access to and understanding of data, data systems and data analysis. In turn, the college community will increase skills and abilities related to data collection, data reporting and outcomes assessment.

**Evaluation:**

- *SENSE Survey:* Attendance at campus wide report backs and use of the data in ongoing analyses and development of activities to increase student equity based on information revealed in the survey (2016-2017 Program Review)

	<ul style="list-style-type: none"> <li>• <i>ODS Operating System</i>: Implementation of system; 2017 analysis of increased capacity to meet requests for data analysis across campus.</li> <li>• <i>Tableau</i>: Use rates of Tableau desktop licenses by college constituents to communicate data and data trends in their departments and programs.</li> </ul>
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## ACTIVITY F.2: PROFESSIONAL DEVELOPMENT

Activity Type			
X	Access	X	Degrees and Certificate Completion
X	Course Completion	X	Transfer
X	ESL and Basic Skills Course Completion		

### **Background and Rationale:**

CCSF has not offered substantial professional development for several years. Research shows that students benefit from positive, engaging, and personal attention and support from college personnel, especially classroom faculty. In addition, our own findings from the October 20, 2015 SLO day revealed a desire from college personnel for more professional development related to improving our engagement with students.

Supporting this internal assessment, the CCCSE *A Matter of Degrees: Engaging Practices, Engaging Students Report on High-Impact Practices for College Student Engagement* names the provision of continuing professional development for the people charged with implementation of the high impact practices as central to their success in narrowing achievement gaps (p. 35). Research shows that students benefit from positive, engaging, and personal attention and support from college personnel, especially classroom faculty. Offering a robust set of professional development activities will continue to support staff, faculty, administrators and students in increasing equity at the college, increase innovation and success with students and provide the community and continue the support necessary to do ongoing work to increase student success for our target populations.

ID	Activity Type(s)			Target Populations(s), Estimated Number	Start and End Date	Equity Funds	Other Funds
F.2 Professional Development: On-Campus and Off-Campus		Outreach		Curriculum/Course Development or Adaptation	URM, Veterans, Foster Youth	200,000.00	U-funds: MIP: \$25,000  PD Coordinator: \$48,000
		Student Services or other Categorical Program	X	Professional Development			
		Research and Evaluation		Instructional Support Activities			
		Student Equity Coordination/Planning		Direct Student Support			
<p>*Equity-focused professional development funding is separate from existing funding for professional development, thus this does not supplant funds.</p> <p>*Off campus professional development funding will coordinate with existing PD request processes and expand the opportunities offered to staff, faculty, administrators and students, thus will not be supplanting funds.</p> <p><u>On-Campus Professional Development Activity Plan:</u></p> <p>Expand the infrastructure dedicated to professional development on campus for faculty, staff and administrators by providing time and resources through identifying a .8 (TBD) Equity PD Coordinator and providing ongoing PD activities on campus designed to help close opportunity gaps. Appoint an equity-focused faculty professional development coordinator. Coordination is necessary to plan and implement campuswide events, ongoing workshops, and faculty inquiry groups to increase the capacity of all college personnel to use assessment data, create strategies, and implement interventions that will close achievement gaps. This will require a culture change across the college. Through an intentional focused professional development program CCSF can develop expertise across the college and increase our institutional capacity to improve student success. The equity PD coordinator will collaborate with the district Professional Development committee, the research office, SLO coordinators, other coordinators in AB86 and Basic Skills, and the existing on-campus experts in relevant areas. Professional development activities will be developed to increase our college-wide capacity in the areas of engagement and retention; cultural competencies; syllabi review; use of mentoring, tutoring, and other supplemental instruction; teaching basic skills in the general education classroom; curriculum alignment; boot camps; course</p>							

acceleration; the affective domain; student services and support strategies; faculty inquiry groups; use of technology in the classroom; embedded assessment strategies; using early alert; etc.

**Implementation Activities:**

Infuse training about innovative and multicultural curriculum successful in engaging underrepresented students, including cultural awareness, teaching in diverse urban environments, handling multiple skill levels.

Integrate ongoing professional development opportunities about how to leverage technology in the service of students, like using e-portfolios, flipping your classroom, etc.

**On-Campus Professional Development Cost per semester:**

\$24K for PD Coordinator – hired from within

\$8K for stipends (\$500 stipend for leading PD workshop)

\$20K for keynote speakers and outside workshop presenters

\$20k for faculty inquiry group coaches or community of practice coaches

**Off-Campus Professional Development Activity Plan:**

Rationale: Equity and closing achievement gaps have been identified as priorities for community colleges across the state. Off-site research and practice conferences allow CCSF personnel to learn, share ideas, and collaborate with personnel from other colleges, then bring key information back to CCSF for consideration. Using our existing infrastructure to distribute and process conference funding, each constituent group will be provided with an amount of funding to attend in-state off-site conferences that are allowable under the equity funding guidelines.

**COSTS:**

Administration: \$12K

Classified Staff: \$47K

	Faculty: \$54K
	Students: <u>\$15K</u>
	Total: \$200K/year
	<p><u>Link to Goal:</u> The combination of equity PD events will result in:</p> <ul style="list-style-type: none"> <li>· Increased awareness, dialogue, and collaboration across all areas of the college with regard to achievement gaps, research-based best practices for closing achievement gaps, intervention planning, and data-informed evaluations.</li> <li>· Evaluations of programs informed by effectiveness in narrowing achievement gaps and improving success rates for students overall.</li> <li>· Increased capacity of all college personnel to address the learning needs of all students.</li> </ul>
	<p><u>Evaluation:</u></p> <p><b>On-Campus Event:</b> Each event will identify 3-5 outcomes for participants. Participant evaluations will rate to what extent those outcomes were achieved, and share ideas for future improvements and events.</p> <p><b>Faculty Inquiry Groups:</b> Participating faculty will assess the effectiveness of inquiry groups in achieving the outcomes and in supporting their ability to implement new instructional, counseling or library strategies with students. As possible, the evaluation will also include</p> <p><b>Campuswide Survey:</b> Annual campuswide professional development survey will integrate a question(s) assessing the impact of equity-focused professional development on campus. Campuswide responses will be compared over time.</p> <p><b>Off-Campus Conferences:</b> Participants in off-campus conferences will write a 1-page summary of what they learned and how it applies to their practice with students in the service of increasing equity. Participants in outside conferences make a commitment to formally share what they learned with colleagues in their department or program.</p>

F.3: SUPPORTING SUCCESSFUL PATHWAYS AND PILOTING NEW PATHWAYS

Activity Type			
X	Access		Degrees and Certificate Completion
X	Course Completion	X	Transfer
X	ESL and Basic Skills Course Completion		

ID	Activity Type(s)			Target Populations(s), Estimated Number	Start and End Date	Equity Funds	Other Funds	
F.3.a Metro Transfer Academies	X	Outreach	X	Curriculum/Course Development or Adaptation	Estimates of numbers: African American: 13% Latino/a: 53% Asian: 8% Filipino: 8%	Fall 2014 – December 2016	\$216,590	Innovation in Higher Ed: \$330,000 starting January 1, 2016
	X	Student Services or other Categorical Program	X	Professional Development				
		Research and Evaluation	X	Instructional Support Activities				
		Student Equity Coordination/Planning	X	Direct Student Support				
<p><b>Activity Plan:</b> Both 2014-15 and 2015-16 SEP funds are supporting CCSF’s successful Metro Transfer Academy model to expand the number of transfer paths offered, including a new science pathway and an arts, communication, and design pathway. Other pathways are in early stages of development. All Metro core courses are general education classes that satisfy graduation requirements throughout the CSU and (starting soon) UC systems. This means that Metro is a City College-wide transfer program serving a wide range of majors in each academy, not a department-based program serving one specific major.</p> <p>History: Metro Transfer Academies is a redesign of the first two years of college to prepare students for graduation, transfer to university and meaningful careers. Outreach focuses on high schools (emphasizing SFUSD), community based organizations, and developmental</p>								

courses that serve large numbers of students who are low-income, first-generation, and/or under-represented. Metro has consistently won national and state awards for sharply reducing attrition, and for reducing time to graduation and transfer by nearly two years on average. Founded in 2007, the Metro College Success Program grew out of a long-term partnership between City College and San Francisco State University, formed in 1992. Metro provides hands-on support for application and registration.

Each Metro Academy (Metro) is a 'school within a school' for up to 120 students, with three main program elements:

1. Four semester guided pathway: The distinguishing feature of the program is a cohort design in which a group of students take two linked classes together each semester over four semesters, forging strong ties among peers, faculty and counselors. Metro core classes are general education courses that satisfy graduation requirements for all 289 majors in the Cal State University system. The program also has an "on ramp" of developmental courses starting at a placement level of English 92/93. Each Metro has a broad career or topical theme: Metro Academy of Health, Metro Academy of Science, and so on.
2. Wrap-around services: Student services are embedded in the "home room" Metro course, including tutoring, academic counseling, early intervention and access to financial aid coaching. After the four semesters, the program continues to track and support students all the way to graduation and transfer.
3. 45 hours of faculty development: Metro faculty participate in a 45-hour faculty institute in order to master engaging high-impact practices, and to work on continuous program improvement.

Existing Outcomes: Metro Transfer Academies have existing successful programs with our target populations at CCSF in the Metro Health and Metro Child Development Programs. At City College, on average Metro students take three years until graduation and transfer, compared to the five years taken by students in a comparison group. The program sharply reduces excess units (students taking courses off path).

Populations Served: The ethnicities of CCSF Metro students to date are 40% Latino; 20% Asian; 14% Black; 9% other; 7% white. Of all Metro Health students at City College, nine out of ten require remediation, and at least seven out of ten are underrepresented.

Metro Health Student Outcomes: Most Metro students place one to two years below college-level English and math. Despite this disadvantage at the starting line, after only two years, 29% of Metro students are transfer prepared, compared to 10% of a comparison group matched on many variables by Institutional Research: placement level, income, race/ethnicity, transfer units completed, ESL status, subject enrollment, and sought counseling in their first semester (a proxy for high motivation).

Metro Child Development Student Outcomes: Almost all Metro Child Development (CDEV) students place one to two years below college-level English and math. Despite this disadvantage at the starting line, after three years, 63% of Metro students are transfer prepared, compared to 6% of a comparison group matched on many variables. .

New Metro Program--Metro Transfer Academy of Science: In 2015 one faculty equity coordinator worked with stakeholders across the college to develop a logic model and plans for a Metro Science. An analysis of the barriers encountered by target students pursuing STEM

fields revealed the need for additional support and course sequences to increase placement rates in necessary introductory STEM courses. Metro Science will roll out in Spring 2016, launch with students in Fall 2016,, and will work closely with the English Department and the Science and Math Division, as well as the MESA Center on campus.

Five Metro Transfer Academies at City College by 2017-18: Combining support from the Equity initiative, the Governor’s Innovation Award, and institutional support, Metro envisions a total of five Metro Transfer Academies by 2017-18 Metro will serve a total of 900 students by 2019-20 once these five academies have reached full capacity. The program will continue to work out of the Health Education Department, Academic Affairs, and the new Office of Student Equity and Success, continuing Metro’s collaborations with multiple departments and schools across the college.

Link to Goal: Metro will exceed the rest of the college’s number of underrepresented three-year transfer students by 70%. At Metro’s current 54% rate of three-year transfer-preparedness, the program will prepare 486 underrepresented students who are transfer-ready in three years, versus the comparison group’s 21% rate of three-year transfer-preparedness, which produces a total of only 189 underrepresented students who are transfer-ready in three years.

Evaluation: Ongoing annual program evaluation, including a review per semester of transfer rates, course success levels, course completion rates. In addition, the program will lead qualitative and quantitative ongoing student evaluations, faculty feedback about faculty learning communities and assessment of strengths and challenges of the program. Data sources will include Banner, Argos, and Tableau dashboards. Finally, transfer rates after three years of implementing expanded programs will be assessed.

ID	Activity Type(s)			Target Populations(s), Estimated Number	Start and End Date	Equity Funds	Other Funds
F.3.b Community Health Worker Pathway	X	Outreach		Curriculum/Course Development or Adaptation	Race/Ethnicity: African American: 22 annually Latino: 4 annually	Fall 2015 - Spring 2016	
		Student Services or other Categorical Program		Professional Development			
		Research and Evaluation	X	Instructional Support Activities			
		Student Equity Coordination/Planning		Direct Student Support			
<p><b>Activity Plan:</b> Expand Community Health Worker Pathway  The CCSF Community Health Worker Program was the first in the nation, established in 1994 focused on preparing and training individuals for positions in community-oriented health and social services agencies and program where they provide health education, information and referrals, and client advocacy in both clinic and community settings. It is a model program that has been replicated throughout the country. Extensive outreach to churches high schools and CBO's in the Bayview-Hunters' Point area enabled a cohort at Southeast Center to move forward.  The CHW uses a number of research-based and high impact practices in its overall program: I-BEST with ESL and Basic Skills students, internships (at 14 sites including 3 sites the Bayview Hunter's Point District: Third Street Youth Clinic, Bayview Hunters point Inc. and Institute on Aging, Bayview Hunters Point YMCA, Transitions Clinic Network, San Francisco Department of Public Health, H.E.R.C (Health Environmental Resource Center) and 3rd Street Youth Clinic, learning communities, core competencies (common intellectual experiences) and collaborative projects and assignments.</p> <p><b>Link to Goal:</b> The CHW Pathway will increase access, course completion and certificate completion for target groups enrolled in the program, particularly African American students by 3% over the next two years.</p> <p><b>Evaluation:</b> Assess at the end of each semester the certificate and completion rates of students who enroll in CHW. Data sources will include Banner, Argos, and Tableau dashboards. In addition, assess the number of students at the end of each semester in the pathway and conduct a qualitative evaluation of their experience in the program.</p>							

ID	Activity Type(s)			Target Populations(s), Estimated Number	Start and End Date	Equity Funds	Other Funds
F.3C Summer & Fall 2014 Pilot Pathways		Outreach	X	Curriculum/Course Development or Adaptation	Child Development: 10 African American 15 Latino 3 Pacific Islander/Filipino	\$126,290	
	X	Student Services or other Categorical Program	X	Professional Development			
	X	Research and Evaluation	X	Instructional Support Activities	Interior Design: 48 URM		
	X	Student Equity Coordination/Planning		Direct Student Support	Construction Management: 50 URM Project Survive 20 URM		
<p><b>Activity Plan:</b> Development and/or Implementation of Four Pilot Pathways:</p> <p>1: Child Development Teacher Pipeline Pathway: In CCSF’s Child Development department, SEP is supporting an effort to increase the number of future teachers coming from the San Francisco community. This is a partnership with San Francisco Unified School District (SFUSD) high schools that disproportionately serve our target populations to do outreach, recruitment, and mentoring for high school students as they make the transition to CCSF and includes dual enrollment and other strategies to engage current and former SFUSD students, primarily from our focus populations.</p> <p>2/3: Construction Management and Interior Design Pilot Pathways: In CCSF’s Architecture department, SEP is supporting the development of pathways in Construction Management and another one in Interior Design. Both programs are in growth industries in the Bay Area and lead to well-paying jobs. For example: Interior Design: median San Francisco salary \$60,000 per year, according to Bureau of Labor Statistics, May 2014. Both pathways include the development of recruiting and placement strategies, especially designed for our focus populations.</p> <p>4: Project Survive Pathway: The Project SURVIVE Pathway aims to increase retention and transfer rates for CCSF students who are first-generation, low-income, historically underrepresented, and/or impacted by trauma. The Project SURVIVE Pathway strengthens connections between the CCSF Women’s Studies Department and SFUSD’s Wellness Centers by offering SFUSD students both a clear pathway to university transfer and supporting matriculation to CCSF. The Project SURVIVE Pathway will attract students who are passionate about social change, build on the leadership strengths these students have developed through SFUSD Wellness Center programs, support students in developing college success skills, and a help students set and achieve their transfer goals. While at CCSF students will study the political, social, and psychological causes of sexual violence; train as Project SURVIVE peer educators so that they</p>							

may direct their energy toward positively transforming the world while preparing for transfer; and participate in our college's community of survivors who are actively and compassionately helping themselves and one another to heal and grow. We will consider our work with students successful if they persist in college and develop personal, career, and/or academic goals, whether these are in sexual health education or elsewhere.

**Link to Goal:** The Interior Design and Construction Management pathways aims to increase access for target groups and certificate completion for target populations (URMs) by 3% over the next two years.

The Child Development Teacher Pathway will increase certificate, degree and transfer completion for target populations (URMs) by 3% over the next four years.

The Project Survive Pathway will increase transfer rates for target populations (URMs) in their program by 3% over the next four years.

**Evaluation:** Outreach: All programs will track the number of students they outreach, effective activities that include each of these groups, and connections to the program.

Interior Design and Construction Management Pathways: Assess the certificate, degree and transfer completion rates at the end of each semester, to evaluate the efficacy of current efforts within each pathway. Data sources will include Banner, Argos, and Tableau dashboards.

Project Survive Pathway: The Project Survive Pathway will assess transfer rates in 2017 and later for program participants. Data sources will include Banner, Argos, and Tableau dashboards.

## ACTIVITY F.4: STUDENT-INITIATED PROJECTS

### Background and Rationale:

Students are CCSF's greatest resource to help us understand unmet needs, barriers and strengths on campus. The development of a process to solicit Student-Initiated proposals (See Attachment B) reflects the college's commitment to integrating student perspectives and feedback in the design, implementation and evaluation of programs.

### ACTIVITY F.3.1: TECHNOLOGY LITERACY CAMPAIGN

Activity Type			
X	Access		Degrees and Certificate Completion
X	Course Completion		Transfer
	ESL and Basic Skills Course Completion		

Background and Rationale: The TLC addresses the digital divide by building on existing strengths, providing access to computers and hotspots/home internet access, and offering workshops aimed to increase academic digital literacy skills. These facts demonstrate the digital divide in San Francisco:

- 66% of Latinos, 67% of African Americans, 80% of Asians and 88% of White respondents have a home computer.
- 55% of low income households have a home computer and 50% have home Internet access.
- White residents are 2 times as likely as African Americans to have home Internet access, and 4 times as likely as Latino residents to have Internet when factoring out characteristics such as income, age and education.
- Bayview Hunters Point, Crocker Amazon, Chinatown, Visitacion Valley, Tenderloin, SOMA, Mission and Excelsior have significantly lower rates of home technology use than other San Francisco neighborhoods. (Retrieved from: <http://www.sfgov3.org/index.aspx?page=1302>, November 1, 2016).

This program emerged from two observations. First, many students in our target groups have technological literacy strengths vis-a-vis using social media and smartphone technology. As described by the Pew Research Report (Zickuhr and Smith, 2012), “beyond smartphones, both African Americans and English-speaking Latinos are as likely as whites to own any sort of mobile phone, and are more likely to use their phones for a wider range of activities.” Second, students in our target populations are less likely to have access to computers and internet at home and thus tend to have less experience with technological skills using computers and computer programs to complete their academic work successfully.

ID	Activity Type(s)			Target Populations(s), Estimated Number	Start and End Date	Equity Funds	Other Funds	
F.4.a: Technology Literacy Campaign		Outreach		<i>Spring 2016:</i> Race/Ethnicity: 32 Latino 2 Pacific Islander DSPS, 4 Foster Youth, 2	Fall 2015-ongoing pending evaluative of effectiveness.	Fall 2015: \$35,880		
		Student Services or other Categorical Program						
		Research and Evaluation	X			Instructional Support Activities		Spring 2016: \$57,000
		Student Equity Coordination/Planning				Direct Student Support		
<p><b>Activity Plan:</b> Build digital literacy among students as a way to address disproportionate access to technology increase course completion. The Technology Literacy Campaign is a new activity aimed at closing the digital divide for low-income and first generation college students who face difficulty with accessing the technology they need for their academic success. It will be coordinated through the Office of Equity in Spring 2016 and piloted with 30 laptop units in Spring 2016 in one retention center: Latino Services Network. Staff in the Office of Student Equity and Success by a 3598 classified staff person who will support implementation of the program, who will develop and facilitate the process for laptop rentals, program orientations, workshop development and delivery, computer training, and technological support in collaboration with student mentors dedicated to this program and supporting the Office of Student Equity and Success. The project will:</p> <ul style="list-style-type: none"> <li>• Provide access to computers, skill-building workshops, and technical assistance that is not currently provided by the college.</li> <li>• Close the digital divide for underserved students by improving their technical skills in the areas of computer literacy to improve course stu, retention and college completion.</li> <li>• Provide computers and broadband access to student populations that are least able to afford them.</li> <li>• Students will have access to hardware and technical support to ensure their success with the program</li> </ul> <p>TLC Workshop Program: Students need both technological resources and in-person support in order successfully complete their coursework, and the TLC’s robust training program will be a requirement for those renting laptops. Workshops will be free to attend (and not credit-bearing). Eligible students will have the opportunity to earn badges for workshop completion and will be able to use these badges to pay for future computer rentals. In-person orientations must be completed by all first time renters. Laptops will be released at the end of orientation process. Workshops will be offered throughout the semester, and will focus on building on students’ strengths</p>								

related to internet and social media usage, and expand those skills to: Use of Microsoft Word and Excel and applications that facilitate college success (e.g. Grad Guru, Remind, etc.)

Leveraging Technology: Activities:

- Develop an app that would help students access CCSF services, remind students of important dates (e.g. registration dates, withdrawal dates, etc.), navigate the programs/supports available on campus for degree/certificate completion and transfer.
- Research and implement software and apps that assist students in monitoring and tracking their educational progress and financial aid eligibility, assisting in understanding their choices throughout their career at CCSF.

Pilot Program Key Elements: Computer Laptop Rentals, Technical Support (basic troubleshooting, etc), Digital Literacy Workshops

Priority is given to students with: Financial Aid/BOG waiver/ AB540, Veterans with GI Bill, students with disabilities registered with DSPTS, Guardian Scholars.

References: Zickuhr, Kathryn and A. Smith (2012). Digital Differences. Pew Research Center. (Retrieved November 22, 2015 from: [http://www.pewinternet.org/2012/04/13/digital-differences/?utm\\_expId=53098246-2.Lly4CFSVQG2lphsg-Koplg.0&utm\\_referrer=https%3A%2F%2Fwww.google.com%2F](http://www.pewinternet.org/2012/04/13/digital-differences/?utm_expId=53098246-2.Lly4CFSVQG2lphsg-Koplg.0&utm_referrer=https%3A%2F%2Fwww.google.com%2F)).

Link to Goal: Increasing students' access to laptops and building their technological will support students' ability to complete their courses and to earn higher GPAs. This activity will increase overall average GPAs and course completion rates by 3% for students enrolled in the program.

**Evaluation:**

Comparing course completion rates and GPAs for students in target groups accessing the TLC program to similar students without access to the TLC.

Comparing course completion rates and GPAs for student's pre- and post- involvement in the TLC Program. Data sources will include Banner, Argos, and Tableau dashboards.

Student assessments of additional technological skills, including: utilizing google drive/apps, using Microsoft office programs, using technology to stay organized/on top of tasks, essay formatting, online research skills, etc.

**ACTIVITY F.4.B: VIDA (VOICES OF IMMIGRANTS DEMONSTRATING SUCCESS RESOURCE CENTER)**

Activity Type			
X	Access	X	Degrees and Certificate Completion
X	Course Completion	X	Transfer
X	ESL and Basic Skills Course Completion		

**Background and Rationale:** According to the Educators for Fair Consideration organization, only 65,000 undocumented students graduate high school each year (The Case for Undocumented Students in Higher Education). 5-10% of these graduates attend college. In California community colleges, undocumented students make up 1.17% of the student population, 0.83% at CSUs, and 0.18% at UCs. Only fifteen percent of undocumented students graduate with a Bachelor's degree or higher (Educators for Fair Consideration).

**Undocumented Students at CCSF:** Over 500 AB 540 students attend CCSF, not including those that do not identify themselves as such. AB 540 is a law that allows undocumented students who have attended three or more years of high school and have graduated and obtained a diploma in California to pay resident tuition instead of out-of-state tuition. Many undocumented students begin CCSF with basic skills in Math and English and need additional support in academic success. VIDA reaches out to high school students to make CCSF accessible.

ID	Activity Type(s)			Target Populations(s), Estimated Number	Start and End Date	Equity Funds	Other Funds
F.4B VIDA		Outreach		200 Latino/a students	Spring 2016- Fall 2016	\$50,000	Associated Students \$10,000
		Curriculum/Course Development or Adaptation					
		Student Services or other Categorical Program					
		Professional Development					
	Research and Evaluation	x	Instructional Support Activities				
x	Student Equity Coordination/Planning		Direct Student Support				
<p><b>Activity Plan:</b> Expand services and support offered by VIDA (Voices of Immigrants Demonstrating Achievement). This will require research and inquiry to determine how URM's who are also undocumented are performing across all indicators. With the assistance of the Office of Research and Planning, Latino/a Services Network, Associated Students this activity will draw on best practices including: peer mentoring, direct support, and exploration of a dedicated employee position. The focus of this activity will support undocumented students by collaborating with Financial Aid, community based organizations, SFUSD high schools, teaching and counseling faculty at CCSF, planning professional development and community building events, and coordinating a bookloan and transportation program for students.</p> <p><b>History and Description of VIDA:</b> The Associated Students currently supports the Voices of Immigrants Demonstrating Achievement (VIDA) a resource center for AB 540/Undocumented students. VIDA provides a safe place to study and hold meetings, three computers for academic use, printing services, referrals to community resources, and referrals to Latino Services Network counseling and tutoring. VIDA requires staffing to be able to adequately implement outreach, assessment and ongoing support activities for undocumented students.</p>							
<p><b>Link to Goal:</b> Additional VIDA activities will increase access to CCSF by undocumented students, particularly Latino students, by 3% each year.</p>							
<p><b>Evaluation:</b> Tracking outreach contacts, enrollment/access rates for target student group.</p>							

ID	Activity Type(s)			Target Populations(s), Estimated Number	Start and End Date	Equity Funds	Other Funds
F5 Foster Youth Program: Guardian Scholars Staff			Outreach	Foster Youth URM	Ongoing	\$85,000	20,000 Associated Students Ocean Campus
			Curriculum/Course Development or Adaptation				
			Student Services or other Categorical Program				
	x	x	Professional Development				
			Research and Evaluation				
		x	Instructional Support Activities				
			Direct Student Support				
<p><b>Activity Plan:</b> Hire Guardian Scholars Position to coordinate services, provide direct support and implement professional development for and about foster youth/former foster youth:</p>							
<p><b>History and Description of Guardian Scholars:</b> The Guardian Scholars Program is committed to helping students exiting the foster care system by providing comprehensive support program to help them achieve an A.A. degree, complete a certificate program, or transfer to a four-year institution. The program helps foster youth/former foster youth navigate the unknown waters of a college education to access the key resources when they are most needed.</p> <p>The Guardian Scholars Program connects foster youth/former foster youth to college and community resources based upon each student's individual needs so they can realize their dreams. The Financial Aid Office serves as home base for the program. For most students this will include a Chafee Grant, financial aid access, housing assistance, health service referrals, and academic/career counseling.</p>							
<p><b>Link to Goal:</b> The Guardian Scholars Coordinator will identify strategies for improved data collection/identification of foster youth and former foster youth and work to increase foster youth access and success across all indicators.</p>							
<p><b>Evaluation:</b> Tracking outreach contacts, enrollment/access rates for foster youth/former foster youth.</p>							

	Comparing course completion, degree/certificate and transfer completion rates for foster youth engaged in the program to similar youth not engaged in the program.
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F6: New Projects

- a) 400,000.00 Program Review – see attachment C
- b) 20,000.00 Student Initiated Projects – see attachment B

## SUMMARY BUDGET

Student Equity Revised '15-'16 Budget

	<b>Spring 2016</b>	<b>Fall 2016</b>
<b>ACCESS</b>		
A.1: Focus Groups	20,250	
A.2: Summer Bridge Coordination	20,000	
<b>COURSE COMPLETION</b>		
B.1: Direct Support	N/A	
B.2: Learning Assistance Center (Includes Equity-Funded Peer and Professional Tutors)	194,197	
B.2C Writing Success Project	138,809	
B.3: Student Mentoring	67,405	
<b>BASIC SKILLS SEQUENCE COMPLETION</b>		
C.1: ESL Activities	97,400	97,400
C.2: English Activities	126,105	126,105
C.3: Math Activities		
C.3A-E Developmental Math Redesign	53,000	53,000
C.3F Accelerated Math Gateway	25,000	25,000
C.3G Acceleration Tutors		40,000
<b>CERTIFICATE AND DEGREE COMPLETION</b>		
D.1: Certificate and Degree Completion Student Development	25,000	25,000
D.2: Certificate Completion Programs	32,725	
<b>TRANSFER</b>		
E.1: Student Development and College Tours		
E.1A Tours	39,000	
E.1B Workshops	500	500
E.1C. Completion Coordinator	20,000	20,000
<b>ACROSS ALL INDICATORS</b>		
F.1: Office of Student Equity and Success		
F.1.a: OSES Staff	212,000	212,000
F.1.b: Research	36,140	
F.2: Professional Development	100,000	100,000
F.3: Pathways		
F.3.a: Metro Pathways	122,155	108,295
F3C: Pilot Pathways	126,290	
F4: Student-Initiated Projects		
F4.a Technology Literacy Campaign	57,000	
F.4.b: VIDA	25,000	25,000

F.5: Guardian Scholars	42,500	42,500	
F6A Program Review	213,601	200,000	
F6B New Student Initiated Projects	10,000	10,000	
	1804077	1084800	<b>Total</b> <b>2888877</b>

## SUMMARY EVALUATION

City College of San Francisco has designated two key leads in the evaluation of equity-related activities: The Associate Dean of Student Equity (starting Spring 2016) and the research funded by the equity budget, with support from the Faculty Equity Coordinator(s). The Associate Dean, Researcher, and Coordinator will support the work of this Equity Plan at the Office of Student Equity and Success, with the goal of reviewing both campus-wide and activity-specific data for equity funded activities on an annual basis. As described in each activity, every equity fundee will conduct regular assessments of outcomes for the activities they lead. They will prepare a summary of progress towards equity goals that describes the analysis of the data as detailed below, and also outline areas of need.

The college will assess progress towards the goals in each indicator as follows:

- *Access:* The proportion of target populations at CCSF will be compared with the population of the City College service area. In addition data on entering students and their placement level will be gathered and the results evaluated
- *Course Completion Rates Campus-wide:* Course completion data will be disaggregated and analyzed. Additionally, results will be shared across the college campus to increase awareness of equity issues.
- *Basic Skills Sequence Completion:* Data of where students' placement level is as they enter CCSF (in English, ESL, and Math) and how long it takes them to complete the basic skills sequence will be gathered. Data will be disaggregated by key demographics indicators and the results evaluated. *Degree and Certificate Completion:* Data on the number of certificates and degrees completed by students will be gathered annually, with a particular focus on target student populations. Data will be further broken down by program/area of study to further investigate any equity gaps.
- *Transfer:* Overall transfer rates to 4-year institutions across all target populations will be measured annually beginning in June 2016 to set a baseline.

Although students with low income do not show up as being disproportionately impacted in any of the categories in this report, it is important to note that CCSF defines low income as any student who received a Board of Governors Fee Waiver (BOG) and/or a Pell grant. In order to adequately assess this information, other types of data that better capture students' socioeconomic situation is needed.

A report about how the college is meeting these indicators will be prepared each summer and shared with the campus community. All college constituents will be invited to a forum in order to make connections between the overall campus findings and specific programs, to identify areas of strengths and challenges, in decreasing the achievement gap for all students, particularly for target populations.

Ongoing assessments of the effectiveness of each activity in closing achievement gaps will contribute to the prioritizations of projects for ongoing funding.

Fall Semester	
August	<ul style="list-style-type: none"> <li>• All-College Flex Day presentation; dissemination of internal annual equity progress report</li> <li>• Criteria for the review of proposals and ongoing focus for equity projects is announced</li> <li>• Beginning of the year meeting with fundees to plan evaluation process and assessment plan of proposed activities.</li> <li>• Logic model and evaluation planning workshops for proposals selected for equity funding.</li> <li>• Consultants from the Research and Planning group may be contacted to lead these workshops</li> </ul>
September-December	<ul style="list-style-type: none"> <li>• Check ins with new fundees to review their implementation and evaluation process</li> <li>• Program Review submitted for new and ongoing requests for equity funding.</li> <li>• Exit surveys for students to elicit feedback for evaluation of program strengths and improvements (via online form)</li> </ul>
Spring Semester	
January	<ul style="list-style-type: none"> <li>• Evaluate Fall Course Completion rates, number of students enrolling in transfer level courses by target group and other data points by program</li> <li>• Equity leads submit mid-year progress report, data analysis focused on target populations and self-evaluation.</li> <li>• Sorting of Program Review proposals based on set criteria.</li> <li>• Review Degree and Certificate completion data</li> </ul>
February	<ul style="list-style-type: none"> <li>• Assessment and prioritization of new Program Review proposals</li> </ul>
March	<ul style="list-style-type: none"> <li>• Constituent group feedback on prioritization</li> <li>• Prioritization to Associate Dean of Equity for implementation</li> </ul>
May	<ul style="list-style-type: none"> <li>• Review data on Access: Number of outreach contacts in each community</li> <li>• Placement level data for entering CCSF students</li> </ul>
Timeline in Process	<ul style="list-style-type: none"> <li>• Review overall course completion data</li> <li>• Review Basic Skills sequence completion data</li> <li>• Transfer data</li> <li>• Evaluate Spring Course Completion and number of students served in each target group.</li> <li>• Equity leads submit end of the year progress report, data analysis focused on target populations and self-evaluation.</li> <li>• Prioritization of ongoing projects based on data results and impact.</li> </ul>

## PROCESS FOR COMMUNICATION WITH ASSOCIATE DEAN OF STUDENT EQUITY AND SUCCESS:

1. The lead point of contact ("Equity Lead") for each Student Equity activity will serve as the liaison between the program/activity and the Office of Student Equity and Success.
2. Faculty and staff leads will be encouraged to attend the logic model and evaluation workshop and for submitting a completed logic model for each equity funded activity. Faculty and staff leads will be responsible for submitting and implementing a sound research-based activity plan.
3. To increase accountability and better understand challenges faced by Equity Leads, leads will be responsible for submitting a mid-year and end –of-the-year progress report describing:
  - a. The activity implementation process
  - b. Assessment methods and findings revealed through implementing these methods
  - c. Progress towards meeting equity goals for each specific target population
  - d. Strengths and areas of growth for the program
  - e. Suggested changes to strengthen their activity

## ATTACHMENTS

Attachment A: Retention & Resource Centers

Attachment B: Student-Initiated Projects Process

Attachment C: Program Review Process

## Appendix A: Retention and Resource Centers

### Retention and Resource Centers Currently Serving Target Populations

**The Multicultural Retention Services Department (MRSD)** was established in January 2010 and consists of four (4) academic retention programs, providing support services (counseling, tutoring), academic classes and other program-specific activities primarily to underprepared, underrepresented students, although our department's 'open door' policy allows all CCSF students to receive services. The four programs are detailed below:

**African American Scholastic Programs (AASP)** provides comprehensive academic supports, programs and services, which include counseling (academic, career, personal), classes (English, Math, and other subjects), tutoring, a computer lab/study center and enrichment activities (i.e., Black College tours and fairs) to students of African/African American heritage, as well as all CCSF students.

**Asian Pacific American Student Success Program (APASS)** provides counseling (academic, career and personal), along with other academic support services to Asian, Pacific American and all CCSF students. The program offers bilingual counseling (Cantonese, Vietnamese and Tagalog), classes (English, Math and other subjects), study groups and a computer lab/study center.

**Latino Services Network (LSN)** provides academic support services, including bilingual counseling (academic, career and personal), classes (English, Math, and other subjects), tutoring and a computer lab/study center and enrichment activities to students of Latino heritage, as well as all CCSF students.

**Filipino American Student Success Program (TULAY)**, which means 'bridge' in Pilipino) provides academic support services, including counseling (academic, career and personal), classes (English, Math, and other subjects), tutoring and a computer lab/study center to students of Filipino and Pacific Islander heritage, as well as all CCSF students. The Tulay Ate/Kuya Peer Mentor Project provides students with peer mentors, who help other students navigate through classes and life at CCSF.

**The Way-Pass Program** serves formerly incarcerated women attending City College of San Francisco. It serves as a bridge to women transitioning from incarceration to education and strives to increase retention and educational completion rates among formerly incarcerated women at CCSF. Way-Pass program services include outreach and support, case management, informal counseling, class planning and management, support groups and workshops, assistance with enrollment forms and registration, referrals to student supportive services at CCSF and community based organizations.

**The Multicultural Infusion Project (MIP)** is a professional development program that provides faculty with training and support to transform their practice with students so that it is increasingly informed by multicultural pedagogy and improves the achievement and learning of underrepresented students. MIP was founded in 2002 by two faculty members and a consultant with expertise in community college professional development, multicultural pedagogy and equity. In 2004, the MIP Leadership Team formed, a group of diverse faculty representing instructional, library and counseling faculty. MIP supports the expansion of strategies which seek to meet the needs of CCSF's diverse student population and increase equity throughout the College.

#### Additional Student Support Services:

- **Academic Counseling:** Work with counselors to discuss certificate, AS or Transfer goals. Develop an ed plan.
- **International Student Counseling:** Specialized counseling and support services for international students.
- **Extended Opportunity Programs and Services (EOPS), CARE/Second Chance:** Specialized support for low-income students who are also either first generation college students, a member of an underrepresented ethnic group, formerly incarcerated or a single parent receiving county cash aid.
- **Second Chance Program** is an additional support service for EOPS students who were formally incarcerated. This program is designed to help students who were formally incarcerated, on parole, on probation, or in rehabilitation to have the opportunity to pursue a college education as an alternative to incarceration
- **Career Counseling:** Information about career interests and job referrals.
- **College Success Program:** One-to-three unit transferable college success courses offered through the Learning Assistance Center.
- **Disabled Students Programs and Services (DSPS):** Assessments and evaluations for physical and psychological disabilities, and support.
- **High-Tech Centers:** The DSPS operates two High Tech Centers: one on the Ocean Campus and one at the John Adams Campus. Each High Tech Center (HTC) instructs students with disabilities in the use of adaptive computer technology and software, and does outreach to all students on the campus who would benefit from using the center. The primary purpose of the High Tech Center is to support educational access for students with disabilities by teaching computer adaptations and providing instruction in computer skills that can be transferred to other computer labs on campus.
- **CalWORKs Education and Training Program:** Specialized in assisting low-income students with children who are county cash aid eligible by providing an array of high quality supportive services that enables students to complete their educational goals, find meaningful employment and successfully transition into the workforce.

#### **Transfer, Degree, Certificate and Educational Goal Completion Programs:**

- **Find Your Community:** The “Find Your Community Project” aims to coordinate existing student success initiatives at CCSF and market them to incoming SFUSD students through a campaign entitled “Find Your Community”.
- **Gateway to College Program:** Support for high school dropouts aged 16-24 to work on HS diploma and Associate Degree simultaneously.
- **MESA:** The mission of the MESA program at City College of San Francisco is to provide economically disadvantaged students who are majoring in science, technology, engineering or mathematics with the tools to excel academically, and to assist with transferring to four-year institutions in calculus-based majors.

#### **Other Student Services:**

- **Testing Office:** Pick up a copy of English, Math or ESL placement tests.
- **Student Health Center:** Our team of nurse practitioners, psychotherapists, and paraprofessional health staff are here to provide high-quality preventive and basic episodic care, women's health services and psychotherapy. This summer, we have had a great time serving and promoting health awareness and education, as we continue to empower students to develop skills to achieve and manage physical and mental wellness.

- **Financial Aid:** Paying for the cost of a college education requires a partnership among parents, students and the college. Each partner has responsibilities to fulfill in meeting that cost. Financial aid is money that helps you pay for the cost of your education (college fees, books and supplies). City College of San Francisco (CCSF) participates in most Federal and State financial aid programs.
- **CalWORKS:** Counseling, workstudy, book vouchers and job search assistance for parents receiving or considering receiving CalWORKS.
- **Veterans' Educational Transition Service (VETS):** Counseling and support services for veterans.
- **Lesbian, Gay, Bisexual and Transgender Student Counseling:** Counseling services and information about instructional programs for LGBTQI students.
- **Single Stop USA:** Comprehensive screening for eligibility, application, and submission for multiple federal and local benefits programs. Single Stop connects students to services including: health insurance, food programs (CalFresh), child care and many more depending on potential eligibility. We are another resource on campus to help students deal with tight budgets and tough financial situations.
- **Scholarship/Financial Aid Center:** Assists students applying for scholarships and other financial aid programs.
- **Guardian Scholars:** The Guardian Scholars Program is committed to helping students exiting the foster care system by providing comprehensive support program to help you achieve an A.A. degree, complete a certificate program, or transfer to a four-year institution.
- **Gender Diversity Project:** The Gender Diversity Project (GDP), formerly Transgender VOICES Transgender RIGHTS, is a student club in HIV/STI Prevention Studies at CCSF. In 2004, the GDP began designing a project to work in service to, and in collaboration with, transgender, gender variant, and gender queer communities at CCSF and beyond. The mission is to dismantle the stereotypes that perpetuate fear, discrimination, harassment, and violence, and to work together in support, education, and advocacy projects to ensure the dignity and human rights that all deserve.

#### **Student Activities:**

- **Student Activities Office:** Associated Student organizations on all campuses and student-run clubs
- **Inter-Club Council:** The Inter Club Council (ICC) is recognized and funded by CCSF's Associated Students Council . It consists of elected representatives from over 60 campus clubs. Weekly ICC meetings, held in the Student Union, provide a forum for clubs to discuss upcoming events and collaborate actions on student issues. The diverse interests of CCSF students are embraced in the variety of clubs which rally around everything from academics, art, culture, social causes, sports, hobbies, etc. Clubs provide an opportunity for students to meet people and build community, to help each other be successful. Students join and form clubs to share common interests, work on common goals and fun! Located in the Student Union 209.
- **Veteran's Resource Center:** The VRC serves as a meeting place for student veterans and works to promote awareness of veteran issues. It has a computer lab, information for available resources, couches and tables to do homework, and free coffee; all of this to help foster a sense of community among student veterans. Located in Cloud Hall 332. (415) 452-5251
- **Queer Resource Center:** The QRC seeks to empower the lives of LGBTQ students by providing access to a support system of peers and allies.
- **Women's Resource Center:** Resource information to women, lending library, campuswide events and support groups.

- **VIDA (Voices of Immigrants Demonstrating Achievement):** Raises awareness among the CCSF community about the struggles and needs of undocumented students. VIDA focuses on creating a safe environment by providing peer mentoring, workshops and counseling. Some of the resources provided are: computers, scholarship, counseling, legal services, academic workshops and academic support.
- **The Dr. Betty Shabazz Family Resource Center** empowers students with children through information, resources, and support and builds a stronger student-parent community on campus. The student-run center provides the following services: supervised children's activities, use of FRC computers, job referrals, information about CalWORKs, peer mentoring, and support groups

#### **Students Supporting Students:**

- **Homeless At-Risk Transitional Students (HARTS) Program:** Resources, support, answers to questions about transportation, meals and agency support for homeless, at-risk of being homeless or formerly homeless students.

#### **Tutoring and Academic Support Programs:**

- **ESL Partnerships:** The ESL Partnerships program provides support for multilingual students in GE and CTE courses, including 1) consultation with instructors to improve instruction for multilingual students, 2) Early Alert advising sessions for multilingual students at risk of failure in these courses, 3) supplemental instruction and tutoring in discipline-specific language skills.
- **ESL Labs:** The ESL Center for Language and Academic Development (CLAD) offers small group supplemental instruction in grammar, writing, reading, oral communication, pronunciation, and test-taking skills. In addition, the CLAD provides one-on-one tutoring and computers with language-learning software. Unfortunately, the aging CLAD computers need replacement. The CLAD is also in need of software, books, and supplies. Currently, the ESL Department attempts to purchase software and equipment through an annual ESL book sale.
- **ESL Early Alert:** Each semester, ESL instructors refer students who are at risk of failure to the ESL Early Alert Coordinator, who introduces the students to appropriate department and college services and provides other necessary interventions. In recent semesters, the released time for the coordinator has been reduced, making it more difficult to find experienced instructors to take on this difficult and time-consuming work.

#### **Transitional Studies**

- **Steps to Credit:** A program for non-credit ESL students seeking to enter the credit ESL program at the Mission Center. ESL instructors have collaborated with counselors to provide information about the credit ESL program and conduct sessions in preparation for credit ESL placement testing.

#### **Educational Certificates and Programs:**

- **Critical Middle East Studies Certificate** – Introduces students to an analysis of the history, politics, society, culture and religions of the Middle East, Southwest Asia and North Africa with attention to major events in the region and their representations and impacts globally. The program integrates area studies, ethnic studies, gender studies and interdisciplinary methodologies. Required

courses are UC and Cal State transferable and collectively meet graduation requirements in D (social sciences), E (humanities), and H1 (diversity).

- **Critical Pacific Island Studies Certificate** – Introduces students to a critical analysis of Pacific peoples and cultures in the US and beyond. Privileging the voices of native Pacific Islanders, the interdisciplinary curriculum explores historical and contemporary topics including colonization, militarization, social movements and immigration. Required courses are UC and Cal State transferable and collectively meet graduation requirements in A (communication and analytical thinking), C (natural sciences), D (social sciences), E (humanities), and H1 (ethnic studies).
- **Diversity and Social Justice Certificate** – is achieved through completing a series of consciousness raising courses that analyze specific forms of social oppression and evaluate social justice interventions in the United States. This certificate provides thorough diversity training by addressing individual, institutional, and socio-cultural elements of diversity and social justice.

#### **Institutional Departments/Programs Receiving Additional Support for Target Populations through Equity Funding:**

- **Transfer Center:** Assistance, information and college representatives to assist you in transferring.
- **Learning Assistance Center (LAC) Tutoring Center:** This center provides students with supervised individual and small group tutoring in subjects that include Chemistry, Physics, Accounting, Anatomy, Physiology, Statistics, Music and Foreign Languages. In addition, the center provides students with academic peer tutors who are trained to assist students in these subjects. The LAC also offers math tutoring services (Math 60 and above).
- **The Learning Assistance Center at the Mission Center** offers CCSF students valuable learning tools and computer resources in a convenient location adjacent to the Mission Center Library. Please call or come in for information about available tutoring schedules and services we provide. Some computer knowledge is needed in order to use our resources.
- **Math: Condensed sequencing/accelerated Algebra:** The sequencing allows students to complete both Math 40 and Math 60 in one semester. *Condensed sequencing/accelerated Arithmetic/pre-algebra:* This condensed sequencing is designated as Math 30X, which combines E3/35 (arithmetic/pre-algebra).
- **English: Accelerated Learning Program:** Students testing in to basic skills English, English 91 or 9293 can complete the English sequence through transfer-level 1A in two-three semesters.
- **ESL: Condensed/integrated sequencing:** Courses covering the discrete skills of reading, writing, and grammar were condensed into a shorter, integrated sequence that has improved the course completion rate in the credit ESL sequence. *Elective grammar/editing courses:* ESL 75 and 85 are available to non-native English-speaking students in the ESL and English sequences who can benefit from additional practice in these skills.
- **Writing Success Project:** Offers study groups, led by professional tutors, linked to designated English and ESL composition courses; Short-term LERN courses in specific study strategies, designed to improve writing success and graduation/transfer goals ;Success Seminars on a variety of subjects; Field trips to San Francisco State University; Counseling; Instructional advising; Possibility for supplemental Pell Grant funds; Priority Registration; Events that allow faculty, staff and students to meet and converse; and a fun and supportive learning environment
- **Project SURVIVE** addresses the problem of sexual and intimate partner violence among City College students. Even though the problem disproportionately affects women, the programs addresses the needs of all survivors, no matter their gender or gender identification. Peer educators facilitate classroom presentations promoting healthy relationships and also organize

campus wide-events. The coordinator offers resources and referrals to survivors. A complementary non-credit self-defense class amplifies the empowerment model on which the program is built.

- **Diversity Collaborative:** The civil rights gains of the 1960s and 70s gave rise to the diversity departments at City College of San Francisco. These departments strengthen each other by working together in the Diversity Collaborative. Our programs grew out of various social struggles, such as the United Farmworker's Movement, the Disability Rights Movement, the Civil Rights Movement, the Women's Liberation Movement, and the Stonewall Riots. (comprised of the following Departments: African American Studies, Asian American Studies, Asian Studies, Interdisciplinary Studies, Latin American & Latino/a Studies, Lesbian, Gay, Bisexual and Transgender Studies (LGBT), Philippine Studies, Women's Studies / Project SURVIVE)

#### **Additional College Services and Programs with Expanded Support through Equity Funding:**

- **Puente:** Yearlong instructors and practice in expository writing focusing around the Latino experience for students seeking to complete English 96 and 1A.
- **AMG:** Math Dept. has launched the Accelerated Math Gateway (AMG) program in partnership with the Engineering Department and the non-profit Growth Sector Associates. The goal of AMG is to help students of color and first generation college students make the transition from developmental level math to calculus for Engineers, and then successful transfer as Engineering or Science majors.
- **IBEST model of blending basic/ESL skills and vocational training** **IBEST:** Washington's Integrated Basic Education and Skills Training Program (I-BEST) is a nationally recognized model that quickly boosts students' literacy and work skills so that students can earn credentials, get living wage jobs, and put their talents to work for employers. I-BEST pairs two instructors in the classroom – one to teach professional and technical content and the other to teach basic skills in reading, math, writing or English language – so students can move through school and into jobs faster. As students progress through the program, they learn basic skills in real-world scenarios offered by the job-training part of the curriculum.
- **Metro Academy of Health:** Metro Academy of Health was developed to support the next generation of leaders in health education in urban communities. Each Metro Academy is a 'school within a school' to give you an educational home in your first two years of college. Metro gives you personalized support for college success through in-class academic support and tutoring. At the core of Metro is a learning community made up of two linked courses each semester, pairing a general education course and a Metro Health course. In Metro Academy, you will build a solid foundation for college success and meaningful work in urban health and human services.
- **The Metro Academy of Child Development (CDEV)** is coordinated by the CCSF Child Development and Family Studies Department. Upon completion, students will be eligible to transfer to a CSU such as SFSU. The Metro Academy is a supportive pathway to a Bachelor's degree. The goal is for City College of San Francisco (CCSF) students to transfer to a California State College (CSU) such as San Francisco State University (SFSU).
- **ECE WORKFORCE PATHWAY** at City College of San Francisco: A series of courses for ECE Professionals seeking to transfer to a B.A. program. In the Fall 2014 semester, two graduation/transfer level courses will be offered at more convenient for the workforce; and tailored to Child Development students.

- **Bridge to BioSciences:** Contextualized Learning Program In partnership with Goodwill Industries and Bay Area biotech employers, *Bridge to BioSciences* will train, educate and prepare low-income, underrepresented students for employment in the biotechnology industry while guiding them through a graduated sequence of pre-collegiate training courses.

## **Attachment B: Student Initiated Projects (20,000.00)**

### I. Student Initiated Projects:

- (a) TLC
- (b) VIDA activities
- (c) Peer Mentoring

New projects will follow a recommendation process through their established governing body, Associated Students Executive Council before being considered for funding.

City College of San Francisco has an expansive student leadership structure. The Student Activities Office provides training and support for over sixty clubs, eight separate and distinct student councils, representing locations across the City, and the Executive Student Council. The Executive Student Council, convened by the Student Trustee, serves as the constituent leadership body, and is comprised of students from each of the District's locations throughout the City. The locations represented are: Chinatown/Northbeach, Civic Center, Downtown, Evans, John Adams, Mission, Ocean, and Southeast. Historically, Associated Students have provided cutting edge programs to support student success and completion. Some examples of past programs funded and created by Associated Students included:

- Family Resource Center, a student resource center for student parents
- VIDA, a student resource center for undocumented students
- Bookloan Program
- Veterans Resource Center
- Multicultural Resource Center
- Additionally, Associated Students has provided funding for direct services for the Guardian Scholars program, including emergency housing funds, travel and book vouchers.

In order to be considered for support via student equity funds,

- (1) Thoroughly complete the proposal form which will clearly state which Student Equity Goal and target group the activity furthers with specific details including: expected outcome, target deadlines, responsible parties, and assessment strategies
- (2) Provide documentation of a recommendation from Associated Students Executive Council
- (3) The proposal must be approved by Associate Dean of Student Activities will forward proposal recommendations to the Vice Chancellor of Student Development

## Attachment C: Program Review Process: 400K

Details on Program Review Proposal:

*Go to the students:*

Use Equity Researcher to identify courses and programs with the highest % of URMs and disproportionate success rates. Offer these courses/programs the opportunity, with assistance and support, to develop program specific strategies to support students.

*Allow departments to be innovative:*

Each department/program at the college has the opportunity to develop a strategic plan and make a proposal for equity funds through the annual program review cycle. Ideally, multiple departments and programs will collaborate on strategy proposals.

All proposals will include:

1. Title
2. Project Director/Coordinator
3. All requested expenditures are allowable under state equity guidelines
4. Proposal is connected to other college plans (especially SSSP Plan)
5. Data identifying number of students in focus groups served, % of focus group students in the program, and extent of disproportionate impact.
6. Clearly identified outcomes
7. Detailed spending information
8. Valid Evaluation/Assessment plans that appropriately measure the goals of the proposal
9. A scalability plan
10. A Project Plan that clearly outlines the steps taken to implement the proposal
11. Evaluate department and program proposals for prioritization based on a rubric that includes:
12. Data is provided that clearly demonstrates that the proposal is aimed at serving identified focus groups.
13. Data is provided that clearly demonstrates the need for the project.
14. Outcomes of the proposal are clearly identified and measurable.
15. Evaluation/assessment plans are valid and appropriately measure the goals of the proposal.
16. A clear and reasonable scalability plan is proposed.
17. Implementing this proposal will increase the professional capacity of personnel involved.

\* Exclusions – no hiring, no substantial reassigned time

\* Limited to one or two semester projects that redesign to better serve students experiencing a disproportionate impact:

Revise curriculum

Professional development specific to the department  
Faculty Inquiry Groups  
Temporary outside coaches  
Participation in 3CSN-type of ongoing, focused on local results, action research  
Scalability = increase faculty involvement

Allocation for 2015-2016 year:  
\$400K

Expected Outcomes:

- Increased awareness, dialogue, and collaboration across all areas of the college with regard to achievement gaps, research-based best practices for closing achievement gaps, intervention planning, and data-informed evaluations.
- Evaluations of programs informed by effectiveness in narrowing achievement gaps and improving success rates for students overall.
- Increased capacity of all college personnel to address the learning needs of all students.

Department and program proposals for prioritization will be evaluated based on a rubric that includes:

1. Data is provided that clearly demonstrates that the proposal is aimed at serving identified focus groups.
2. Data is provided that clearly demonstrates the need for the project.
3. Outcomes of the proposal are clearly identified and measurable.
4. Evaluation/assessment plans are valid and appropriately measure the goals of the proposal.
5. A clear and reasonable scalability plan is proposed.
6. Implementing this proposal will increase the professional capacity of personnel involved.