

## CCSF Student Equity Plan (3 year) 19-22'

### Program Goals and Planning

1. In the chart below list at least one three-year goal (colleges may choose to list additional goals) for each goal area based on data for the college's overall student population and identify the activities that support goal attainment.

Metric	Current Baseline Data for Overall Student Population  (successful student headcount)	Goals for Overall Student Population  (Close gaps) Year 1- 19-20 by 50% Year 2 - 20-21 by 25% Year 3 - 21-22 by 25%	Activities that support the goal
<p><b>Access: Applied/Enrolled</b></p> <p><b>All students including: Foster Youth, Homeless, Incarcerated and Veterans</b></p>	<p>32,226</p>	<p>19-22: 32,226 (0%) (No Gaps)</p>	<ul style="list-style-type: none"> <li>● DSPS Support Services such as: <ul style="list-style-type: none"> <li>○ Mobility Orientation</li> <li>○ Student Plans</li> <li>○ HS Outreach</li> </ul> </li> <li>● Matriculation Services credit/non-credit (All CCSF locations) such as: <ul style="list-style-type: none"> <li>○ Application</li> <li>○ Orientation</li> <li>○ Assessment</li> <li>○ Counseling Academic/Career</li> <li>○ Educational Planning</li> </ul> </li> <li>● Bridge to Success such as: <ul style="list-style-type: none"> <li>○ Matriculation Services (see above)</li> </ul> </li> <li>● Technology Tools &amp; Solutions such as: <ul style="list-style-type: none"> <li>○ Starfish (early alert/degree planner)</li> <li>○ Cranium Cafe</li> <li>○ Grad Guru</li> </ul> </li> <li>● Other activities such as: <ul style="list-style-type: none"> <li>○ Collaboration with Dual Enrollment, Credit Recovery, AB 19-College Promise</li> <li>○ AEP collaboration to support non-credit to credit transition</li> </ul> </li> <li>● RiSE <ul style="list-style-type: none"> <li>○ Just in time support</li> </ul> </li> </ul>

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<p><b>Persistence: Fall to Spring Enrollment</b></p>	<p style="text-align: center;">16,666</p>	<p>19-20: 17,543 (5%)                  20-21: 17,982 (3%)                  21-22: 18,420 (3%)</p>	<ul style="list-style-type: none"> <li>● Tutoring Support Services such as:                         <ul style="list-style-type: none"> <li>○ Math, English, ESL</li> <li>○ DSPS</li> <li>○ Gatekeeper Courses</li> </ul> </li> <li>● Mentoring Support Services such as:                         <ul style="list-style-type: none"> <li>○ Student Ambassador</li> <li>○ Project Survive</li> <li>○ Metro</li> </ul> </li> <li>● Distance Learning                         <ul style="list-style-type: none"> <li>○ CityOnline</li> <li>○ Online Education Initiative (OEI) - Equity Cohort</li> <li>○ Canvas</li> </ul> </li> <li>● Textbooks such as:                         <ul style="list-style-type: none"> <li>○ Bookloan</li> <li>○ Library Reserves</li> <li>○ Open Educational Resources (OER)</li> <li>○ Zero Textbook Cost (ZTC)</li> </ul> </li> <li>● Counseling Services such as:                         <ul style="list-style-type: none"> <li>○ Academic</li> <li>○ Career</li> <li>○ Retention Centers</li> <li>○ Probation Support</li> <li>○ Educational Planning</li> </ul> </li> <li>● First Year Experience such as:                         <ul style="list-style-type: none"> <li>○ MRSD (Tulay, Umoja/AASP)</li> <li>○ College Success</li> </ul> </li> <li>● Career Center/Services such as:                         <ul style="list-style-type: none"> <li>○ Career Clusters</li> <li>○ Career Exploration</li> </ul> </li> <li>● Other activities such as:                         <ul style="list-style-type: none"> <li>○ CBO Partnerships</li> <li>○ Single-Stop Services</li> <li>○ Resource Centers</li> <li>○ Starfish (early alert/degree planner)</li> <li>○ Professional Development                                 <ul style="list-style-type: none"> <li>■ TMOC/Equity Education</li> <li>■ Equity-Minded, Cultural Relevance, Ally</li> </ul> </li> </ul> </li> </ul>
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			<ul style="list-style-type: none"> <li>Trainings <ul style="list-style-type: none"> <li>■ Keynote Speakers</li> <li>■ Workshop Presenters</li> </ul> </li> <li>○ RiSE <ul style="list-style-type: none"> <li>■ Curriculum development, pedagogy and redesign</li> <li>■ Mapping</li> <li>■ FYE/Just in time support</li> </ul> </li> </ul>
<b>Throughput: Math and English in 1st Year</b>	No Gaps	No Gaps	Not Applicable
<b>Graduation: AA, AS, ADT, CCCC Certificate</b>	1,500	19-20: 1,636 (9%) 20-21: 1,704 (5%) 21-22: 1,772 (5%)	<ul style="list-style-type: none"> <li>● Matriculation Services such as: <ul style="list-style-type: none"> <li>○ Academic/Career Counseling/Career Services <ul style="list-style-type: none"> <li>■ Career Cluster</li> <li>■ Workforce outcomes</li> </ul> </li> <li>○ AA/AS/ADT Degree Completion</li> <li>○ Certificate Completion</li> <li>○ Close to Completion Campaign</li> </ul> </li> <li>● Other activities such as: <ul style="list-style-type: none"> <li>○ Admissions &amp; Records <ul style="list-style-type: none"> <li>■ Evaluators</li> </ul> </li> <li>○ Technology Tools &amp; Solutions <ul style="list-style-type: none"> <li>■ Auto Award</li> <li>■ Starfish</li> </ul> </li> <li>○ RiSE <ul style="list-style-type: none"> <li>■ Mapping</li> </ul> </li> <li>○ Curriculum Development/Instructional Design <ul style="list-style-type: none"> <li>■ ADT</li> <li>■ Gatekeeper courses</li> </ul> </li> </ul> </li> </ul>
<b>Transfer to a Four-Year Institution</b>	2,102	19-20: 2,182 (4%) 20-21: 2,221 (2%) 21-22: 2,261 (2%)	<ul style="list-style-type: none"> <li>● Transfer Center Services such as: <ul style="list-style-type: none"> <li>○ Transfer Opportunity Program (TOP)</li> <li>○ Transfer Alliance Program</li> </ul> </li> </ul>

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			<ul style="list-style-type: none"> <li>(TAP)             <ul style="list-style-type: none"> <li>○ Transfer Admissions Guarantee (TAG)</li> <li>○ Workshops</li> <li>○ College Tours</li> <li>○ Fairs</li> </ul> </li> <li>● Career Center/Services such as:             <ul style="list-style-type: none"> <li>○ Workshops</li> <li>○ Career/Recruitment Fairs</li> </ul> </li> <li>● Other activities such as:             <ul style="list-style-type: none"> <li>○ Counseling Services</li> <li>○ Tutoring Support Services</li> <li>○ Gatekeeper Courses</li> <li>○ ADT Mapping</li> <li>○ College Partnerships/Articulation Agreements</li> </ul> </li> </ul>
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2. In the chart below enter the three-year goal for each student equity population shown to be disproportionately impacted in each metric and identify the activities that support goal attainment.

Metric	Current Baseline Data for Disproportionately Impacted Student Population  (successful student headcount)	Goals for Disproportionately Impacted Student Population  (Close gaps) Year 1- 19-20 by 50% Year 2 - 20-21 by 25% Year 3 - 21-22 by 25%	Activities that support the goal
<b>Access: Applied/Enrolled</b>  <b>All equity populations</b>	32,226	19-22: 32,226 (0%) (No Gaps)	<ul style="list-style-type: none"> <li>● DSPS Support Services such as:             <ul style="list-style-type: none"> <li>○ Mobility Orientation</li> <li>○ Student Plans</li> <li>○ HS Outreach</li> </ul> </li> <li>● Matriculation Services credit/non-credit (All CCSF locations) such as:             <ul style="list-style-type: none"> <li>○ Application</li> <li>○ Orientation</li> <li>○ Assessment</li> <li>○ Counseling Academic/Career</li> <li>○ Educational Planning</li> </ul> </li> <li>● Bridge to Success such as:</li> </ul>

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			<ul style="list-style-type: none"> <li>○ Matriculation Services (see above)</li> <li>● Technology Tools &amp; Solutions such as: <ul style="list-style-type: none"> <li>○ Starfish (early alert/degree planner)</li> <li>○ Cranium Cafe</li> <li>○ Grad Guru</li> <li>○ Digital Literacy Project</li> </ul> </li> <li>● Other activities such as: <ul style="list-style-type: none"> <li>○ Collaboration with Dual Enrollment, Credit Recovery, AB 19-College Promise</li> <li>○ AEP collaboration to support non-credit to credit transition</li> </ul> </li> <li>● RiSE <ul style="list-style-type: none"> <li>○ Just in time support</li> </ul> </li> </ul>
<b>Persistence: Fall to Spring Enrollment</b>  <b>Black or African American (both)</b>  <b>LGBT (female)</b>  <b>Native Hawaiian or other Pacific Islander (female)</b>	1,079  438  55	19-20: 1,141 (6%) 20-21: 1,171 (3%) 21-22: 1,202 (3%)  19-20: 462 (5%) 20-21: 473 (3%) 21-22: 485 (3%)  19-20: 61 (11%) 20-21: 64 (5%) 21-22: 67 (5%)	<ul style="list-style-type: none"> <li>● Tutoring Support Services such as: <ul style="list-style-type: none"> <li>○ Math, English, ESL</li> <li>○ DSPS</li> <li>○ Gatekeeper Courses</li> </ul> </li> <li>● Mentoring Support Services such as: <ul style="list-style-type: none"> <li>○ Student Ambassador</li> <li>○ Project Survive</li> <li>○ Metro</li> </ul> </li> <li>● Distance Learning <ul style="list-style-type: none"> <li>○ CityOnline</li> <li>○ Online Education Initiative (OEI) - Equity Cohort</li> <li>○ Canvas</li> </ul> </li> <li>● Textbooks such as: <ul style="list-style-type: none"> <li>○ Bookloan</li> <li>○ Library Reserves</li> <li>○ Open Educational Resources (OER)</li> <li>○ Zero Textbook Cost (ZTC)</li> </ul> </li> <li>● Counseling Services such as: <ul style="list-style-type: none"> <li>○ Academic</li> <li>○ Career</li> </ul> </li> </ul>

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<p><b>Throughput: Math and English in 1st Year</b></p> <p><b>Black or African American (both)</b></p> <p><b>Disabled (both)</b></p> <p><b>Hispanic or Latino (both)</b></p>	<p>6</p> <p>1</p> <p>49</p>	<p>19-20: 17 (175%) 20-21: 22 (88%) 21-22: 27 (88%)</p> <p>19-20: 3 (200%) 20-21: 4 (100%) 21-22: 5 (100%)</p> <p>19-20: 73 (48%)</p>	<ul style="list-style-type: none"> <li>● Tutoring Support Services/AB 705 Implementation Activities such as:             <ul style="list-style-type: none"> <li>○ Math/English/ESL</li> <li>○ IBEST</li> <li>○ Supplemental Instruction</li> <li>○ Assessment/Evaluation of support courses</li> <li>○ Coordination</li> </ul> </li> <li>● Matriculation Services such as:             <ul style="list-style-type: none"> <li>○ Faculty Advisors</li> <li>○ Calpass Classified Staff</li> <li>○ Counseling</li> </ul> </li> </ul>

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<b>LGBT (both)</b>	19	<p>20-21: 84 (24%) 21-22: 96 (24%)</p> <p>19-20: 27 (42%) 20-21: 31 (21%) 21-22: 35 (21%)</p>	<ul style="list-style-type: none"> <li>○ Educational Plans</li> <li>● Professional Development such as: <ul style="list-style-type: none"> <li>○ Community of Practice</li> <li>○ TMOC/Equity Education Certificate Training</li> <li>○ Curriculum development, evaluation, pedagogy</li> </ul> </li> <li>● Technology Tools &amp; Solutions such as: <ul style="list-style-type: none"> <li>○ Starfish (early alert/degree planner)</li> <li>○ Cranium Cafe</li> </ul> </li> <li>● Other activities such as: <ul style="list-style-type: none"> <li>○ CBO Partnerships</li> <li>○ Office of Research &amp; Planning <ul style="list-style-type: none"> <li>■ Classified Staff</li> <li>■ Software</li> </ul> </li> <li>○ RiSE <ul style="list-style-type: none"> <li>■ Contextualized Teaching (Math/English)</li> </ul> </li> </ul> </li> </ul>
<p><b>Graduation: AA, AS, ADT, CCCCCO Certificate</b></p> <p style="text-align: center;"><b>American Indian or Alaska Native (male)</b></p> <p style="text-align: center;"><b>Hispanic or Latino (male)</b></p> <p style="text-align: center;"><b>LGBT (both)</b></p> <p style="text-align: center;"><b>Native Hawaiian or other Pacific Islander (female)</b></p>	<p>1</p> <p>118</p> <p>39</p> <p>3</p>	<p>19-20: 2 (100%) 20-21: 3 (100%) 21-22: 4 (100%)</p> <p>19-20: 144 (22%) 20-21: 156 (11%) 21-22: 169 (11%)</p> <p>19-20: 67 (72%) 20-21: 81 (36%) 21-22: 95 (36%)</p> <p>19-20: 5 (50%) 20-21: 6 (25%) 21-22: 7 (25%)</p>	<ul style="list-style-type: none"> <li>● Matriculation Services such as: <ul style="list-style-type: none"> <li>○ Academic/Career Counseling/Career Services <ul style="list-style-type: none"> <li>■ Career Cluster</li> <li>■ Workforce outcomes</li> </ul> </li> <li>○ AA/AS/ADT Degree Completion</li> <li>○ Certificate Completion</li> <li>○ Close to Completion Campaign</li> </ul> </li> <li>● Other activities such as: <ul style="list-style-type: none"> <li>○ Admissions &amp; Records <ul style="list-style-type: none"> <li>■ Evaluators</li> </ul> </li> <li>○ Technology Tools &amp; Solutions <ul style="list-style-type: none"> <li>■ Auto Award</li> <li>■ Starfish</li> </ul> </li> <li>○ RiSE <ul style="list-style-type: none"> <li>■ Mapping</li> </ul> </li> <li>○ Curriculum Development/ Instructional Design</li> </ul> </li> </ul>

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			<ul style="list-style-type: none"> <li>■ ADT</li> <li>■ Gatekeeper courses</li> </ul>
<b>Transfer to a Four-Year Institution</b>  <b>Black or African American (female)</b>  <b>Filipino (male)</b>  <b>Native Hawaiian or other Pacific Islander (female)</b>	 64  88  4	 19-20: 76 (19%) 20-21: 82 (9%) 21-22: 88 (9%)  19-20: 98 (11%) 20-21: 103 (6%) 21-22: 108 (6%)  19-20: 6 (38%) 20-21: 7 (19%) 21-22: 8 (19%)	<ul style="list-style-type: none"> <li>● Transfer Center Services such as:             <ul style="list-style-type: none"> <li>○ Transfer Opportunity Program (TOP)</li> <li>○ Transfer Alliance Program (TAP)</li> <li>○ Transfer Admissions Guarantee (TAG)</li> <li>○ Workshops</li> <li>○ College Tours</li> <li>○ Fairs</li> </ul> </li> <li>● Career Center/Services such as:             <ul style="list-style-type: none"> <li>○ Workshops</li> <li>○ Career/Recruitment Fairs</li> </ul> </li> <li>● Other activities such as:             <ul style="list-style-type: none"> <li>○ Counseling Services</li> <li>○ Tutoring Support Services</li> <li>○ Gatekeeper Courses</li> <li>○ ADT Mapping</li> <li>○ College Partnerships/Articulation Agreements</li> </ul> </li> </ul>

3. Outline a process and schedule for evaluating the progress made toward meeting your student equity goals.

The Office of Student Equity (OSE) requires a project self-evaluation every term to be completed for each activity which includes program updates such as progress, challenges, data, # of students served, racial and ethnic backgrounds of students served, outcomes and potential project improvements. OSE provides reporting support workshops, reporting tools, equity-minded and race-conscious pedagogy workshops and materials for faculty, classified staff and administrative Equity leaders. Upon approval of funds every Fall semester, project leads are required to submit a contract agreeing to: complete our home-grown online Equity training course through Canvas, attend an Equity leader support workshop, and submit two (one per semester) self-evaluations of their funded project. They are offered drop-in data sessions with our Office of Research throughout the year. Throughout the duration of the funding year, Equity leads are also required to submit a budget update and a project self-evaluation--including data analysis--every Fall and Spring semester, totaling four reports. The Associate Dean of Student Equity, Student Equity faculty coordinator and Equity data analyst also meet one-on-one with project leads on an ongoing basis, as needed. After review of project self-evaluations every Fall, the Student Equity coordinator follows up with project leads, communicating that self-evaluation data and reporting results will impact future funding opportunities. Future funding is contingent



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on critically race-conscious projects of larger scale and those explicitly addressing racial and ethnic equity, promoting culturally relevant, responsive or sustaining pedagogy and focused on minoritized student groups (i.e. African American, Latinx, Filipino, Native American, Pacific Islander). OSE collaborates with current college efforts in progress, sharing goals with [EMP](#), [Fan 5](#) and [ILO/SLO/SSO](#) processes.

4. How will your college ensure **coordination** across student equity-related categorical programs or campus based programs?

Student Affairs and Facilities Management Teams are currently working on a facilities plan for Spring 2019 to create a one-stop for all matriculation components in one centralized building to support student access, persistence and completion. Establishing a student-centered equity-focused one stop location will improve overall services, coordination and onboarding for new students to CCSF. Students will be welcomed with intentional coordination efforts and will have access to Admissions & Records, Matriculation and Counseling, Financial Aid, Outreach and a host of other college-wide services and resources to assist in achieving their educational goals.

CCSF will establish processes of shared communication through shared calendaring, advertising, equity support hubs, drop-in hours, workshops, listservs, college-wide communication through City Notes, collaborating efforts across the college using a multi-channel approach. In addition, we will focus on collaborative/integrated professional development opportunities through a Center for Equity, Excellence and Inclusion with activities such as Communities of Practice, CORA: Teaching Men of Color and Equity Education Certificates and Ally Trainings. In addition, the Office of Student Equity works closely with Guided Pathways--renamed Reimagining the Student Experience (RiSE), programs implementing AB 705, Matriculation and Counseling offices using successful coordination and cohort models such as EOPS, CalWORKs for students (including non-credit and online distance learners). In addition, we will improve on-boarding processes, orientations, employee diversity and training practices by collaborating across the college with other professional development opportunities, the Diversity Committee, Human Resources and the Office of Instruction.

OSE supports direct student support services provided by EOPS, CalWORKs, Guardian Scholars & HARTS who offer transportation support to eligible students, in addition to College Promise - AB 19 and Foundation Promise for program eligible students. CCSF plans to coordinate efforts to provide transportation support to meet students' needs. In addition, we plan to establish partnerships with CBO's to leverage resources which help students with direct support needs such as childcare, textbooks, food and transportation, utilizing county resources such as the SFMTA Lifeline Pass <https://www.sfmta.com/fares/lifeline-pass>.

CCSF constituencies will work across departments and programs to ensure students' needs are met inside and outside the classroom. We will ensure coordination across the college through collaboration with faculty, classified staff and administration. Through shared coordination efforts in programs (such as PUENTE, Writing Success Project, Working Adult Degree Program, Metro Academy, and the Police Academy) alongside department chairs, school deans,

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Equity coordinators, Equity Leaders, RiSE leaders and FAN 5 members, our goals prioritize implementing high impact practices, racially conscious, data-driven, evidence-based, equity-minded competencies, pedagogy and intentional professional development to close equity gaps and increase student success.

Coordination is available through the collaboration of Associated Students, Student & Academic Affairs, Counseling and Matriculation and the Office of Student Equity in programs such as VIDA, Guardian Scholars, Homeless At-Risk Transitional Students (HARTS) Program, Retention Centers, Tutorial Services and Student Completion. Through the Integrated Plan, CCSF worked with Fan 5--a committee comprised of all categorical liaisons and faculty coordinators--to collaborate and identify gaps in professional development and budgets. Gaining this insight has helped us collaboratively prioritize professional development that focuses on culturally responsive, relevant and high-impact practices, and a student-centered approach that is critically race-conscious and anti-racist. The new guidelines of the SEA Program will allow us to restructure intent and outcomes set forth by Fan 5, focusing on racial and educational equity.

### **EXECUTIVE SUMMARY: EQUITY AT CITY COLLEGE OF SAN FRANCISCO**

Some questions to consider are...

- Address our underperformance and develop the funds of knowledge that we need to become racial equity experts as administrators, leaders, faculty, and classified staff.
- Require ongoing faculty, classified staff and administrator training and support in culturally relevant and critically race-conscious pedagogy, culturally responsive communication, and an awareness of historically minoritized groups
- How we align and communicate internally and across the college?
- How we address equity-minded competence and racial consciousness across the college?
- Fund priorities that go toward legacy building, professional and institutional equity

### **GOALS:**

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 has long recognized that unique student populations -- including students with disabilities, foster youth, veterans, homeless youth, LGBTQ+ 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 ongoing 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-driven activities addressing the state's indicators which includes intervention strategies, redesign, and innovation, through the District's Program Review process.

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In this equity plan we leverage our history and knowledge, bringing to scale achievement of 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. Classified staff, faculty, 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 the eight centers.

City College of San Francisco is one college, one district in one city. As a large urban community college district, CCSF has always had a focus on equity while simultaneously struggling with effective ways to close the institution's existing equity 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 fifth priority for 2018-2019 is: "Student Equity: Completion - Regularly assess student success outcomes for all historically underrepresented groups and to make measurable progress toward closing the achievement gap graduation rate for African-American, Latino and Pacific Islander students." According to the Center for Urban Education, "Reducing inequities in educational attainment by race and ethnicity will require deliberate and explicit effort". CUE provided five principles for higher education institutions to take action to ensure equity by design:

Principle 1: Clarity in language, goals, and measures is vital to effective equitable practices.

Principle 2: 'Equity-mindedness' should be the guiding paradigm for language and action.

Principle 3: Equitable practice and policies are designed to accommodate differences in the contexts of student's learning—not to treat all students the same.

Principle 4: Enacting equity requires a continual process of learning, disaggregating data, and questioning assumptions about relevance and effectiveness.

Principle 5: Equity must be enacted as a pervasive institution- and system-wide principle

### **Educational Master Plan**

CCSF's [Educational Master Plan \(EMP\)](#) envisions our future through the year 2025 and identifies advancing student achievement through eight institutional goals. The Equity Plan workgroup and SES committee aligned it's planning efforts with our EMP institutional goals and plans to support student success of these goals through activities.

1. Improve the student experience
2. Institutionalize equity
3. Improve communication
4. Strengthen credit and noncredit programs
5. Improve operation of the college
6. Strengthen community, education, and industry partnerships
7. Maintain, improve, and build facilities
8. Expand and encourage opportunities for professional development

### **Student Equity & Achievement (SEA) Program**

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The Student Equity and Achievement Program supports California Community Colleges in advancing the system-wide goal to boost achievement for all students, with an emphasis on eliminating equity gaps for students from traditionally minoritized groups. SEA emphasizes support for projects and activities of large scale and high impact, which can lead to measurable progress at the district level with respect to student achievement and equity goals.

### **Vision for Success**

The Vision for Success goals we strive to achieve by 2022 to combat inequities in college success are:

- **Expanding Attainment:** Increase by 20 percent the number of CCC students annually who acquire associates degrees, credentials, certificates, or specific skill sets that prepare them for an in-demand job.
- **Transfer Equity:** Increase by 40 percent the number of CCC students transferring annually to a UC or CSU.
- **Mitigating Equity Gaps:** Reduce equity gaps by 40 percent within 5 years and fully closing those achievement gaps within 10 years.

### **Adult Education Program**

City College of San Francisco receives Adult Education Program (AEP) funding from the State of California through its membership in the San Francisco Adult Education Consortium. The Consortium's goals are to improve adult education programs and services in San Francisco by: integrating existing programs and creating seamless transitions into post-secondary education or the workforce; accelerating students' progress toward academic or career goals; and developing capacity to deliver high quality instruction and student services. OSE partnered with AEP to offer professional development training such as CORA: Teaching Men of Color and Equity Education Certificates available to all employees including Adult Education faculty, classified staff and other college and community personnel involved in Adult Education Program.

The college values equity and diversity, making every effort to engage with and support the community of San Francisco. Our close examination of current equity gaps, existing programs and services, employee diversity, and evaluation through measurable outcomes is extremely important to the intent, impact and evolution of the college. This equity plan addresses the goals of the Board, EMP and SEA Program which align with college-wide efforts, in addition to the "Vision for Success" and CUE equity principles by design.

### **INSTITUTIONAL BARRIERS IDENTIFIED**

Some questions to consider are...

- New barriers that need to be addressed
- Continuous improvement that fosters learning, accountability, support, equity-minded competence, assessment and evaluation of Faculty, Classified Staff, Departmental and Administrative outcomes to enhance institutional effectiveness
- Working on improving internal communication, collaboration and coordination

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- Streamlining efforts to avoid silos, enhance collaborated coordination outcomes
- How we provide IT support/classified staffing for college-wide technology efforts

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 improve internal communication, collaboration and streamline internal coordination efforts related to equity. CCSF offers many student support services and programs, thus more thorough streamlined and collaborated coordination can improve the overall institutional effectiveness. We can further partnerships with CBO's to provide support services and resources our college is not able to provide; for example, Single-Stop-SparkPoint and On Demand Telephone translation services for the main Ocean campus and the centers. We can further strengthen our technology to improve employee and student onboarding processes, remove institutional red tape, help constituencies navigate institutional policies and procedures while building positive and successful networks.

### FOCUS POPULATIONS

Some questions to consider are...

- Identify any new student success metrics being used to identify data
- Updated findings for disproportionate populations
- How we support Retention & Resources Centers and the minoritized populations they serve

In this plan, identification of disproportionate gaps between specific groups and the overall average in each indicator area is based on the data provided by the California Community College Chancellor's Office which uses a standard data set and methodology across all colleges. Those data include the number of students for each disproportionately impacted group who met the metric, and the number needed to achieve full equity, that is, group results that are at the same level as the college average. Included as well are the percentage increases those numbers represent. For this plan, the college's Student Equity Strategies Committee proposed setting yearly goals based on attaining 50% of the "full equity" numbers in year 1, and an additional 25% in years 2 and 3, so as to achieve 100% by the end of year 3. Baseline data are for the 2017-2018 academic year, except for the transfer metric, which uses 2016-17 as the baseline population (to allow time for transfer to be observed in the data). Disproportionate impact was identified for seven groups; American Indian or Alaska Native (one metric), Black or African American (three metrics), Disabled (one metric), Filipino (one metric), Hispanic or Latinx (two metrics), Native Hawaiian or other Pacific Islander (three metrics) and LGBT students (three metrics). Metrics "Completed Both Transfer-Level Math and English Within the District in the First Year" and "Attained the Vision Goal Completion Definition" show the largest number of disproportionately impacted groups (four groups). For "Retained from Fall to Spring at the Same College" and for "Transferred to a Four-Year Institution," three groups were identified.

The college must also set goals for the overall student population. In order to maintain or increase the overall level of performance for all students, the college will continue to focus resources on student populations identified previously as disproportionately impacted via local

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data; veterans, students experiencing homelessness, and foster youth. For use in planning, chart 1 goals reflect the baseline for the college as a whole, with the increases calculated based on adding the total DI population numbers for each metric. This approach provides added impetus for the college to make improvements in student supports to effectively reach all students who need them. Tables 1 and 2 of the Equity Plan summarizes the number of students in disproportionately impacted groups and percentage point gap by indicator, specific goals to attain full equity, and a summary of activities to address those goals.

### PLAN SUMMARY: FOCUS & REVISE

Some questions to consider are...

- Improve how we identify resources and support to the Equity populations
- Make a cultural shift from transactional funding to transformational change
- Leverage collaboration with Community Based Organizations (CBOs) for wrap-around services which support students & are difficult for CCSF to provide
- Ensure student learning (eg. internships, apprenticeships, e-portfolio and other career-based, service learning opportunities & student engagement)
- Keep equity and racial consciousness at the foundation of our work practices
- Curricular + pedagogical evaluation + redesign--course-wide/field-wide (e.g. build in student voices as part of the curriculum committee, RiSE efforts, etc.)

The 2019-2022 plan includes the following efforts to reduce the equity gaps identified by College research and data in 5 areas:

1. Access (Applied/Enrolled): Successful Enrollment
2. Retention (Persistence): Fall to Spring Enrollment
3. Completion (Throughput): Math and English in 1st Year
4. Graduation: AA, AS, ADT, CCCC Certificate
5. Transfer to a Four-Year Institution

1. First, while there are activities that address all indicators, the revised plan includes a major commitment to AB 705 implementation. These activities address barriers, placement, and completion challenges for focus populations in Math, English, and ESL. While these activities place students in the Completion (Throughput) indicator, they also can be addressed in Retention: Fall to Spring Enrollment area, RiSE efforts, Bridge to Success, SFUSD partnerships and other equity efforts.

2. Second, the new Equity Plan incorporates a more coordinated effort with the division of Academic & Student Affairs in addressing the indicators of graduation and transfer for focus populations. To address the Equity goals, Vision for Success, as well as college-wide efforts, we'll focus on activities in matriculation services, including orientation, assessment, counseling, referrals to specialized student support services, departmental and program requirements, deadlines, scholarships and other education planning services needed to assist students in making informed decisions about their educational goals. In addition, activities will connect students to career counseling/career services opportunities such as internships and

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apprenticeships that help explore a course of study, develop their network and see through their educational plans. In addition, this plan supports efforts such as Bridge to Success/SFUSD Partnership, AEP, Dual Enrollment, RiSE, close to completion campaign, equity resources, support tools and technology platforms such as Grad Guru, Starfish, EUREKA, Cranium Cafe, SARS and Qless, which all support student success.

3. Third, the 2019-2022 plan builds on the work students have contributed by continuing the peer mentoring/tutoring, professional tutoring, California Reading and Learning Association (CRLA) Training Certification and incorporating specific and deliberate coordination to centralize and streamline tutoring and mentoring support and training through collaboration of the Office of Student Equity, Learning Assistance Department, and the Office of Outreach. In addition, the plan outlines work between Academic & Student Affairs to streamline tutoring, mentoring, events/speakers and professional development efforts for students, faculty, classified staff and administrators.

4. Finally, this plan supports student access to direct resources and support to existing Counseling, Multicultural Retention Services Department, Associated Students Resource Centers, and other student support programs and services. These direct student resources and services include leveraging and collaborating Digital Literacy Project, Distance Learning, CBO partnerships, Single-Stop services (e.g. Sparkpoint), library reserve textbooks, Bookloan, Online Education Initiative (OEI), Open Education Resources (OER), Zero Textbook Cost (ZTC) and learning assistance resources.

Additionally, the new plan continues with a number of the 2014-15 goals. One major continued focus will be building an equity infrastructure and support across the District that makes equity a key priority, framework, and foundation in teaching and learning practices that are race-conscious and culturally relevant. Our aim is to define measurable outcomes and support high impact practices through data-driven decision making and assessment. Our goals are to shift the paradigm away from deficit-based mindsets to equity mindsets, from transactional equity to transformational equity, while keeping students at the center, ensuring the values, mission and responsibility of equity across the college. In order to reach the goals of this Equity Plan, along with the current goals of our Board of Trustees, in our Educational Master Plan, the SEA Program constituents, Fan 5 members and the Vision for Success, all employees need to see equity as a personal responsibility.

The Office of Student Equity (OSE) will serve as the support hub for the coordination of equity work on campus, including coordination efforts in programs, departments, retention and resource centers by integrating an equity analysis, assessment and action plan into the work. In addition, OSE will oversee the components of the Center for Equity, Excellence and Inclusion-- a teaching and learning clearinghouse and training center, housing pedagogical support tools, materials on curriculum design and methodologies, best practices and innovative pedagogy, along with professional development opportunities for all employees. OSE maintains a focus to strengthen our college's system-wide efforts, while staying student-centered, equity-minded, race consciousness, culturally competent in our collaboration with college constituencies to close equity gaps.

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### RESOURCES BUDGETED

Resources for these activities come from multiple different sources, including Student Equity and Achievement (SEA) Program, AEP, SWP and District funds (see the Budget section for a more comprehensive list of funding sources). The college has developed and is refining a process to distribute SEA funds based on criteria established by the state and the priorities identified for focus groups in this report.

#### 2015-16 Funding Expended and Assessment of Progress

1000	777,585.86
2000	539,318.99
3000	317,947.73
4000	784,905.86
5000	368,612.09
6000	100,506.47
<b>Program Totals</b>	<b>2,888,877.00</b>

In 2015 - 2016, the college focused on a participatory, collaborative process for identifying activities to address identified disproportionately impacted student populations, based on [the Equity indicators](#). Equity gaps were identified across multiple indicators for African American, Latinx, Native American/Native Alaskan, Pacific Islander students, and those who were current or former foster youth, and in transfer for Filipino students.

The set of activities aimed at reducing those equity gaps are described in the [Student Equity Plan \(Dec 2015\)](#). Responsibility for each activity was assigned to equity leads, with the Office of Student Equity serving primarily as a (clearinghouse). Major initiatives included providing academic services (e.g., tutoring); direct support (e.g, book loans and transportation vouchers), and student support services (e.g., counseling, mentoring).

Assessment of progress: Accomplishments in 2015-16 included establishment of the Office of Equity, led by a newly-created position of Associate Dean. Many of the activities in the plan were new, and as such there were sometimes lags in getting started, and barriers such as equity project leads' lack of familiarity with college hiring and budgeting systems.

Improvements based on assessment results: All equity project leads were required to submit evaluations at the end of the academic year, based on a 4-question template. Responses were reviewed by the Associate Dean, and faculty coordinator, and shared with the Student Equity Strategies Committee.

#### 2016-17 Funding Expended and Assessment of Progress

1000	867,116.58
2000	942,819.65
3000	529,291.36



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4000	11,372.91
5000	156,605.50
6000	20,000.00
<b>Program Totals</b>	<b>2,527,206.00</b>

In 2016-17, work continued on the projects laid out in the Equity plan, and on additional projects proposed via program review annual plan resource requests and prioritized by the Student Equity Strategies Committee. Assessment efforts, conducted by the Office of Research & Planning, were focused on collecting and analyzing data for one of the areas of largest Equity expenditures, tutoring, and on the effort to redesign the mathematics curriculum.

Results are described in documents posted on the CCSF Office of Research & Planning website: a [tutoring evaluation](#) (covering a wide array of Equity-supported tutoring); an evaluation of [tutoring in pre-college English](#), a [Net Tutor Evaluation](#) (online tutoring); and an analysis of the [Math acceleration redesign](#) (examining student performance in Transfer level statistics 2013-2016). Each analysis used disaggregated data to examine equity gaps for focus populations.

Action based on results of assessment: Made a stronger effort to engage equity project leads in the evaluation process, including an updated contract, evaluation template, and submission requirements. Improvements to the evaluation process were supported by the Office of Research & Planning working closely with leads of Equity-funded projects to collect, analyze, disaggregate, and interpret data.

### 2017-18 Funding Expended and Assessment of Progress

1000	609,164.75
2000	1,074,218.37
3000	599,078.77
4000	27,214.52
5000	148,262.24
6000	32,715.35
<b>Program Totals</b>	<b>2,490,654.00</b>

Upon a comprehensive review of projects funded, project self-evaluations, and progress toward Equity goals, the Office of Student Equity undertook development of a broad set of professional development and guidance activities, in collaboration with the Office of Research & Planning.

Examples include [presentations at workshops for Equity project leads](#), [Equity Flex day presentations](#), and [Program Review support workshops](#). Working collaboratively through [Fan5](#), CCSF's coordination group for categorical allocations with college-wide plans, a [categorical funding guidance matrix](#) was developed to provide greater clarity to those seeking to request Equity funding via the fall 2017 Program Review process.

[Equity data](#) was reviewed for development of the CCSF Integrated Plan in fall 2017, and work was done to gather data related to the newly-identified equity group of students experiencing homelessness, resulting in [a report on the college's Homeless At-Risk Transitional students](#)

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[program](#). The data showed reduced gaps for several focus populations for particular indicators, including a decrease from 0.14 to 0.12 for African Americans in course completion, and from 0.15 to 0.11 for former foster youth. Unfortunately, other focus populations saw gaps widen, e.g., the course completion gap increased for Latinx students (0.06 to 0.07), for American Indian students (from 0.05 to 0.13) and Pacific Islander students (0.09 to 0.11). Similar patterns were observed for the other indicators.

Improvements based on assessment include: Redesign of the evaluation process to a more structured approach, with continued data support by the Office of Research and Planning. Development of a standard budget tool for project leads. Created self-serve tool for accessing disaggregated data in Argos, the CCSF online data reporting tool, with one-on-one training sessions. Presented a series of workshops for those considering requesting Equity funding via Program Review, and training sessions to those awarded funding to inform them about processes and requirements, with an emphasis on effectiveness in addressing equity gaps. OSE has also created a living document, [Developing Equity from the Inside Out](#), established by OSE and revised based on feedback from the wider college community, to give classroom faculty concrete examples of how to integrate more equity-mindedness into their practices.

Coordinator support and coaching (programmatic and research). Created an Tutorial Services Equity Coordinator position to strengthen and streamline tutoring offerings, integrating Equity-funded efforts with the overall college Learning Assistance Department. Communication enhancements include launch of the [Equity Times Newsletter](#).

### 2018-19 Funding Expended

1000	515,940.00
2000	534,167.00
3000	291,948.00
4000	98,935.00
5000	1,046,664.00
6000	3,000.00
<b>Program Totals</b>	<b>2,490,654.00</b>

The annual comprehensive review process included both assessments of funded projects and examination of the most recent [Equity Indicator](#) data. A range of improvements were adopted in 2018-19. An Equity-focused set of professional development offerings was developed to engage faculty, Classified Staff, administrators and students in a curated set of [training, interactive events, and workshops](#). In addition, [guidance for those interested in accessing Equity funds for professional development was improved](#), to better assure connection of activities to Equity goals. Ongoing communication and consultation within the SEA Program administrative leads and faculty coordinators, and with the Adult Education Program and SWP/Perkins via [Fan5](#) has enabled further integration of an Equity lens into the planning and resource request prioritization process.

Equity components of institutional areas of focus: the Student Equity Completion Coordinator aims to serve as a bridge to connect students to academic counselors and create equity tools to

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assist students in their academic and career pursuits. The Completion Coordinator coordinates with academic counselors which include supporting the Multicultural Retention Centers, DSPS, Veterans, and Guardian Scholars. By reaching out to students who are degree and certificate ready. Students, Faculty, Classified Staff and Administrators can access the [CCSF master resource list](#). Our goal is to provide student support services through completion workshops, presentations, and equity-minded resource tools in order to close graduation and equity gap among all students in CCSF. These efforts support achievement of equity goals, ties into the Integrated Plan goal of increasing completion, and into the college-wide completion initiatives.

A continuing area of focus is effective and sustainable approaches to providing tutoring support, including supplemental Instruction (embedded tutoring). The Equity tutoring coordinator continued improvements and professionalization of tutor recruitment, training, supervision, and assessment.

The summary must also include the name of the college or district official to contact for further information.

### **Student Equity CUE Institute Planning Team**

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### **Student Equity Planning Workgroup**

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## **CCSF Student Equity Plan (3 year) 19-22'**

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\*\* Participated in workgroup as Classified Staff; Currently in new role as Classified Administrator as of 3/21/19.