

Ice Breaker: Briefly tell us about a “win” you had this past week, either personal or professional

ESP Workgroup Members and RP

Constituent Updates

ESP Workgroup Members

San Francisco Demographic Trends Discussion Questions:

1. What stands out?

What demographic changes or patterns seem most consequential for CCSF over the next 3–5 years? What, if anything, surprised you?

2. What might these changes mean for whom and how we serve?

Consider implications for who we reach, what they need, what we offer, and how/where we offer it. What should CCSF consider doing differently?

3. What should these demographic trends cause us to prioritize, rethink, or prepare for in the next strategic plan?

Report out:

“Given what we see changing in San Francisco, CCSF should be thinking more strategically about _____.”

Equity-Centered Strategic Planning

Dr. Frank Harris III



Equity-Centered Strategic Planning

From shared understanding to measurable action

Dr. Frank Harris III

Professor of Postsecondary Education · San Diego State University

Four moves from commitment to plan

01

Build a shared understanding

Define equity, name who is disproportionately impacted, and surface what derails the work before it starts.

02

Measure disproportionate impact

Three indices: percentage-point gap, 80% index, proportionality applied to real outcome data.

03

Set goals that close gaps

Distinguish the two goal patterns that fail from the two that actually eliminate disparities.

04

Build strategies and actions

Convert each goal into action steps with alignment, benchmarks, timelines, data, resources, and owners.

**“Plan the work,
and work the plan.”**

Dr. Sally Montemayor Lenz

Planning is the easier half. Execution is where equity plans quietly stall — which is why this session ends with action steps, owners, and dates rather than with a finished document.

Section 01

Building a Shared Understanding

SHARED UNDERSTANDING

Equity is a focus, not a feeling

Equity refers to an intentional, responsive, and sustained focus on groups experiencing disproportionate impact, in order to redress disparities in their experiences and outcomes.

That focus means:

Repairing systems

Fix institutions and practices — not students.

Leveraging assets

Identify and build on strengths, not deficits.

Acting with urgency

Treat equity as urgent, not merely important.

Prioritizing need

Direct the most support to those who need it most.

Honoring experience

Recognize that experiences, interactions, and relationships shape measurable outcomes.

SHARED UNDERSTANDING

Who is disproportionately impacted?

Populations that are historically and chronically disproportionately impacted in postsecondary education. Your data, not this list, determines your focus.

Adult learners Returning and working students	First-generation students No parental college experience	Former foster youth Aged out of the foster system
Justice-impacted students Currently or formerly incarcerated	Parenting students Caregiving while enrolled	Pell-eligible students Low-income students
Racially minoritized students Black, Indigenous, Latinx, Pacific Islander, Southeast Asian	Rural learners Geographic access barriers	Students with disabilities Documented and undocumented
Students navigating immigration barriers Undocumented and mixed-status		

Who is disproportionately impacted @ CCSF?

The student populations listed below have been identified in the CCSF SEA plan as experiencing disproportionate impact on one more more student equity metric.

American Indian/Alaskan Native	Pacific Islander/Native Hawaiian	LGBTQ+
Black/African American	Foster Youth	Students Experiencing Homelessness
Latino/a/x	Filipino/a/x	Students with Disabilities

What equity-mindedness requires

"The term 'equity-mindedness' refers to the perspective or mode of thinking exhibited by practitioners who call attention to patterns of inequity in student outcomes. These practitioners are willing to take personal and institutional responsibility for the success of their students and critically reassess their own practices. It also requires that practitioners are race-conscious and aware of the social and historical context of exclusionary practices in American higher education."

Dr. Estela Mara Bensimon, 2005

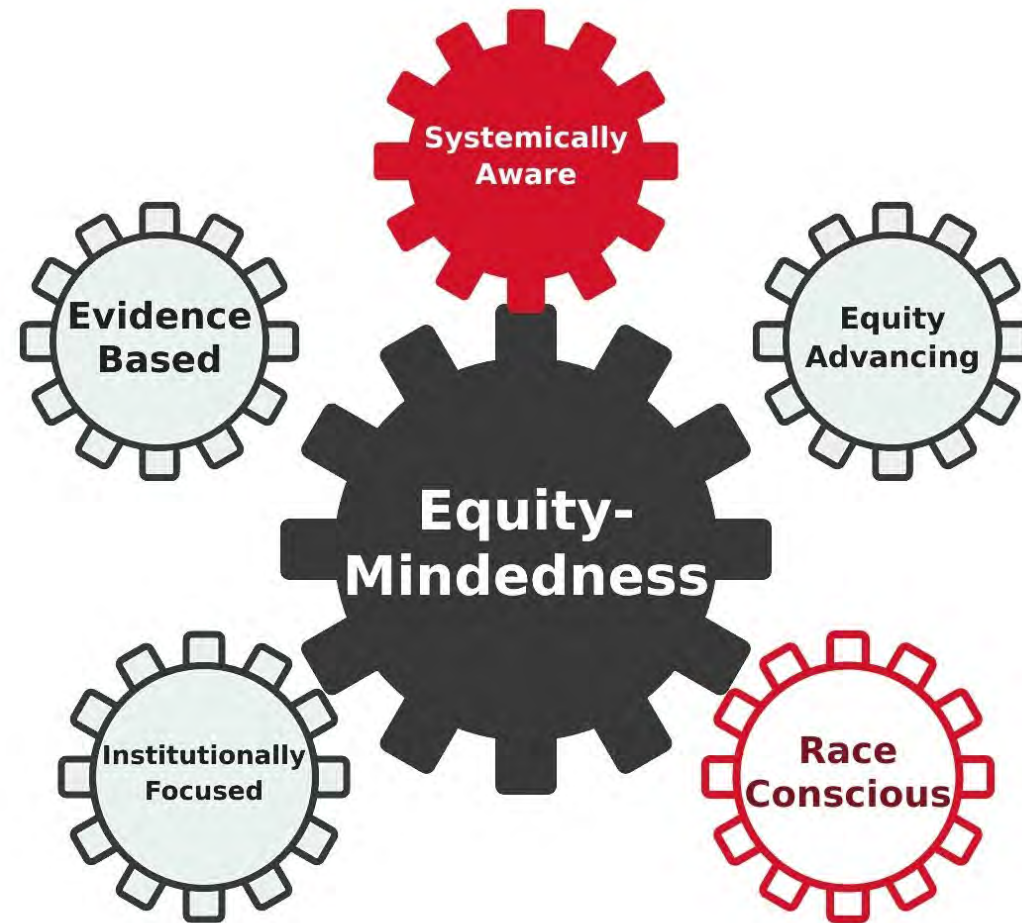
Institutional responsibility

When a student is not succeeding, the question is not "What is wrong with this student?" It is "What are we doing (or failing to do) that produces this outcome?"

Equity-mindedness is race-conscious, not race-neutral. A race-based gap cannot be closed with a race-neutral strategy.

Becoming equity-minded is learned, not assumed. It takes time, intentional effort, and institutional investment in the people asked to lead the work.

Five principles of equity-minded practice



Evidence-based

Uses disaggregated data to reveal patterns of inequity and guide sensemaking and action.

Race-conscious

Acknowledges that opportunity is stratified by race and treats students' racial identities and experiences as assets.

Institutionally focused

Demands institutional accountability; success is determined by what the institution does, not student effort alone.

Systemically aware

Recognizes inequity as systemic across K-12, health care, the workforce, and the justice system.

Equity-advancing

Brings an equity-minded lens to every space — classrooms, services, committees, community work.

Equity by design: seven principles for planning

Where equity-mindedness enters the planning cycle in inquiry, sensemaking, goal setting, and action.

Lifting minoritized voices

Actively engage students, classified professionals, part-time and adjunct faculty, and community members who have not been well served — through listening sessions, town halls, and surveys.

Disaggregating data

Analyze outcomes by race and ethnicity and other intersecting identities to understand and address disparities.

Identifying race-conscious solutions

Redesign services, advocate for racial diversity among educators, and design spaces that reflect students' identities.

Aligning curriculum

Align curriculum and programs with workforce needs so students access employment that pays a livable wage.

Setting equity-focused goals and metrics

Set goals for persistence, course success, completion, and transfer specifically for disproportionately impacted students.

Redesigning accountability processes

Align performance evaluation and academic program review with institutional equity goals.

Investing in professional learning

Build educators' capacity to work from an equity-minded perspective and hold themselves accountable to equity goals.

SHARED UNDERSTANDING

What derails equity work

COMPLIANCE

“Let’s just do what we have to do to secure our funding and get the state off our backs.”

COMPLACENCY

“Why do we have to do this? Nothing’s going to change. The problem is so much bigger than me.”

DEFICIT PERSPECTIVES

“Now they want everyone to go straight into college-level math and English? Some of these students have no chance.”

DATA OPACITY

“We have all this data, but what does it mean? What am I supposed to make of it?”

INSTABILITY

“We had an amazing VPI who was an equity champion, but she left to be a president somewhere else.”

MISAPPROPRIATION

“Can we use equity money for this? It’s not exactly aligned, but everyone benefits eventually.”

What derails equity work (continued)

POOR CONCEPTUALIZATION

“Let’s be honest. Equity really means lowering standards and rigor.”

MARGINALIZATION

“All of our equity work takes place in EOP, Umoja, and Puente.”

SILOING

“Oh no, the equity plan is due soon. Let’s have the dean and one other person write it.”

ABSENT BUY-IN

“We have an equity plan, but no one takes it seriously. We did what we had to do to get the money.”

EXCEPTIONALISM

“We aren’t like the other colleges. We have the highest transfer rates, so we don’t need to worry about equity.”

RESISTANCE

“Some resistance is loud and public. Some of it is quiet avoidance, delay, and derailment without ever saying so.”

Section 02

Measuring Disproportionate Impact

Three ways to measure disproportionate impact

Percentage point gap index

Compares a subgroup's percentage on an outcome to the overall percentage for the full population or cohort.

Subgroup % on the outcome – Overall % on the outcome

Plain to read and easy to communicate. Because the overall rate includes the subgroup, large groups can mask their own gap.

80% index

Uses the highest-performing group as the benchmark. A group is disproportionately impacted if it reaches less than 80% of that group's success rate.

Subgroup success rate ÷ Highest-performing group's success rate

Holds the institution to its own demonstrated ceiling. Sensitive to a small, unusually high-performing group.

Proportionality index

Compares a subgroup's share of those achieving the outcome to its share of the overall population.

Subgroup share of achievers ÷ Subgroup share of population is below 1.0 = disproportionate impact

Exposes representation gaps that rate-based measures hide. Reads as a ratio, so it needs interpretation for general audiences.

Percentage point gap in practice: course DFW rates

Race / ethnicity	Enrollments	DFWs	DFW rate	Gap vs. overall
OVERALL	1,536,194	113,344	7.4%	—
International	115,437	12,770	11.1%	+3.7
African American	62,487	6,788	10.9%	+3.5
Pacific Islander, Native Hawaiian	3,829	364	9.5%	+2.1
Native American	5,418	498	9.2%	+1.8
Hispanic / Latino	443,605	37,823	8.5%	+1.1
Filipino	90,002	7,365	8.2%	+0.8
Multiethnic	101,659	7,101	7.0%	−0.4
Asian	114,266	7,120	6.2%	−1.2
White	540,981	29,568	5.5%	−1.9

What the table says

Six of nine groups fail at a higher rate than the institution overall. International, African American, Pacific Islander, and Native American students carry gaps of nearly two points or more.

What it hides

Hispanic/Latino students sit only 1.1 points above the overall rate, but they are 29% of all DFWs. Small gaps in large groups mean large numbers of students.

Data does not persuade anyone by itself

Collective sensemaking is the dialogue that happens when educators are confronted with disaggregated data about the inequities themselves, the institutional factors that sustain them, and the actions required to disrupt them.

Presentation matters

How data is displayed determines whether sensemaking is possible. Bury the disparity in a 30-column table and the conversation never happens.

Facilitation matters

Someone has to walk colleagues through the data naming implications and providing context. That guidance is usually missing.

Space matters

Standing meetings rarely allow for this. Most institutions either lack research capacity or never create the space.

Section 03

Setting Goals That Close Gaps

GOAL SETTING

Four goal patterns: two that fail, two that work

AVOID

Rising tide

Success rates improve for all groups, but the equity gaps stay exactly where they were. The institution reports progress; disproportionate impact is untouched.

Zero sum

The lowest-performing group improves while higher-performing groups decline. The gap narrows, but at the cost of other students.

PURSUE

Strategic rise

Gaps for the lowest-performing groups are reduced or eliminated while the highest-performing groups hold steady. Disproportionate impact shrinks; no one loses ground.

Win-win

Gaps for the lowest-performing groups are reduced or eliminated while success rates rise for every group. This is the goal to write into the plan.

Both failing patterns can be reported as success. Write your goals so that neither one would satisfy them.

GOAL SETTING

From gap to goal: a worked pair

Win-win: reduce or eliminate equity gaps for the lowest-performing groups while simultaneously increasing success rates for all groups.

Goal 1 — the overall floor

Reduce the overall course DFW rate from 7.4% to 5% or less by the end of Spring 2027.

Raises the tide. On its own, it can be met while every gap stays intact.

Goal 2 — the gap

Eliminate racial and ethnic disparities in DFW rates by the end of Spring 2027.

Closes the gap. Paired with Goal 1, it forecloses both the rising-tide and zero-sum outcomes.

Neither goal works alone. The pair is what makes the commitment testable, and it names the population, the metric, the target, and the date.

Section 04

Developing Strategies and Actions

Every goal becomes owned action steps

Develop S.M.A.R.T. goals for each area of disproportionate impact. For each goal, identify the actions required to achieve it. For each action, answer six questions.

Alignment

What other institutional priorities or initiatives are aligned with this action?

Benchmarks

What measurable indicators of progress ensure the action stays on schedule?

Timeline

By when must this be completed for the goal to be met in its time frame?

Data sources

What existing data must be examined or monitored, and what new data must be collected?

Resources

What human, physical, fiscal, and technological resources are needed?

Responsible parties

Who takes the lead on initiating the step and ensuring it finishes on time?

An action step without a named owner and a date is a wish.

The planning grid, filled in

Goal: Eliminate racial and ethnic disparities in course DFW rates by the end of Spring 2027.

Action step	Alignment	Benchmarks	Timeline	Data sources	Resources	Owner
Identify courses with the highest DFW rates and disaggregate by race and ethnicity						
Review research on equity-minded teaching practices in high-DFW courses						
Interview faculty with the lowest DFW rates for disproportionately impacted students						
Convene a task force to review syllabi for courses with high DFW rates						
Assess current campus supports attached to courses with high DFW rates						

The planning grid, filled in

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Ten lessons from institutions that made progress

01 Build a shared understanding

Create ongoing space to define equity together. Never assume colleagues already share your meaning of it.

03 Be radically inclusive

Engage students, adjunct faculty, classified professionals, and community partners. Value input without ceding control of the process.

05 Engage in collective sensemaking

Disaggregated data changes nothing until educators talk together about what sustains the pattern and what would disrupt it.

07 Celebrate every win, publicly

Name the small gains, thank the people by name, then aim higher. Small wins carry the harder, slower goals.

09 Frame equity as urgent, not just important

Institutional vitality depends on it, the communities we serve cannot wait, and the mission already promised it.

02 Embrace resistance

Invite strong opinions onto the committee and tie equity to hiring, tenure, promotion, and budget, whatever already moves people.

04 Invest in people

Equity-mindedness is learned. Fund the professional learning that builds capacity at every level of the institution.

06 Plan the work, work the plan

Treat the plan as non-negotiable. Set realistic milestones and plan conservatively; if you think two years, allow four.

08 Hold the focus on disproportionate impact

Be clear how you chose your groups, ground it in data, and do not deviate when asked “what about this group?”

10 Culture will always eat strategy

Assess your culture honestly before importing anyone else’s best practice. Where is your choir? Where is the resistance?

NEXT STEPS

Four things this team can do in the next 30 days

01

Build the shared definition

Spend one full meeting defining equity in your own words as a team. Surface the disagreement now rather than in the review of a finished draft.

02

Choose and document your index

Pick a primary measure of disproportionate impact, write down why, run a second as a check, and set a minimum cell size.

03

Schedule facilitated sensemaking

Protect dedicated time with disaggregated data, a facilitator, and a display designed to make the disparity unmissable.

04

Write one goal pair, one grid

Draft one overall-improvement goal paired with one gap-elimination goal, and complete all six columns for its first action step.

Discussion: Which of these is hardest for us, and what makes it hard?



**Equity is not a document
we produce. It is a focus
we sustain.**

Thank you.

Dr. Frank Harris III

San Diego State University

Sources: Center for Urban Education, USC (cue.usc.edu) · Community College Equity Assessment Lab · Santa Monica College Vision for Success plan

Strategic Plan and Facility Master Plan Integration Overview

Purposes, Functions, and Linkages
Diane White

Key Definitions (*Integrated Planning Glossary, SCUP*)

- **Strategic Planning:** *A deliberate, disciplined effort to produce fundamental decisions and actions that shape and guide what an institution is, what it does, and why it does it.*
- **Facility Planning:** *Planning that outlines goals and uses for all of an institution's owned and/or leased space. It includes short-term tactics and prioritization of, and funding for, annual facility-related projects. While a facility plan, which has a shorter time horizon, typically responds to a campus master plan (which generally has a time horizon of 10 years), it also aligns with other unit plans (academic plan, technology plan, budget plan).*
- **Integrated Plans:** *A sustainable approach to planning that builds relationships, aligns the organization, and emphasizes preparedness for change. Integrated planning is both an overarching model of alignment—the connective tissue amongst disparate institutional planning efforts— and a process of planning within each of the institution's component planning efforts. See also strategic planning.*



*The integrated education strategic plan and
the facilities master plan are
complementary, not interchangeable.*

Integrated Education Strategic Plan Function

Establishes the College's mission-driven direction and priorities

- whom the College will serve;
- which student-success and equity outcomes it will pursue;
- which programs and services it will strengthen;
- how it will respond to changing demographics, enrollment and workforce needs, technology, financial and resource pressures; and,
- how it will sustain itself financially.

Facilities Master Plan Function

- Translates the Strategic Plan's institutional directions into a physical and capital strategy.
- Analyzes whether the College has the resources to carry out the strategic plan.
- Evaluates alternatives— modernizing, repurposing, consolidating, leasing, sharing, building, or closing facilities.
- Identifies the investment priorities, sequencing, costs, and funding implications.

Facilities Master Plan Function: Translate Strategy into Facility Decisions

The FMP uses facilities, financial, enrollment, program review, and student service data to determine:

- ✓ which sites and buildings should be **modernized, repurposed, consolidated, closed, or replaced;**
- ✓ whether demand and utilization support **maintaining, reducing, expanding, or reconfiguring space**
- ✓ whether underused space reflects **low demand or correctable barriers;**
- ✓ whether **new construction** is needed after testing lower-cost alternatives;
- ✓ how changes affect **student access, equity, services, programs, partnerships, and community trust;** and,
- ✓ which capital investments are **affordable, fundable, and sustainable over their full lifecycle.**

Key Takeaways:

Education Strategic Plan vs. Facility Master Plan

- The Education Strategic Plan defines the College's educational and institutional direction.
- The Facilities Master Plan determines the most equitable, effective, and fiscally sustainable physical response.
- A strategic plan can establish the principles for facilities decisions, but... it cannot replace the data, technical analysis, alternatives assessment, total-cost-of-ownership review, and implementation planning required to decide what should happen to a particular site or building.

Critical Work ESP Group Role: Ensure That Discussion Stays At The Direction-setting Level

Help establish direction for determining:

- whether the College will prioritize neighborhood access, centralized hubs, online/hybrid delivery, workforce training locations, or some combination;
- which student populations, communities, programs, and services must have priority access to improve equitable outcomes and close equity gaps;
- whether the College intends to grow, stabilize, redesign, consolidate, or reduce particular instructional, noncredit, CTE, student-service, or community-serving functions;
- what principles should guide difficult choices: equity, safety, geographic access, total cost of ownership, environmental sustainability, enrollment demand, program vitality, shared use, and partnership value; and,
- which strategic outcomes should be used to evaluate facilities investments, such as enrollment, persistence, completion, student-service access, workforce outcomes, safety, or reduced inequities.

From Strategic Plan to Facilities Decisions: One Possible Approach

The strategic plan can embed a decision framework so future facilities choices are transparent, consistent, and mission-driven. The framework should weigh:

- ✓ Life safety, accessibility, and facility condition
- ✓ Alignment with strategic and program priorities
- ✓ Demonstrated instructional and student-service need
- ✓ Enrollment, service demand, and space utilization
- ✓ Equity, geographic access, and community impact
- ✓ Alternatives before new construction or major renovation—reuse, modernization, repurposing, consolidation, shared use, and online/hybrid delivery
- ✓ Total cost of ownership, funding capacity, and long-term affordability
- ✓ Measurable post-project outcomes and accountability

Sample Rubric: Consistent, Evidence-informed Method for Prioritizing Facility and Capital-investment Decisions

Required elements for proposals for all decisions:

- ❑ Construct new facilities or add net new space.
- ❑ Remodel, modernize, renovate, or reconfigure existing facilities.
- ❑ Repurpose facilities for a different instructional, student-service, administrative, community-serving, or shared use.
- ❑ Consolidate, reduce, mothball, lease, divest, or close facilities.
- ❑ Invest in major building systems, technology infrastructure, instructional equipment, accessibility upgrades, and site improvements.

Sample Rubric: Consistent, Evidence-informed Method for Prioritizing Facility and Capital-investment Decisions

Rubric establishes:

- transparent link between demonstrated need
- institutional priorities
- investment decisions
- and measurable outcomes.

Should be used alongside program review, facilities condition assessments, space-utilization studies, enrollment and service-demand analyses, fiscal forecasts, environmental and accessibility assessments, and community/stakeholder engagement.

Sample Rubric: Consistent, Evidence-informed Method for Prioritizing Facility and Capital-investment Decisions

Rubric should be used alongside:

- program review;
- facilities condition assessments;
- space-utilization studies;
- enrollment and service-demand analyses;
- fiscal forecasts;
- environmental and accessibility assessments; and,
- community/stakeholder engagement.

Sample:

Core Facility and Capital Decision Principles

- 1. Student-centered mission alignment**
Prioritize facilities that improve student access, success, completion, transfer, workforce opportunity, and support services.
- 2. Program review informs planning**
Base decisions on documented program and service needs, demand, outcomes, space/equipment requirements, and measurable expected results—not building age or “preference” alone.
- 3. Reuse before expansion or renovation**
Test scheduling, shared use, hybrid delivery, renovation, repurposing, relocation, and consolidation before pursuing new construction or substantive renovation.
- 4. Equity, accessibility, and access**
Assess who benefits or is burdened, with attention to disproportionately impacted students, disability access, geography, transit, affordability, and flexible delivery needs.
- 5. Full lifecycle stewardship**
Evaluate total cost of ownership: planning, construction, equipment, technology, operations, maintenance, staffing, renewal, and eventual disposition.
- 6. Transparency and accountability**
Document evidence, assumptions, alternatives, costs, equity impacts, risks, responsible owners, expected outcomes, and post-project results.

Decision Matrix by Project Type

Decision Type	Core Decision Question	Strategic and Evidence Test
New construction	New capacity or a new location needed to meet a verified long-term need?	Advances strategic priorities for access, equity, program growth, workforce, or partnerships; supported by demand, program/service review, utilization, access, and alternatives data
Remodel / modernize	Can existing space be made safe, accessible, functional, and effective for future use?	Improves safety, accessibility, student experience, program/service quality, capacity, or technology; supported by condition, compliance, program/service, and utilization evidence
Repurpose / reconfigure	Would a new use create greater institutional value than the current use?	Proposed use more directly advances strategic goals, student success, equity, utilization, or service need; supported by current/future demand and transition analysis
Consolidate / reduce	Can functions operate more effectively and equitably in fewer or different locations?	Maintains or improves access, service integration, program quality, equity, and strategic outcomes; supported by multi-year demand, utilization, duplication, access, and continuity data
Close / mothball / divest	Is continued operation unjustified, and can access and mission delivery be preserved through alternatives?	Does not create substantial, sustained, and unmitigated harm (i.e., no viable alternatives) to access, equity, programs, services, or partnerships; supported by multi-year demand, cost, condition, and replacement-access evidence
Life safety / compliance	Is action required to protect people, comply with law, or prevent critical failure?	Addresses documented safety, structural, environmental, code, or operational-continuity risk

Thoughts? Questions?



TheRPGroup



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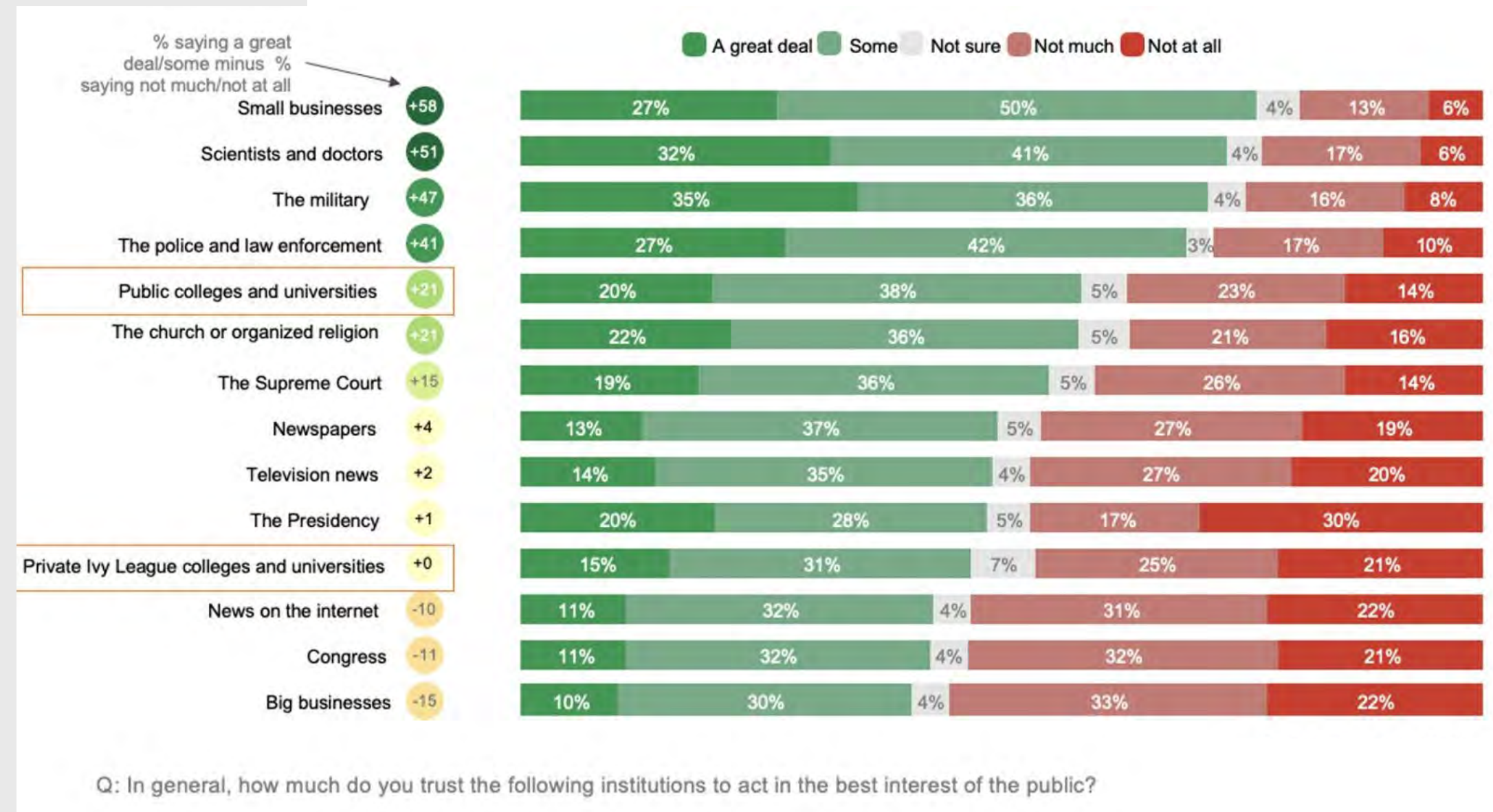
www.rpgroup.org

National Trends Influencing Community Colleges

Dr. Matt Wetstein

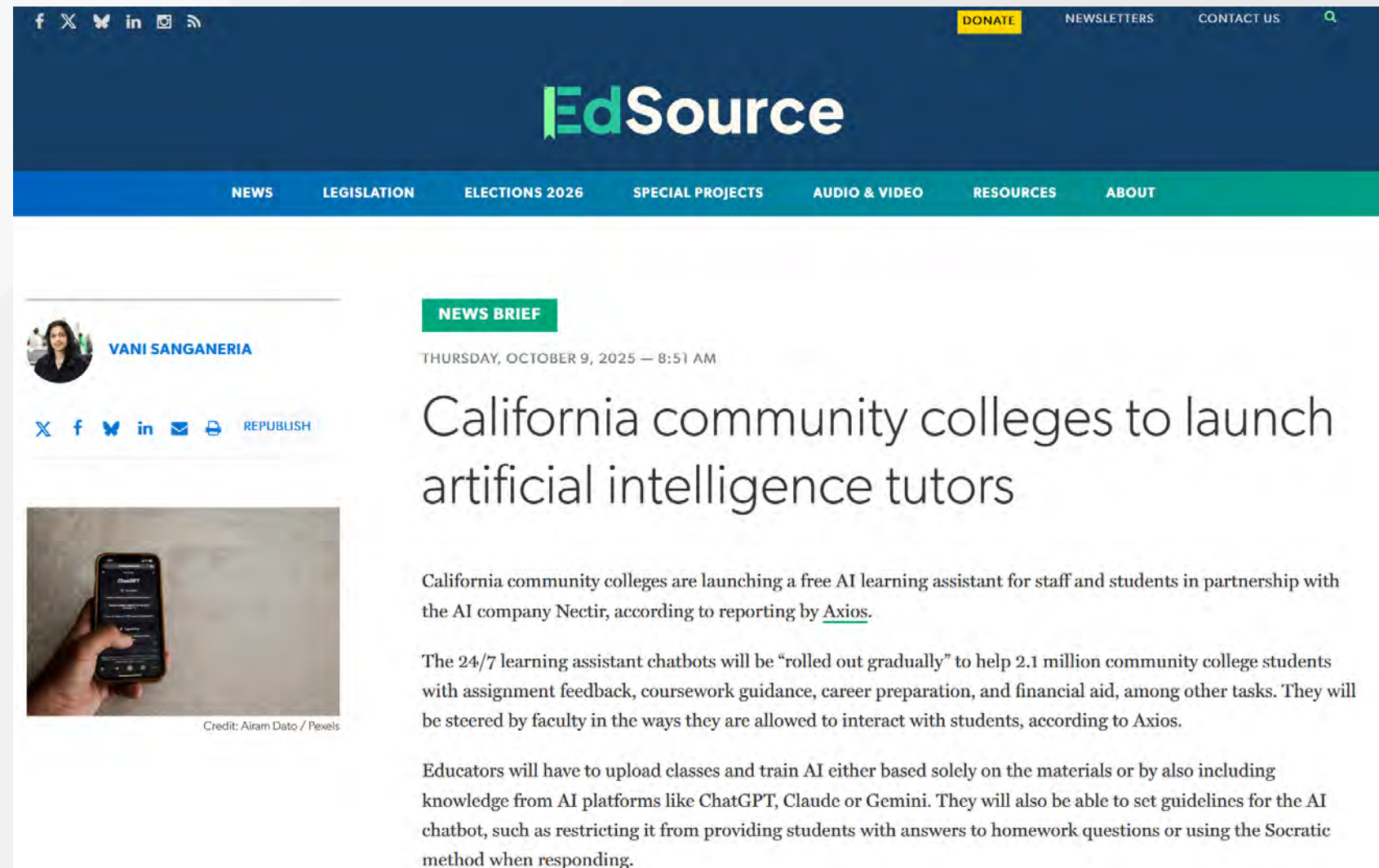
Social Trends

- Growing pressure for higher education to demonstrate its value
- Demographic shifts are reshaping college enrollments
- Distrust of AI is reshaping the relationship between students & professors



Source: [2026 Educause Horizon Report, Teaching & Learning Edition](#), [Manhattan Institute for Higher Education Poll](#), July 13, 2025

Technology Trends



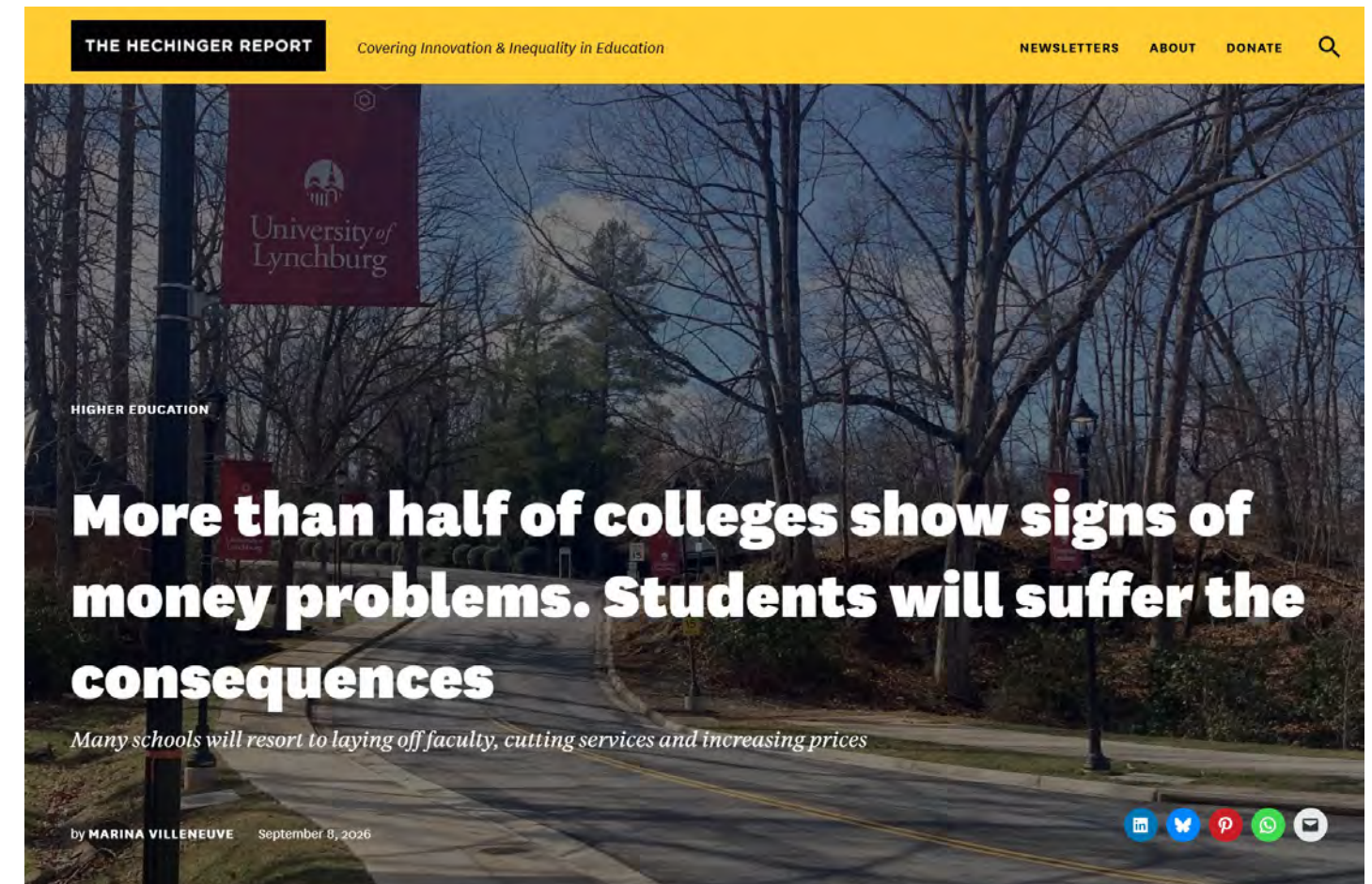
Source: [2026 Educause Horizon Report, Teaching & Learning Edition, EdSource](#), October 9, 2025

- Cybersecurity threats and ransomware attacks are a growing threat
- AI is reshaping teaching and learning strategies
- Chatbots and information analysis is changing delivery of student support

Economic Trends

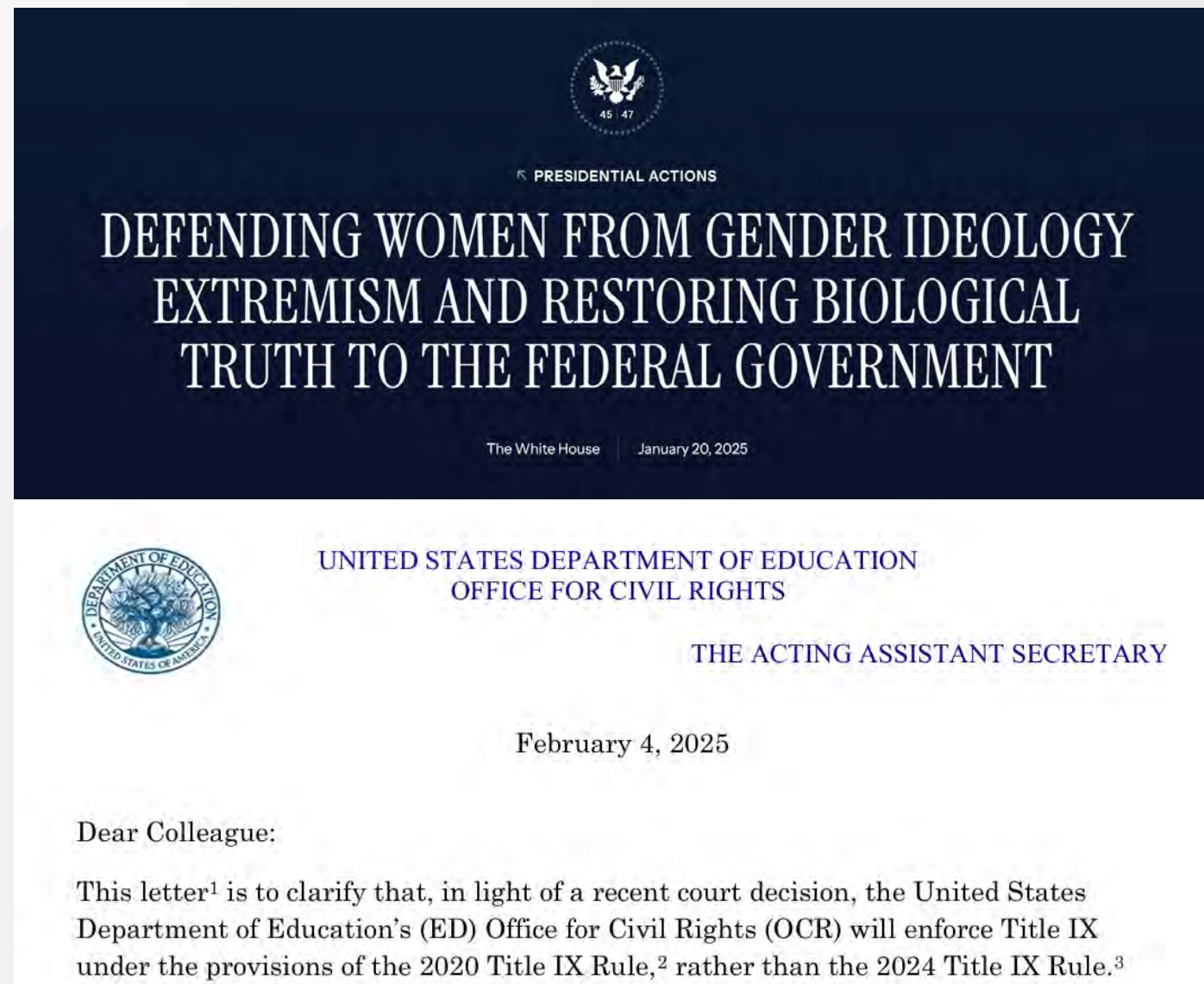
- Declining enrollment revenue & government funding threaten viability of colleges
- ROI is increasingly important for students & families

Source: [2026 Educause Horizon Report, Teaching & Learning Edition](#)
[The Hechinger Report](#), September 8, 2026



Political Trends

- Policy reforms challenging faculty autonomy (DEI)
- Policy volatility at the federal level
 - Executive orders
 - Policy changes in Dept. of Ed
 - Immigration crackdowns
 - Web accessibility guidelines



Source: [2026 Educause Horizon Report, Teaching & Learning Edition](#)
The White House, US Department of Education

Environmental Trends

- Increasing commitment to sustainability practices
- Growing concern about big data's impact on the environment
- Growing demand for green skills in the workforce
 - 45% growth in wind & 22% growth in solar-tech jobs between 2022-2032

Source: [2026 Educause Horizon Report, Teaching & Learning Edition](#)
US Department of Labor, [Green Jobs Outlook](#), April 18, 2024



National Educational Trends Discussion Questions:

1. What matters most?

Which trends could have the greatest implications for CCSF over the next 3–5 years—and why?

2. What do they mean for CCSF?

Where do these trends create significant *challenges, opportunities, or both* for our students, programs, workforce, partnerships, or institutional operations?

3. What should they cause us to consider?

Given these implications, what should CCSF consider *doing differently, prioritizing, or preparing for* in its next strategic plan?

Report out:

One key implication and one strategic consideration for CCSF