

Student Equity Plan 2025-28

Focus Populations & Equity Metrics Data

Student Equity Plan 2025-2028

Purpose:

The student equity plan exists “to ensure equal educational opportunities and to promote student success for all students, regardless of race, gender, age, disability, or economic circumstances” (Educational Code 78220).

Disproportionate impact data are updated each year to track progress.

Who is this data shared with?

- CCSF community to inform decision-making
- Student Equity Strategies Committee (an Academic Senate Committee)
- Office of Student Equity
- California Community Colleges Chancellor's Office (CCCCO)

What are the metrics?

Metric	State Definition	CCSF Definition
Access/Successful Enrollment	Are first time CCCApply applicants from 2024-25 enrolling into at least one course at CCSF?	Are we reaching the populations in our service area (San Francisco city/county)?
Persistence	Do first time students enrolled in the 2024-25 AY enroll in the subsequent primary term?	Do students enrolled in Fall 2024 semester then enroll in the Spring 2025 semester?
Completed Both Transfer-Level Math and English	Do 2024-25 first time students complete both transfer level math and English within 1 year of their first semester at CCSF?	Do 2024-25 first math or English students complete math or English within 1 year of starting math or English?
Completion	Do first time students from 2022-23 AY get a degree or certificate within 3 years?	Do 2022-23 first time students that attempted math or English and attempted 12 units get a degree or certificate within 3 years?
Transferred to a Four-Year	Do first time students from 2022-23 AY transfer to a 4 year within 3 years	Do 2022-23 first time students that attempted math or English and attempted 12 units transfer to a 4 year within 3 years

What is an opportunity gap?

An opportunity gap occurs when a subset of students based on student characteristic such as race/ethnicity, gender and other demographics are unjustifiably experiencing lower outcomes compared to the student population.

How do we measure an opportunity gap?

PPG method:

subpopulation outcome % - total college outcome %

All student groups with an opportunity gap in two or more metrics are considered a CCSF equity population.

What student groups are disaggregated?

SEA data is disaggregated by one or more of the following groups when data are available:

- Current or former foster youth
- Ethnicity
- First generation students
- Justice impacted*
- LGBTQ+ students**
- Low-income students (CCPG/Pell recipients)
- Parenting students***
- Students experiencing homelessness or housing insecurity
- Students with disabilities (DSPS)
- Veteran students

* Not yet available locally; data collection underway

** Data only available from the state due to collection restrictions

*** Partial data; more complete data collection underway

Who are the equity populations?

CCSF Focus Population for Each Metric

Equity Metric	Focus Population from 2025-28 SEA Plan
Access/Successful Enrollment	All populations (continue to keep gap closed)
Persistence	Black or African American
Completed Transfer-Level English & Math	Black or African American (Math) & Latino/a/x (English)
Graduated within Three Years	Black or African American
Transferred to a Four-Year Institution within Three Years	Black or African American

All CCSF Equity Populations

- o American Indian or Alaskan Native
- o Black or African American
- o Filipino
- o Latino/a/x
- o Pacific islander or Hawaiian Native
- o Current of former foster youth
- o Justice impacted
- o LGBTQ+ students
- o Students with disabilities (DSPS)
- o Students experiencing homelessness

Data Disaggregation Using Multiple Counts

Data disaggregated by race/ethnicity shown in these slides are disaggregated using a “Multiple Counts” approach to more inclusively represent students who identify within multiple race/ethnicity categories. “Multiple Counts” means students are included in each race/ethnicity group they identify with.

For more information about “Multiple Counts,” see:

- [Making 2 or More Race Students Visible](#) (ORP)
- [You Can't Count If You're Not Counted](#) (RP Group)

Equity Metric Disaggregation

DATA REFLECTIVE OF APRIL 2026

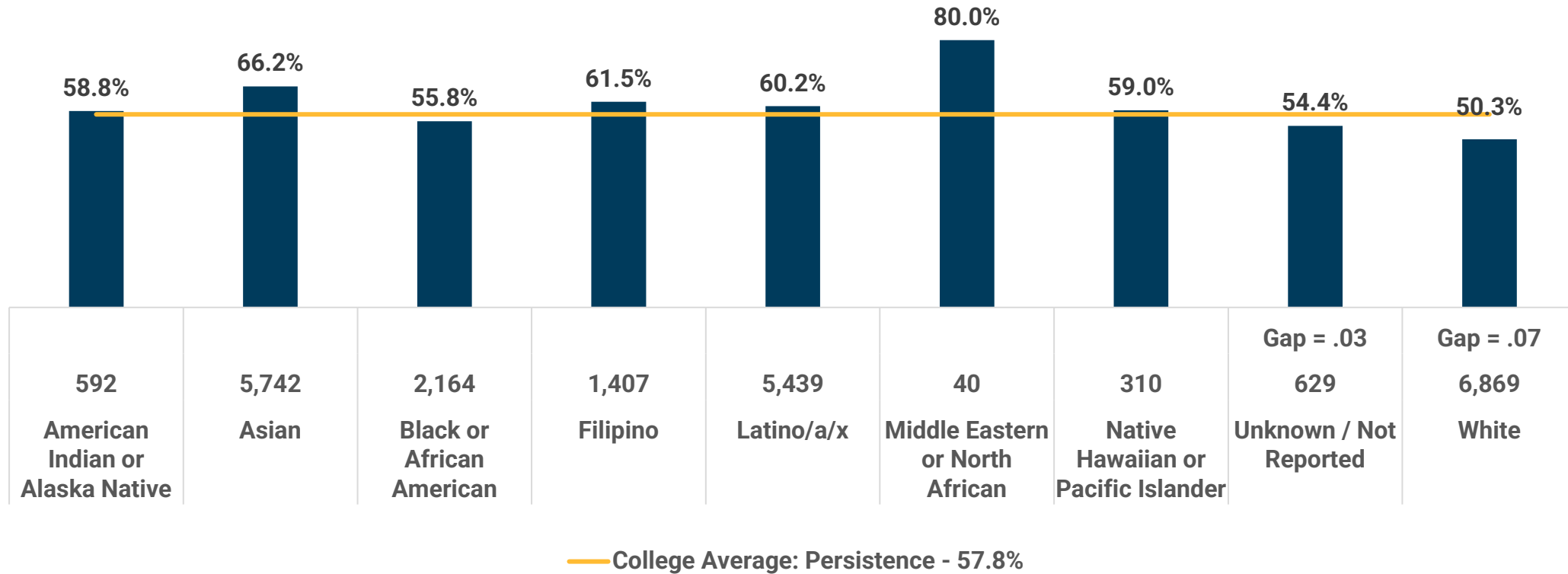
Access / Successful Enrollment

SF count adult population (2020) and CCSF Headcount (24-25 AY)

Demographics	SF County Count	SF County %	CCSF Count (Single)	CCSF % (Single)	CCSF Count (Multiple)	CCSF % (Multiple)
American Indian or Alaska Native	1,401	0.2%	68	0.2%	842	2.8%
Asian	261,004	34.3%	7,251	24.3%	8,236	27.6%
Black or African American	39,125	5.1%	2,182	7.3%	3,236	10.8%
Filipino*	–		1,263	4.2%	1,978	6.6%
Latino/a/x	111,051	14.6%	7,737	25.9%	7,737	25.9%
Middle Eastern	--		21	0.1%	51	0.2%
Native Hawaiian or Other Pacific Islander	2,673	0.4%	184	0.6%	439	1.5%
Two or more races	31,667	4.2%	1,650	5.5%		
Unknown/Not reported	5,194	0.7%	1,126	3.8%	1,126	3.8%
White	308,623	40.6%	8,385	28.1%	11,535	38.6%
Female/Woman	374,535	49.1%	14,811	49.6%		
Male/Man	388,768	50.9%	13,406	44.9%		
DSPS	43,362	5.7%	2,064	6.9%		
Financial Need / Low Income (CCPG / Pell Grants)	72,270	9.5%	14,616	48.9%		
First Generation	--		9,312	31.2%		
Foster Youth	--		614	2.1%		
Parenting students	--		4,010	13.4%		
Student Equity Populations	--		12,906	43.2%		
Student Experiencing Homelessness or Housing Insecurity	--		173	0.6%		
Veterans	23,619	3.1%	1,375	4.6%		
Total	760,738		29,867			9

Persistence

Persistence from Fall to Spring 2024-25
Race/Ethnicity

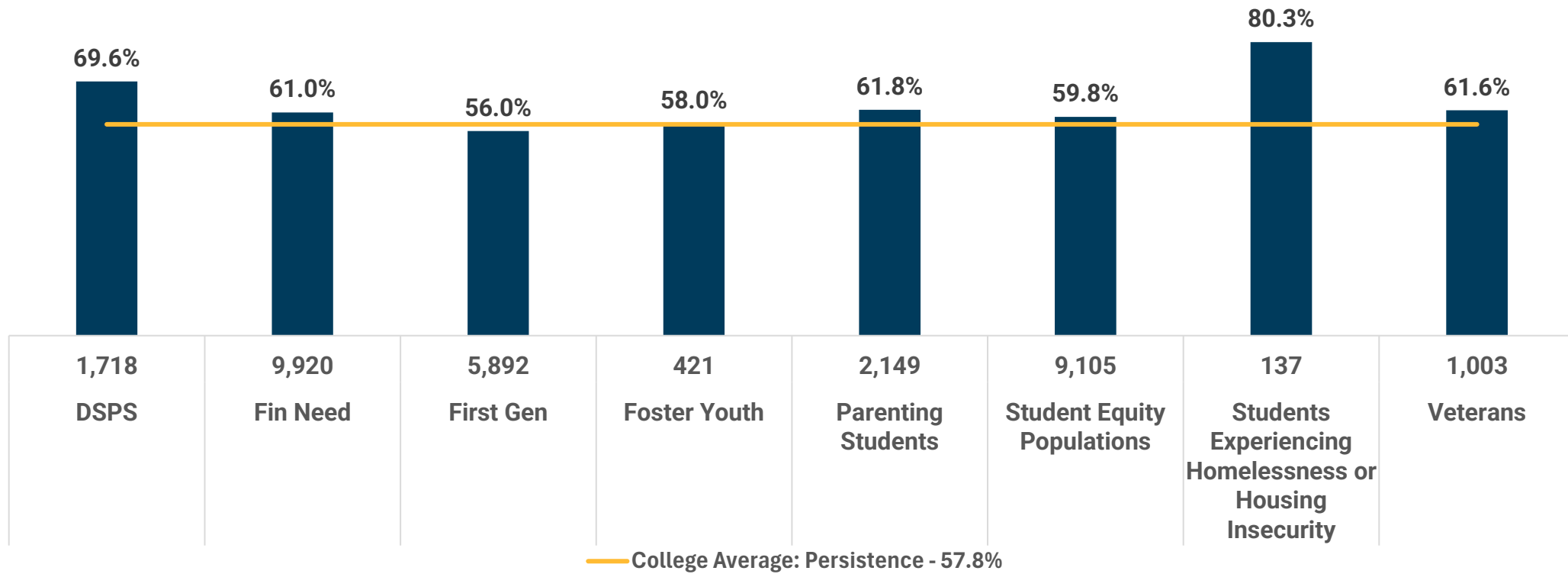


Key: "*" Population size too small to calculate gap

[View Data Table](#)

Persistence

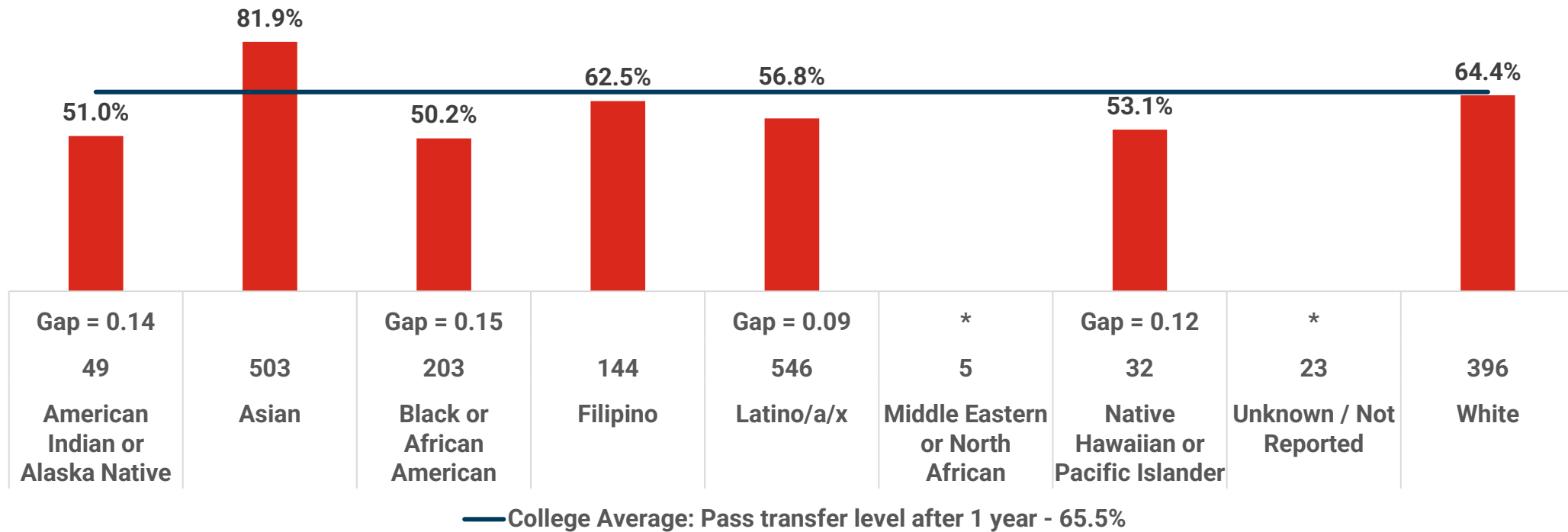
Persistence from Fall to Spring 2024-25
Other Demographics



[View Data Table](#)

Completed Transfer Level English

Completed Transfer level English after 1 year - Fall 2024 Cohort
Race/Ethnicity

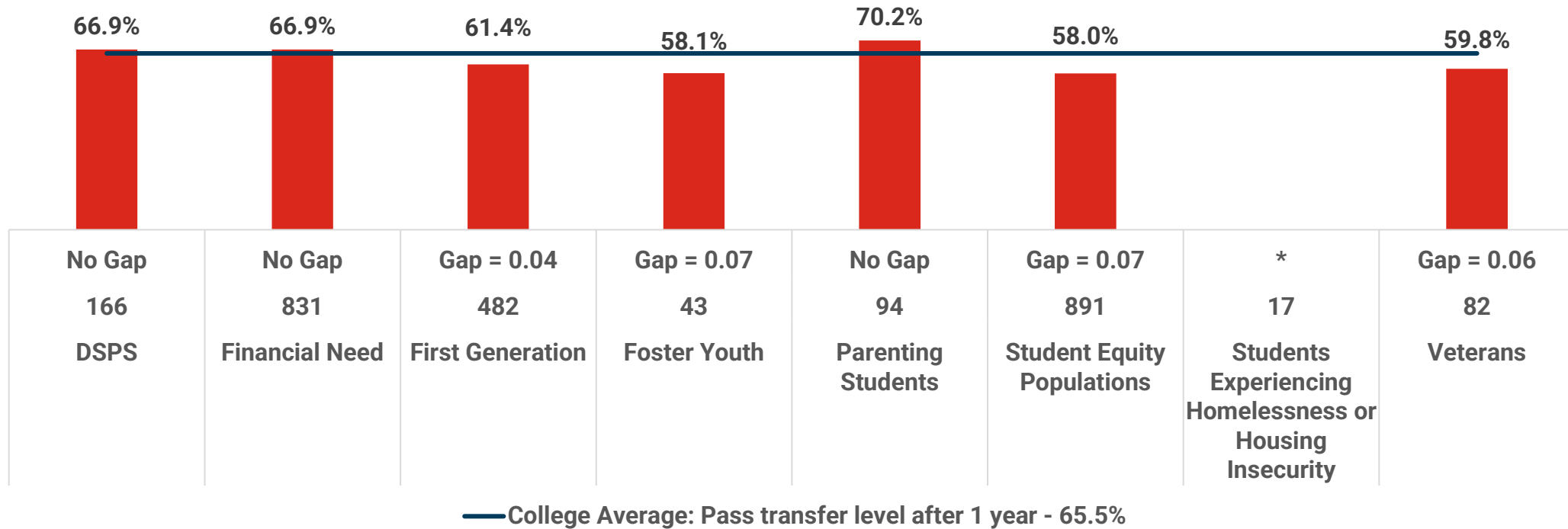


Key: "*" Population size too small to calculate gap

[View Data Table](#)

Completed Transfer Level English

Completed Transfer level English after 1 year - Fall 2024 Cohort
Other Demographics

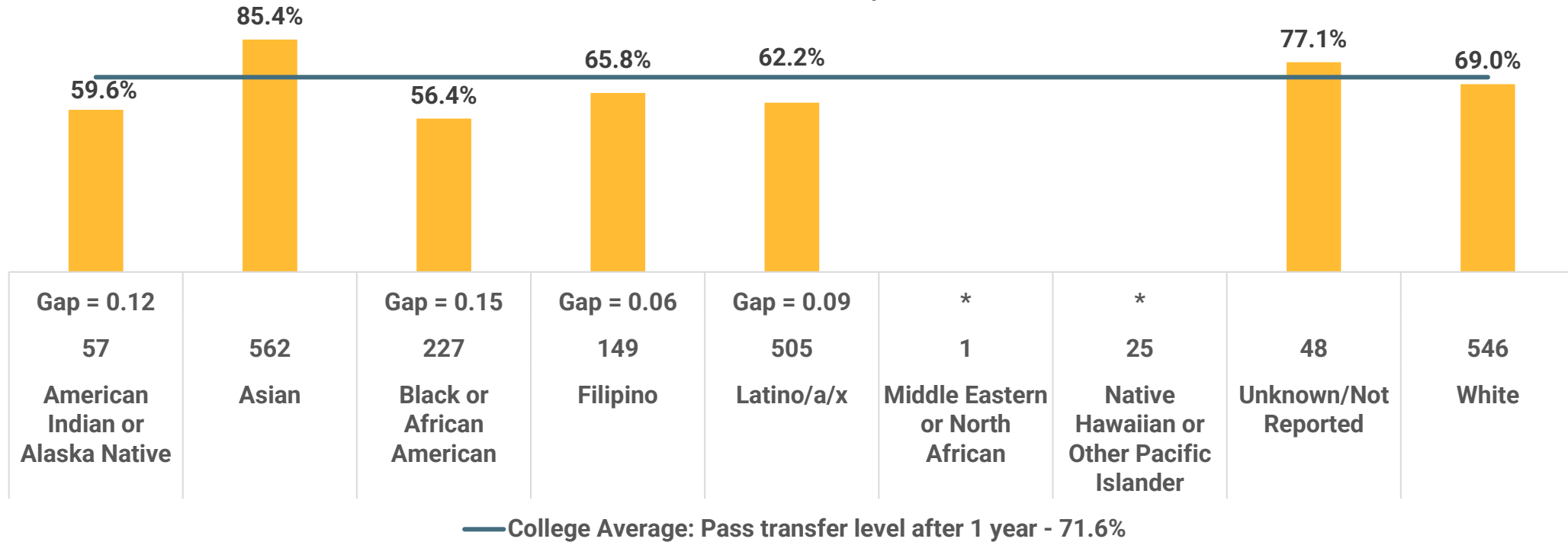


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[View Data Table](#)

Completed Transfer Level Math

Completed Transfer level Mathematics after 1 year - Fall 2024 Cohort
Race/Ethnicity

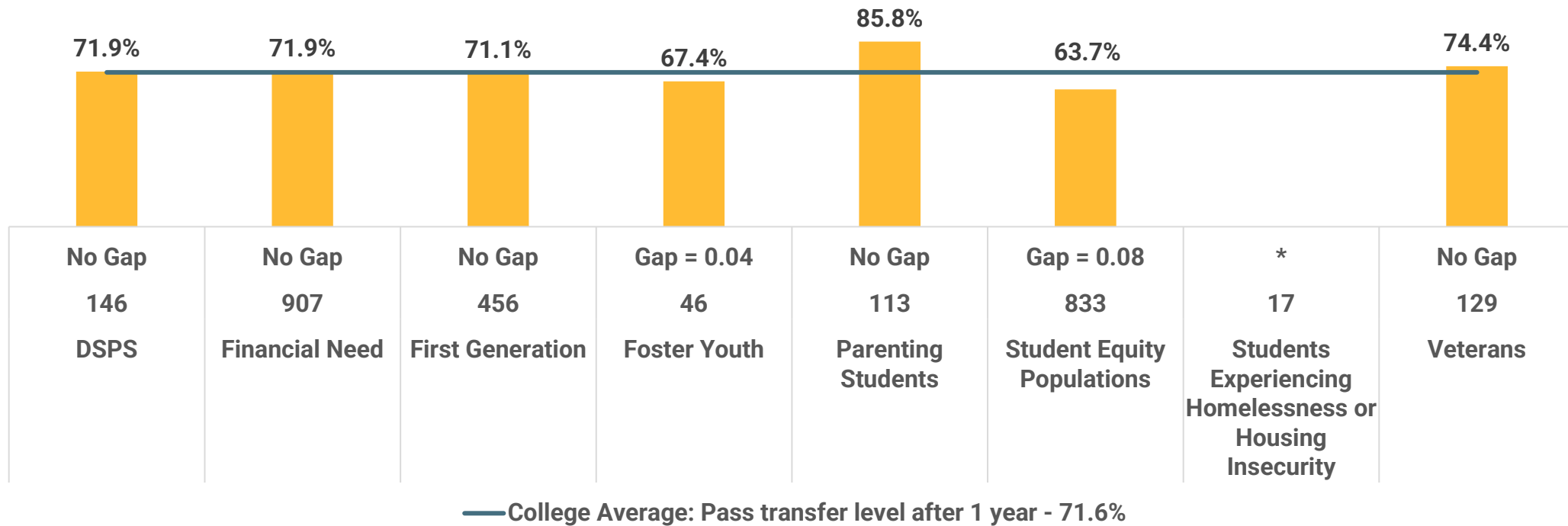


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[View Data Table](#)

Completed Transfer Level Math

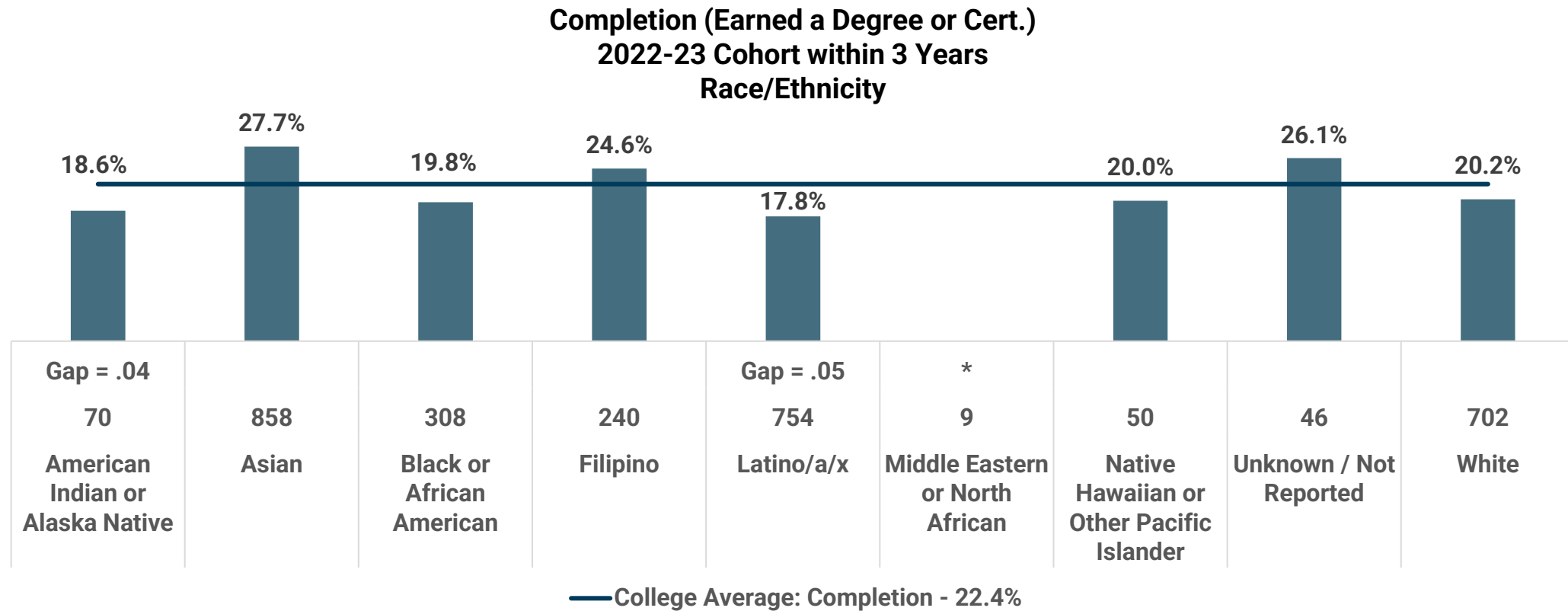
Completed Transfer level Mathematics after 1 year - Fall 2024 Cohort
Other Demographics



Key: "*" Population size too small to calculate gap

[View Data Table](#)

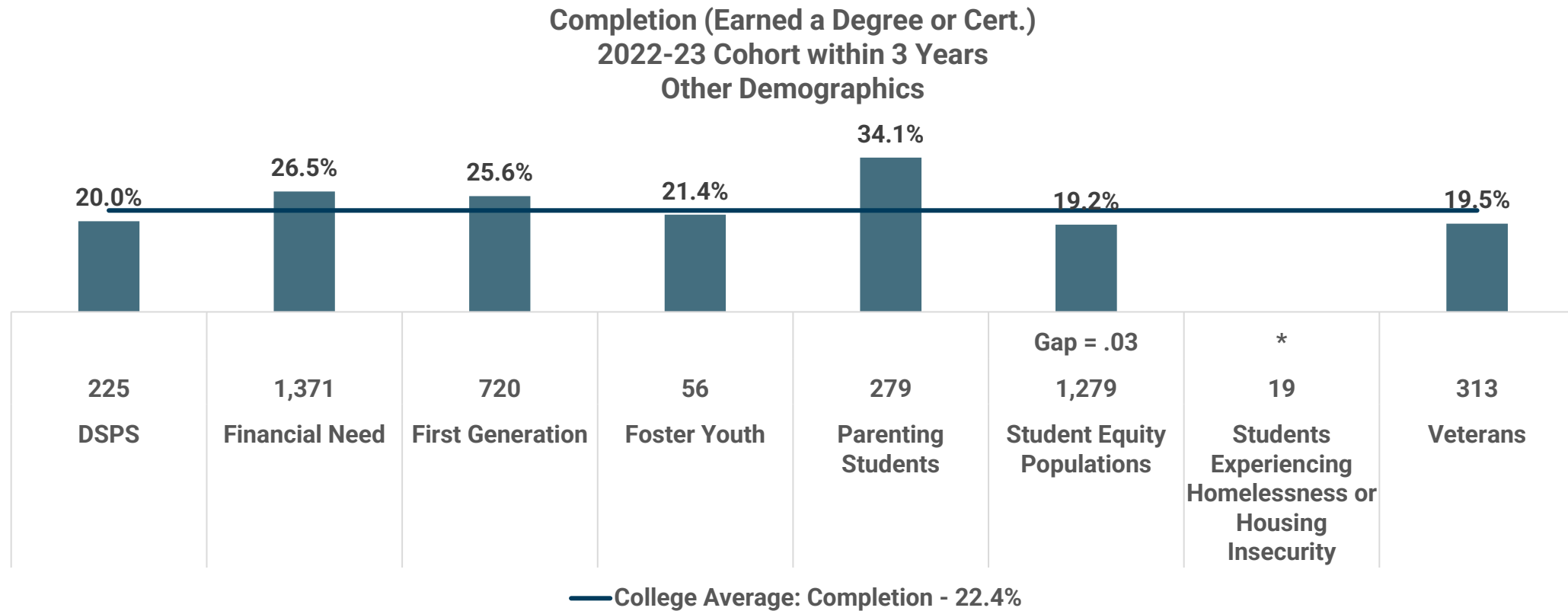
Completion



Key: "*" Population size too small to calculate gap

[View Data Table](#)

Completion

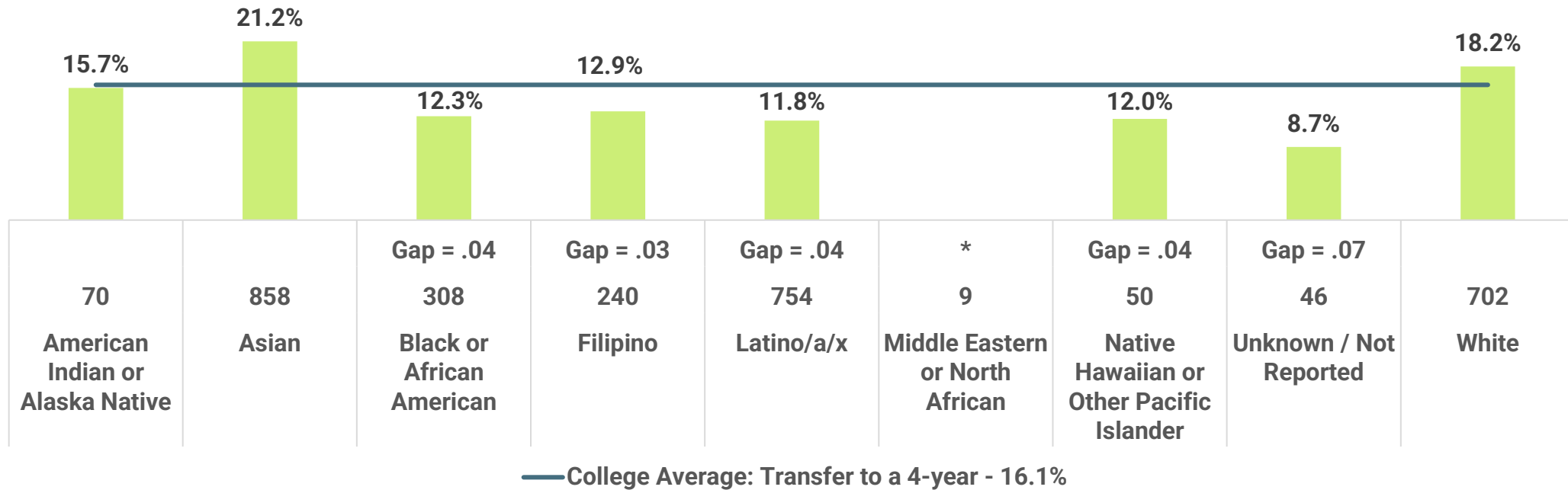


Key: "*" Population size too small to calculate gap

[View Data Table](#)

Transferred to a Four-Year

Transferred to a 4-Year Institution
2022-23 Cohort within 3 Years
Race/Ethnicity

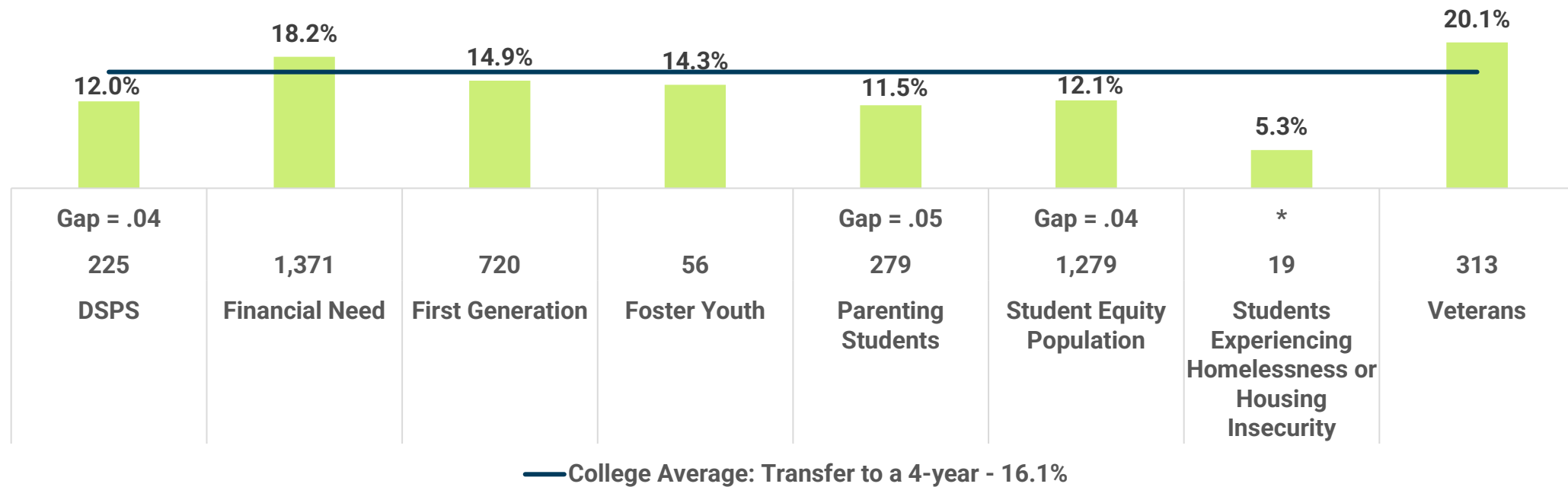


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[View Data Table](#)

Transferred to a Four-Year

Transferred to a 4-Year Institution
2022-23 Cohort within 3 Years
Other Demographics



Key: "*" Population size too small to calculate gap

[View Data Table](#)

LGBTQ+

State Metric	CCSF Equivalent Metric	N	Gap	Outcome %
Successful Enrollment in the First Year	Access/Successful Enrollment	Not Available	Not Available	Not Available
Persisted from First Term to Subsequent Term (2023-24)	Persistence	503	Gap = 0.08	55.7%
Completed Both Transfer-Level Math and English within the District in the First Year (2024-25)	Completion of Transfer Level Math and English	552	Gap = 0.05	6.0%
Attained the Vision for Success Definition of Completion within Three Years (2021-22)	Completion	389	No Gap	12.6%
Transferred to a Four-Year Institution within Three Years (2020-21)	Transferred to a Four-Year	108	Gap = 0.06	34.3%

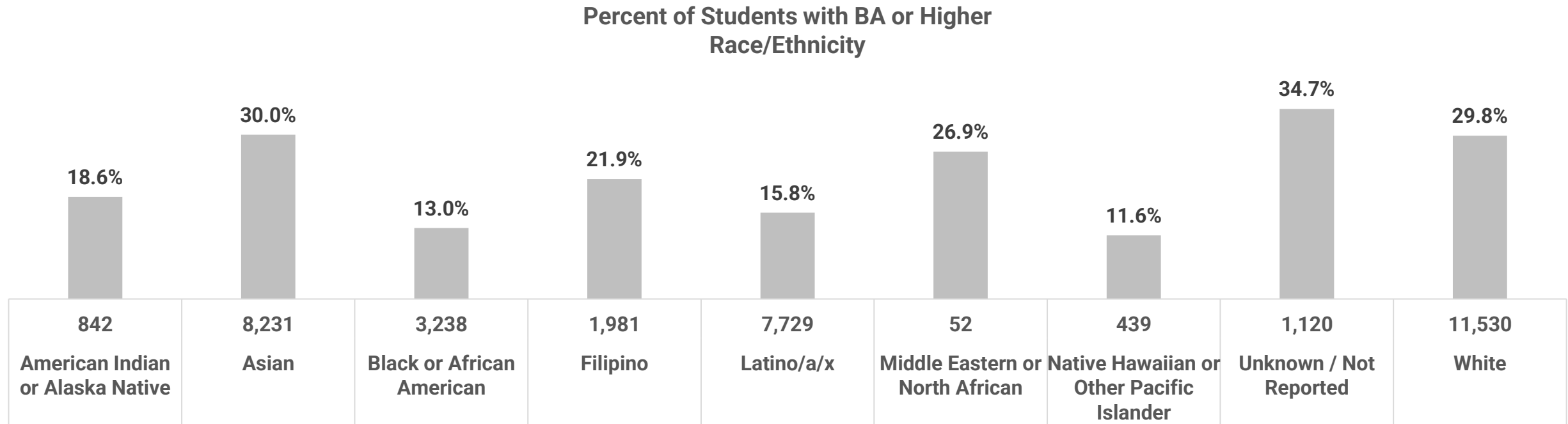
Closing

This work is by no means easy, and it is necessary, so thank you for your partnership in this planning process

Appendix

Populations with Bachelor's degrees or higher

When looking at the overall population as on the previous slide, white students have gaps in access and persistence; however, those gaps go away when prior education of students and potential students in San Francisco is taken into consideration.



Equity Work in Noncredit

The State Chancellor's Office (CO) is working to provide guidance on equity data for noncredit. Once guidance is provided, we will assess our noncredit populations in accordance with CO noncredit equity metrics. For more information see [Recommendations for Vision 2030 Noncredit Metrics](#).

CCSF is also actively working to update its Adult Education Plan (AEP), including alignment with the Student Equity Plan.

Data Table: Persistence – Race / Ethnicity

Race / Ethnicity	N	Gap	Persistence Rate
American Indian or Alaska Native	592	No Gap	58.8%
Asian	5,742	No Gap	66.2%
Black or African American	2,164	No Gap	55.8%
Filipino	1,407	No Gap	61.5%
Latino/a/x	5,439	No Gap	60.2%
Middle Eastern	40	No Gap	80.0%
Native Hawaiian or Other Pacific Islander	310	No Gap	59.0%
Unknown / Not reported	629	Gap = 0.03	54.4%
White	6,869	Gap = 0.07	50.3%

Key: “*” Population size too small

[View Chart](#)

Data Table: Persistence – Other Demographics

Demographic	N	Gap	Persistence Rate
DSPS	1,718	No Gap	69.6%
Financial Need	9,920	No Gap	61.0%
First Generation	5,892	No Gap	56.0%
Foster Youth	421	No Gap	58.0%
Student Parents	2,149	No Gap	61.8%
Student Equity Populations	9,105	No Gap	59.8%
Students Experiencing Homelessness or Housing Insecurity	137	No Gap	80.3%
Veterans	1,003	No Gap	61.6%

[View Chart](#)

Data Table: Completion of Transfer Level English – Race / Ethnicity

Race / Ethnicity	N	Gap	Completion of Transfer Level English Rate
American Indian or Alaska Native	49	Gap = 0.14	51.0%
Asian	503	No Gap	81.9%
Black or African American	203	Gap = 0.15	50.2%
Filipino	144	No Gap	62.5%
Latino/a/x	546	Gap = 0.09	56.8%
Middle Eastern	5	*	*
Native Hawaiian or Other Pacific Islander	32	Gap = 0.12	53.1%
Unknown / Not reported	23	*	*
White	396	No Gap	64.4%

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[View Chart](#)

Data Table: Completion of Transfer Level English – Other Demographics

Demographic	N	Gap	Completion of Transfer Level English
DSPS	166	No Gap	66.9%
Financial Need	831	No Gap	66.9%
First Generation	482	Gap = 0.04	61.4%
Foster Youth	43	Gap = 0.07	58.1%
Parenting Students	94	No Gap	70.2%
Student Equity Populations	891	Gap = 0.07	58.0%
Students Experiencing Homelessness or Housing Insecurity	17	*	*
Veterans	82	Gap = 0.06	59.8%

Key: “*” Population size too small

[View Chart](#)

Data Table: Completion of Transfer Level Math – Race / Ethnicity

Race / Ethnicity	N	Gap	Completion of Transfer Level Math Rate
American Indian or Alaska Native	57	Gap = 0.12	59.6%
Asian	562	No Gap	85.4%
Black or African American	227	Gap = 0.15	56.4%
Filipino	149	Gap = 0.06	65.8%
Latino/a/x	505	Gap = 0.09	62.2%
Middle Eastern	1	*	*
Native Hawaiian or Other Pacific Islander	25	*	*
Unknown / Not reported	48	No Gap	77.1%
White	546	No Gap	69.0%

Key: “*” Population size too small

[View Chart](#)

Data Table: Completion of Transfer Level Math – Other Demographics

Demographic	N	Gap	Completion of Transfer Level Math Rate
DSPS	146	No Gap	71.9%
Financial Need	907	No Gap	71.9%
First Generation	465	No Gap	71.1%
Foster Youth	46	Gap = 0.04	67.4%
Parenting Students	113	No Gap	85.8%
Student Equity Populations	833	Gap = 0.08	63.7%
Students Experiencing Homelessness or Housing Insecurity	17	*	*
Veterans	129	No Gap	74.4%

Key: “*” Population size too small

[View Chart](#)

Data Table: Completion – Race / Ethnicity

Race / Ethnicity	N	Gap	Graduation Rate
American Indian or Alaska Native	70	Gap = 0.04	18.6%
Asian	858	No Gap	27.7%
Black or African American	308	No Gap	19.8%
Filipino	240	No Gap	24.6%
Latino/a/x	754	Gap = 0.04	17.8%
Middle Eastern	9	*	*
Native Hawaiian or Other Pacific Islander	50	No Gap	20.0%
Unknown / Not reported	46	No Gap	26.1%
White	702	No Gap	20.2%

Key: “*” Population size too small

[View Chart](#)

Data Table: Completion – Other Demographics

Demographic	N	Gap	Graduation Rate
DSPS	225	No Gap	20.0%
Financial Need	1,371	No Gap	26.5%
First Generation	720	No Gap	25.6%
Foster Youth	40	No Gap	21.4%
Parenting Students	279	No Gap	34.1%
Student Equity Populations	230	No Gap	19.2%
Students Experiencing Homelessness or Housing Insecurity	19	*	*
Veterans	313	No Gap	19.5%

Key: “*” Population size too small

[View Chart](#)

Data Table: Transferred to a Four-Year – Race / Ethnicity

Race / Ethnicity	N	Gap	Transfer Rate
American Indian or Alaska Native	70	No Gap	15.7%
Asian	858	No Gap	21.2%
Black or African American	308	Gap = 0.04	12.4%
Filipino	240	Gap = 0.03	12.9%
Latino/a/x	754	Gap = 0.04	11.8%
Middle Eastern	9	*	*
Native Hawaiian or Other Pacific Islander	50	Gap = 0.04	12.0%
Unknown / Not reported	46	Gap = 0.07	8.7%
White	702	No Gap	18.2%

Key: “*” Population size too small

[View Chart](#)

Data Table: Transferred to a Four-Year – Other Demographics

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DSPS	225	Gap = 0.04	12.0%
Financial Need	1,371	No Gap	18.2%
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Parenting Students	279	Gap = 0.05	11.5%
Student Equity Populations	1,279	Gap = 0.04	12.1%
Students Experiencing Homelessness or Housing Insecurity	19	*	*
Veterans	313	No Gap	20.1%

Key: “*” Population size too small

[View Chart](#)

Demographic Definitions & Sources

Demographic Grouping	Definition	Data Source
Current or Former Foster Youth	Students who self-identified through CCCApply and / or participation with Guardian Scholars	Banner Student Information Systems
Race/Ethnicity	Self-identified through CCCApply	Banner Student Information Systems
First generation students	Self-identified through CCCApply	Banner Student Information Systems
LGBTQ+ students	Self-identified through CCCApply	CCCCO
Low-income students	CCPG/Pell eligible	Banner Student Information Systems
Parenting students	Students who qualify under one or more of the following descriptions: • Student parents who receive or were referred to childcare services • Students who identified as a single parents on the registration survey • CARE student parents • CalWORKS student parents • Students with dependents • Students who mark no dependents, but did mark that they have children	Banner Student Information Systems
Students experiencing homelessness	Participation with HARTS	Banner Student Information Systems
Students with disabilities	Participation with DSPS	Banner Student Information Systems
Veteran students	Students who self-identified through CCCApply and / or participation with the VRC	Banner Student Information Systems



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