City College of San Francisco
Student Equity Plan

2025-2028

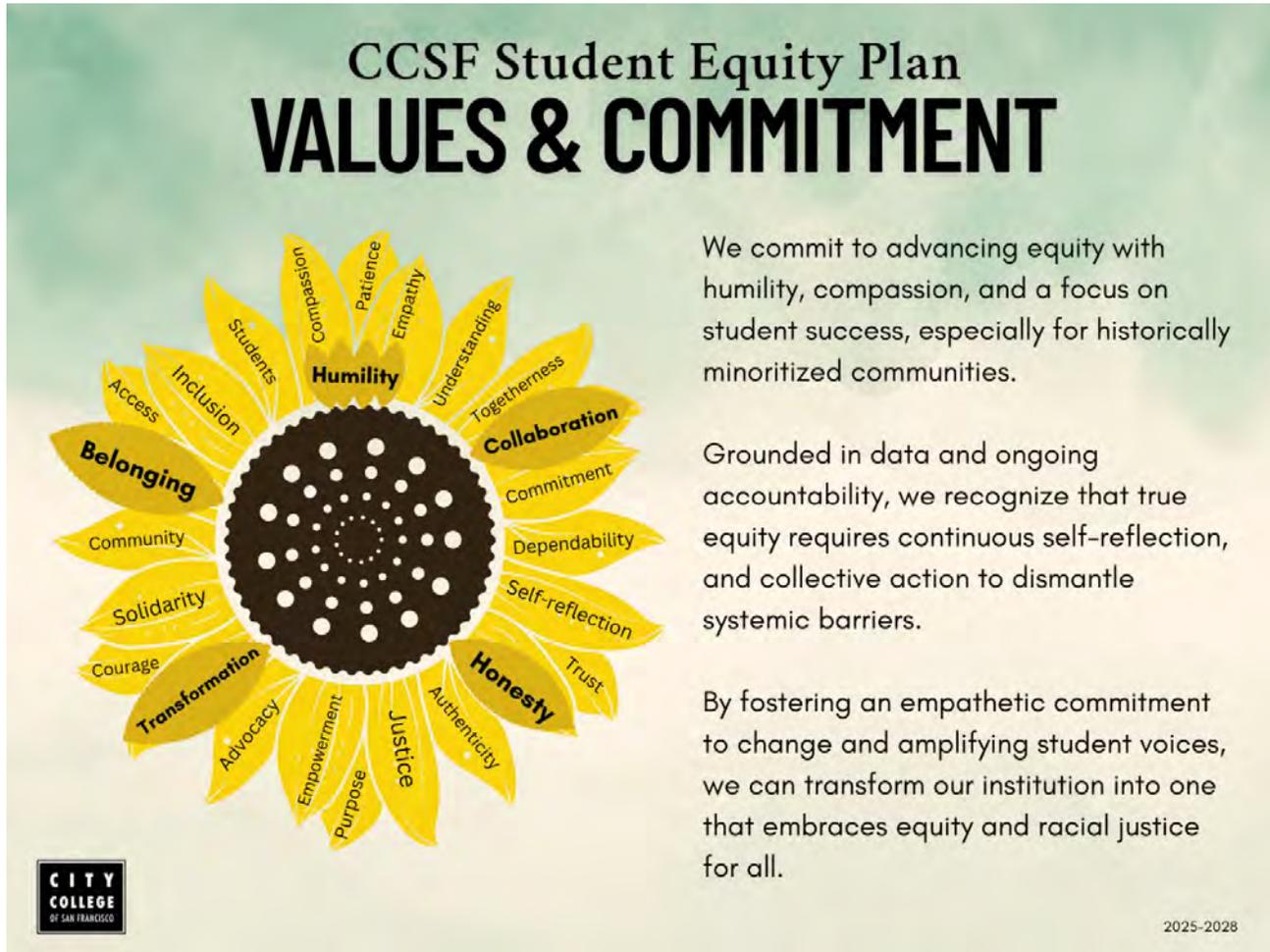# Student Equity Plan | 2025-2028

Contents

Student Equity Plan Values and Commitments

Student Equity Plan (SEP) Planning Team

CHARGE: Formed in December of 2024, a team of 10 CCSF employees attended the Student Equity Plan Institute (SEPI) Workshops in Ontario, CA on January 28-29, 2025. The theme was **_"Roots of Renewal: The Power of Planting Seeds."_** CCSF was one of 20 Community Colleges represented at the training. The SEPI training team is a catalyst for the (re)design of our equity efforts over the next few years and provides the following support during our planning process: Equity Coach and Guided Pathway Regional Coordinator, Campus Lead Meetings, and SEPI Collective Meetings. CCSF's SEP Planning Team and workgroup will foster the development of an equitable, inclusive, race-conscious, transformational, and social justice equity plan.

SEP Planning Team		
Classified Professionals	**Faculty**	**Administrators**
Coco Donovan Susan Boeckmann Tony Brown	Karen Cox Katia Fuchs Alexis Litzky Savio Chan	Tessa Brown (Equity Lead) Lisa Cooper-Wilkins Pam Mery

Student Equity Plan Workgroup

The Student Equity Plan Workgroup includes members of the planning team and represents students, classified professionals, faculty, and administrators, taking the initiative for improving and elevating race-conscious college-wide practices, programs and services. It brings together campus-wide DEIA initiatives (i.e. AB705/1705, Equity, Dual Enrollment, OER, and Basic Needs) to ensure strategic and integrated activity alignment with collegewide plans and goals. CCSF's SEP Planning Team, Workgroup, leadership support and content experts make up the eight (8) Writing teams:

Student Equity Plan Writing Teams	
Metric: Successful Enrollment	Eddie Escoto* Susan Boeckmann** Savio Chan Coco Donovan Stephanie Chenard*** Yvette Vargas***
Metric: Transfer-level Math & English	Eddie Escoto* Karen Cox** Katia Fuchs Coco Donovan Erin Denney*** Fred Teti*** Katrina Evasco*** Ardel Thomas***
Metric: Persistence	Heather Brandt* Eddie Escoto* Alexis Litzky** Mitra Sapienza Pam Mery John Halpin*** Yvette Vargas***
Metric: Completion	Ryan Henderson* Tony Brown** Aurel Drai

	Cherisa Yarkin Lisa Cooper-Wilkins Coco Donovan John Halpin*** Andrew King***
Metric: Transfer to a 4 year	Kayla Ramirez* Nicole Wise** Tessa Brown Pam Mery Rachel Cohen*** Noah Lystrup*** Andrew King***
Intensive Focus	Lisa Cooper-Wilkins** Tessa Brown Cherisa Yarkin David Yee*** Executive Cabinet***
Student Education Plans	Heather Brandt* Eddie Escoto* Cherisa Yarkin** Noah Lystrup*** Aurel Drai***
Vision 2030 Equity Alignment and Coordination	Guided Pathways - Kristin Charles*** Financial Aid – Guillermo Villanueva/Bobbie Ford McCormick*** DSPS – Olga Galvez*** EOPS - Katrina Evasco*** CalWorks - Markeda Grey*** NextUp/Foster Youth – Alonso Alvarez Solorio*** Veterans – Brian Vargas*** Justice Impacted - Yvette Vargas*** Low-Income Adults - Stephanie Chenard*** Credit for Prior Learning - Megan Corry*** Dual Enrollment - Meg Hudson*** SWP - John Halpin*** Basic Needs Center – Tessa Brown*** OER/ZTC - Cynthia Dewar*** Cherisa Yarkin**

*Student Team Members
**Writing Team Leads
***Leadership Support/Content Experts

CCSF Vision

CCSF empowers students to explore their potential and thrive. Guided by the principles of inclusiveness, integrity, innovation, creativity, and excellence, and rooted in San Francisco's vibrant diversity, the College prepares students to shape the world by inspiring them to be critical thinkers and global citizens.

CCSF Mission

City College of San Francisco provides educational programs and services that promote student achievement and life-long learning to meet the needs of our diverse community. In doing so, we are committed to ensuring equitable experiences and outcomes for our students.

Our programs and services lead to:

- Transfer to baccalaureate institutions;
- Associate Degrees in Arts and Sciences;
- Credit and Noncredit certificates and career skills; and
- Attainment of other educational goals, including learning English as a Second Language and high school completion, both part of our commitment to Adult Education

City College of San Francisco belongs to the community and continually strives to provide an accessible, affordable, high-quality education with services that support students' success in attaining their academic, professional, cultural, and civic goals. To ensure that the College is an enduring community resource, our mission drives institutional planning, decision-making, and resource allocation.

Intersectionality

We include this section in our plan with care and intentionality to ensure we address the whole student and their intersecting identities, assets, and lived experiences that they bring with them as they enter the doors of our institution of higher education here to enable career advancement, and economic prosperity. Where students can dream and succeed in advancing their futures, their families, and their communities. Many students navigate the maze of higher education for the first time and oftentimes on their own. As educators, we must be mindful of our onus in equity work, and the impact we have on minoritized and underserved students and our opportunities to change the discourse and positively transform life trajectories in a meaningful way by dismantling the systemic inequities in the academy. As defined by the Oxford Dictionary, *intersectionality* is the interconnected nature of social categorizations such as race, class, and gender as they apply to a given individual or group, regarded as creating overlapping and interdependent systems of discrimination or disadvantage.

Over thirty years ago, Dr. Kimberlé Crenshaw coined the term intersectionality in 1989. As we know, equality and equity are not the same. Crenshaw states, "We tend to talk about race

inequality as separate from inequality based on gender, class, sexuality or immigrant status. What's often missing is how some people are subject to all of these, and the experience is not just the sum of its parts." *Originally published on Medium.com/@UN_Women* Feb. 2020

This is a reminder to us as educators in all institutional spaces that it is our responsibility to ensure we do not cause additional harm or trauma to our students. We lead with the key CCSF Equity Plan values and commitments including humility, collaboration, honesty, transformation, and belonging. Students navigating multiple identities face a labyrinth of disconnected services— each with their own intake processes, eligibility requirements, and staffing—which creates frustration and compounds existing barriers. Focusing on intersectionality offers us a more nuanced way to identify supports that are structured around institutional convenience rather than student-centered, equity-minded care.

The data gathered as part of the revised equity plan takes into consideration students' multiple identities, lived experiences, and intersections. It is our goal and intention to be race conscious and address the needs of the whole student by providing holistic connections to support, to success strategies, and to center our students' assets, intersecting identities, and lived experiences.

Campus Involvement & Leveraging Student Voice

The Student Equity Planning Team and writing teams include representation of all college constituency groups: students, classified professionals, faculty, and administrators, including representation in alignment with the highest disproportionately impacted (DI) student populations addressed in our plan. The college community had various opportunities to engage in the development of the revised 2025-2028 equity planning process including but not limited to the Mission, Vision & Equity Listening Sessions, Student Equity & Achievement Data presentations, Equity Roundtable Sessions for students and employees, and input gathered through a widely disseminated feedback form.

We leverage student voice and have gathered student input through numerous efforts:

- Collaboration with Multicultural Retention Services (APASS, UMOJA/AASP, LSN, Tulay, and VASA),
- Input processes implemented in CCSF Black Student Success Week (BSSW) Watch Parties evaluations and After Party discussions
- Anti-Racism policy student input sessions
- Data analysis reports (pending fall 2025) of the Black and African American student focus groups
- Professional Learning opportunities such as APAHE share back form, feedback forms
- Student narratives from activities provided by resource centers and student support programs including but not limited to the Asian American, Native Hawaiian, Pacific Islander (AANHPI) Student Achievement Program, Rising Scholars, GS/HARTS, City Dream, Queer Resource Center, EOPS/CARES/NextUp.

Race-Consciousness

CCSF's Student Equity Plan writing teams discussed each equity metric with critical focus on race, data and the current state of our institution. We continued the theme from the SEP Institute, ***"Roots of Renewal: The Power of Planting Seeds"*** and the writing groups used data-informed identification of our highly disproportionately impacted equity groups addressed by each metric. Numerous race-conscious conversations took place around the need to improve our college infrastructure, polices, and practices to ensure we are able to fully implement this plan. CCSF needs to stop problematizing students and student populations, and instead design more intentional institutional practices, focusing on systemic barriers within the institution that perpetuate racism and maintain the status quo. We need to establish actionable, measurable changes that support how we measure race consciousness, progress, amplification of student voices and lived experiences, and leverage resources offered by the Office of Student Equity to increase student success. Implementing these practices will dismantle inequities across the college to be more race conscious, culturally responsive and student-centered, committed to racial equity, transformational change, and lead to institutional progress.

CCSF intends to participate in intentional race conscious, culturally-relevant, equity-advancing strategies and practices to help address disparities that continue to persist, cause harm, trauma and continued oppression, impacting the educational goals and outcomes of our disproportionately impacted student populations and BIPOC employee's sense of belonging, well-being, and their ability to succeed and thrive.

Examples of strategies and initiatives

Seeds (new)

- o Greater administrative accountability and leadership for equity
- o Better integration of student support with instruction
- o Expand Accomplice and Allyship training opportunities by the C.A.R.E. Collective (Community, Advocacy, Resources and Empowerment) to include Basic Needs Ally
- o More mental health resources for both credit and noncredit students
- o Anti-Racist policy creation college-wide

Roots (needs nurturing)

- o Stronger, race-conscious leadership from Cabinet Leadership
- o Anti-Racist Review training modules for curriculum, classified professionals, and faculty
- o Design Faculty Evaluation equity frameworks
- o DEI and antiracist pedagogy in teaching and learning
- o Structural changes in hiring, administration, instruction, and student services
  - ▪ Improve and transform hiring practices
  - ▪ Ensure diversified, welcoming and inclusive practices, processes and procedures to support the hiring, onboarding, and retention of BIPOC employees
- o Wraparound support for justice-impacted students and those coming out of incarceration
- o Expand Dual Enrollment efforts to explicitly support racial equity populations
- o More outreach and community engagement to high schools, students of color, underserved communities, older adults, and booths at community events

Flowers (successes)

- o Scholarships & financial aid expansion to reduce financial barriers for minoritized students
- o Increase Accomplice and Allyship training opportunities offered by SafezoneAlly, UmojaAlly, UndocuAlly and VeteranAlly
- o Office of Student Equity programming and tools: Equity Talks Speaker Series, Equity Roadshow, Equity Connect, Developing Equity Mindedness from the Inside Out, including individual program and department support, and Show Up for Equity internal experts showing Equity in institutional contexts
- o AANAPISI – Speaker Series: Talanoa and Kwentuhan
- o Center for Organizational Responsibility and Advancement (CORA) trainings and webinars such as
  - Teaching Men of Color
  - Supporting Men of Color in the Community College
  - Course Design for Racial Equity
  - Teaching for Digital Equity, and Learning
  - Equity Minded Hiring Practices

Local Review Process & Schedule

The Office of Student Equity conducts annual evaluations with Program Leads due by June 30th of each year. OSE provides ongoing support and inquiry sessions with program leads in February each year to address implementation, progress, challenges, and status of spending plans. In addition, OSE is on the CaRP (Coordinating and Resource Prioritization, *formerly Fan5*) workgroup that brings all college-wide categorial fund leads together to work on streamlined processes and allocation efforts for program review resource requests. The CaRP chair submits an annual status report to the Academic Senate in May of each year sharing the funding outcomes for the prior year and goals for the upcoming year funding allocations. The funding allocation process includes follow the CCSF Roles and Responsibilities Handbook that involves the Academic Senate subcommittee, Student Equity Strategies committee, comprised of cross constituency members who discuss college-wide equity gaps, read, review and rank funding requests, and through data-informed conversations, reflect on the outcomes of funded equity initiatives across the college. We are currently in the process of exploring how we can better measure race consciousness, progress, and success outcomes of projects approved with Equity funding.

Student Equity Plan Reflection

Key Learnings

Over the course of the 2022–25 Student Equity Plan cycle, our college engaged in intentional inquiry and reflection to understand the root causes of persistent equity gaps across our student populations. Our college has come to understand that the equity gaps reflected in the five Student Equity Plan metrics—access, retention, transfer, completion of transfer-level math and English, and degree/certificate completion—are not solely the result of individual student effort or background. Instead, these gaps are symptoms of deeper institutional and structural failures.

A challenge has been the broad approach to equity populations. Our college historically targeted a wide range of disproportionately impacted groups without a cohesive framework for prioritization or intersectional analysis. While the intention was to support as many students as possible, this approach often diluted our impact. By treating equity populations as separate and unrelated, we missed opportunities to understand how overlapping systems of oppression affect students who exist at multiple marginalized intersecting identities. Efforts to support equity populations remain fragmented, with initiatives lacking sufficient staffing and coordination to secure shared goals and accountability.

Another root cause was the tendency to isolate professional development initiatives. While our college has offered numerous workshops and training opportunities on equity, these were often optional, episodic, and disconnected from institutional accountability. Without a system-wide approach to equity-minded professional learning, efforts remained piecemeal and inconsistently implemented across departments. Faculty and staff often lacked shared language, frameworks, and practices, leading to inconsistent student experiences

Perhaps most critically, our college had not sufficiently interrogated the role of the classroom itself as a site of inequity. Too often, equity work was confined to student services, while teaching and learning—where students spend majority of their time—require more inquiry and disruption of the status quo. There's still much work to be done in this area, but we acknowledge those who have shifted. This disconnect reinforced the notion that equity is an add-on rather than a core function of education. It's not at all at the scale we want, but flowers to those who are involved, engaged, and working towards transformational change. As a result, culturally responsive pedagogy, inclusive curriculum design, and anti-racist assessment practices were not uniformly adopted or supported at scale.

Recognizing these root causes, our college has taken several steps to foster a more equity-centered culture. First, we adopted an explicitly race-conscious framework across our equity planning process. This has included disaggregating data by race and intersectional identity groups, promoting anti-racist teaching and learning professional development for instructional, counseling, and library faculty, and developing an anti-racist audit training.

Institutional approaches/actions:

- Basic Needs
- Textbook Support/OER/Zero Textbook Cost (ZTC)
- Embedded Professional Tutors and Librarians
- Professional teaching and learning opportunities with cross-functional teams, culturally responsive pedagogy, anti-racist practices, etc.
- Auto-Award Petition

Plan Continuity

Key strategies and initiatives:

- SparkPoint CCSF Basic Needs Center
- Academic Support: Textbooks, Technology, Embedded Professional Tutors, and Librarians
- Work-based Learning
- Credit for Prior Learning
- Program Coordination such as Guardian Scholars, HARTS, City Dream, Queer Resource Center

- Asian American, Native American, Pacific Islander - Serving Institution (AANAPISI) – Project TRANSLATES: Languageline Interpreter Services; Speaker Series: Talanoa and Kwentuhan
- Asian American and Native Hawaiian Pacific Islander Student Achievement Program (AANHPI SAP)
- Auto-Award Petition
- Simple Syllabus
- OER/ZTC
- Learning Communities
- Dual Enrollment/Concurrent Enrollment/Bridge to College
- Equity In Action Teams
    1. Access - improve online tools to increase awareness of and access to student services
    2. Accessible Disability Services and Programs- proactively foster connections to support programs or cohorts of students and employees
    3. Accountability Systems - required equity training for all employees will equip employees with strategies to reduce equity gaps
    4. Equity Literacy - create professional development that equips all employees with the knowledge, language, and practices to understand and address student opportunity gaps
    5. Diverse Workforce - create a consistently inviting application process and welcoming hiring environment
    6. Protections and Services for Undocumented Students - strengthen existing programs through additional resources, shared information, and collaboration
    7. Scheduling and Student Outcomes - English re-enrollment processes

Discoveries that will offer continuity across plans, guide development and implementation:

- Academic Support:
    o Textbooks: OER/ZTC, bookloan voucher, and course materials for checkout at the library
    o Tutoring & Library Resources: Embedded peer and professional tutors and embedded librarians.
    o Technology: loaner devices and materials
    o Auto-Award Petition
    o Simple Syllabus
- AANAPISI: Project TRANSLATES – Languageline services; Speaker Series: Talanoa and Kwentuhan
- AANHPI SAP: e.g. Mental Health counseling and awareness services, Career development, career readiness, and employment services, and Leadership development, internships, and mentorships

- Program Coordination: Support disproportionately Impacted (DI) equity populations with programs such as
    o City Dream
    o Guardian Scholars
    o HARTS
    o Queer Resource Center

- Professional Teaching and Learning: Promote equity-minded, race conscious, teaching and learning opportunities focused on culturally relevant, anti-racist pedagogy and curriculum design,
  - Cross-functional teams when attending conferences
  - Equity Talks and other race-conscious speaker series
  - Promising practices and support tools to help improve core services
  - Increase faculty understanding of needs and experiences of our students while also improving institution-wide awareness of institutional impediments to student success
  - Innovation

Executive Summary: Student Equity Plan 2025-2028

Link to the 2025-28 Executive Summary

Student Populations Experiencing Disproportionate Impact

Equity Metric	Equity Focus Population
Access/Successful Enrollment	None
Completed Transfer-Level English & Math	Black or African American (Math), Latino/a/x (English)
Persistence	Black or African American
Completion	Black or African American, Latino/a/x
Transferred to a Four-Year	Black or African American, Latino/a/x

NOTE: This table represents a snapshot of CCSF student equity populations for the equity metrics within the timeframes relevant to each metric as of December 2024. There are student populations that are too small to identify opportunity gaps in these timeframes. For those populations, ORP looks at data from expanded timeframes to determine whether gaps exist to identify the broader set of CCSF equity populations, not all of which appear in this table.

CCSF Equity Populations

- American Indian or Alaskan Native

- Black or African American
- Filipino/a/x
- Latino/a/x
- Pacific Islander or Hawaiian Native

- Current or former foster youth
- Students with disabilities (DSPS)
- Justice impacted
- LGBTQ+ students
- Students experiencing homelessness or housing insecurity

CCSF Metrics: Seeds (new), Roots (needs nurturing), Flowers (successes)

Metric - Successful Enrollment

Student Population(s) Experiencing DI
No Focus Population(s)

Examples of strategies and initiatives: Seeds (new), Roots (needs nurturing), Flowers (successes)

Seeds (new)

- The creation of a public-facing outreach event calendar to bring attention to the amazing work done by outreach and other college programs. ConexEd Technology: ConexEd will provide Student Affairs with digital queueing, case management, counselor appointment scheduling, and program check-ins starting in fall 2025. Connected to Banner, it can provide a unified platform for services, including proactive outreach to minoritized student populations. Efforts towards a coordinated approach across services in Student Affairs and Academic Affairs will be needed.
- Equity in Action Team(s):
    - Access - improve online tools to increase awareness of and access to student services
    - Accessible Disability Services and Programs- proactively foster connections to support programs or cohorts of students and employees
    - Protections and services for undocumented students - strengthen existing programs through additional resources, shared information, and collaboration
- Connect to Student Affairs Action Plan & SEP Completion Metric Strategies

Roots (needs nurturing)

- Additional work is needed to ensure that all students, especially those who most need them, are able to find and utilize the support services that support them in their enrollment process. This includes publicizing resources and ensuring availability.

- o Connect to SEP Completion Metric Strategies
- o Collaborate with the Transitional Studies (TRST) and ESL departments to increase student access and awareness of Languageline interpretation services.
- o Collaborate with Adult Education Program (AEP) and Bridge to College Program to support the noncredit to credit transition.
- o New student orientation with multiple modalities

Flowers (successes)

- o Bridge to Success, which is a data-informed partnership between SFUSD, CCSF and SFSU, created with the aim to increase college access and completion, with a specific focus on Black or African American and Latino/a/x students.
- o Frisco Day, which takes place in May, offers SFUSD students the opportunity to visit CCSF and prepare for starting at CCSF in the following Fall term by walking through the application and enrollment process, in addition to forming connections with CCSF Student Services and Retention programs and resources.
- o Dual Enrollment at CCSF is the partnership between CCSF and SFUSD which allows SFUSD students to enroll in CCSF classes for free. Dual Enrollment courses allow SFUSD students to prepare for a career and potentially graduate from college early.
- o Concurrent Enrollment allows high school or homeschooled students to enroll in CCSF classes for free (except for international students, including F1, B1/B2, J1 VISA holders).

Metric - Completed Both Transfer -Level Math & English

Completed Transfer Level English			
Fall 2023 Cohort - 1 Year			
CCSF Race/Ethnicity Population with Most Disproportionate Gap	Equity Population	Population Size	Opportunity Gap
Latino/a/x	Latino/a/x	499	0.11
	Black or African American	112	0.07
	Foster Youth	32	0.11

Completed Transfer Level Mathematics

Fall 2023 Cohort - 1 Year			
CCSF Race/Ethnicity Population with Most Disproportionate Gap	Equity Population	Population Size	Opportunity Gap
Black or African American	Black or African American	136	0.17
	Latino/a/x	493	0.15
	DSPS	112	0.12
	Foster Youth	38	0.09

Examples of strategies and initiatives

Seeds (new)

- Professional development for instructors in math and English departments to engage in pedagogical experimentation (i.e. attend conferences, invite trainers, form cohorts) and assess goals/objectives, measure progress, evaluate outcomes and identify share-back plans across the college.
- New strategies to re-enroll non-completers in the subsequent semester (and messaging to early alert students that if they stay in the class and continue working, a spot will be saved for them in the subsequent semester). Currently, math reduces caps that can then be raised when grades come out to accommodate non-completers. English will be trying out a system of no-print sections set aside for non-completers.
- Peer reciprocal observation cohorts (in progress in math).
- "Mini" first-year experience designed with math and English completion at the core but with room for at least one elective each semester.
- Equity in Action Team:
  - Scheduling and Student Outcomes - English re-enrollment processes

Roots (needs nurturing)

- Communities of practice in math and English – cross disciplinary collaboration with colleagues within and outside the department to discover what innovations we are already trying, how we are teaching with equity in mind, and discuss meaningful modes of providing effective feedback and directed support to students. Curriculum development that is culturally relevant, addressing digital literacy applied to things, such as generative AI, linguistic justice, cultural humility, and student-centered technology support.
- Faculty tutoring in various student support locations.

Flowers (successes)

o Embedded Tutoring Program: Both math and English want to ensure that all co-requisites have an embedded tutor. Ideally, special programs, such as UMOJA, Puente, Metro, and Athletes, would also have this support.

Metric - Persistence

CCSF Race/Ethnicity Population with Most Disproportionate Impact	CCSF Equity Populations with Disproportionate Impact		
2023-24			
Population(s)	Population	Population Size	Opportunity Gap
Black or African American	Black or African American	1,293	0.04
	LGBTQ+	409	0.11

Examples of strategies and initiatives

Seeds (new)

o Engage students where they are in our support for them: student-centered flex day. Start re-registration campaigns to incentivize students to re-enroll. Offer evening/weekend courses and student services to accommodate diverse student needs. Use ConexED to monitor student progress and provide targeted interventions that keep students engaged and on track.
o Promote anti-racist teaching and learning professional development for all faculty, including faculty who are instructional, counseling, librarian faculty, credit, noncredit, full and part time. Create a clearinghouse of promising curricular practices, ranging from sample course content to methodologies that explicitly center Black student success. Reboot the Teaching Men of Color Community of Practice, and scale and promote the Anti-Racist and Review Audit. Create methods for circulating and sharing promising pedagogical practices.
o Promote and institutionalize equitable teaching and learning. Design and implement Faculty Evaluation equity frameworks.

Roots (needs nurturing)

o Engage students where they are and support them: Advance cohort models; train and support leaders of key retention programs and support resource centers (Umoja/AASP, QRC, and Rising Scholars).

- o Update and implement faculty evaluation processes and forms and create a toolkit to support faculty and evaluators in their assessment of cultural humility in the classroom.
- o Partner with CBOs that focus on education/employment services for the African American community.
- o Promote and offer equity population-specific Equity Roadshows.
- o Equity in Action Team:
  - o Equity Literacy - create professional development that equips all employees with the knowledge, language, and practices to understand and address student opportunity gaps.

Flowers (successes)

- o Continue working on hiring practices to diversify faculty and make our hiring procedures more efficient to allow more proactive outreach and advertising.
- o Equity in Action Team:
  - o Diverse Workforce – create a consistently inviting application process and welcoming hiring environment

Metric - Completion

Completion (Degrees or Certificates)			
2021-22 Cohort - 3 Years			
CCSF Race/Ethnicity Population with Most Disproportionate Impact	Equity Populations	Population Size	Opportunity Gap
Black or African American, Latino/a/x	Black or African American	192	0.07
	Latino/a/x	658	0.04
	Foster Youth	50	0.10

Examples of strategies and initiatives

Seeds (new)

- o New software platform (ConexED) for student services to better connect students with services, retention and completion. Effective implementation will require a coordinated approach across services in Student Affairs and Academic Affairs, ongoing training and collaboration.
- o Student education plan collaborations between Counseling the Completion Center and retention programs including LSN, UMOJA/AASP, APASS, Tulay, and VASA, using Degree

Works to identify and focus in-reach to currently enrolled students lacking comprehensive education plans

- o Strengthen support for education planning for noncredit students that focuses on transition into credit programs
- o Explore how to create a more student-centered schedule, in which classes are scheduled at times and in modalities that meet the student demands and striving to ensure the classes students need are available to them so that they can complete their certificate or degree in a timely manner.
- o City Dream Fellowship Program
- o Equity in Action Team(s):
  - o Scheduling and Student Outcomes - English re-enrollment processes

Roots (needs nurturing)

- o Improve access to support services, including more effectively publicizing resources and ensuring both credit and noncredit students have access to core services at all CCSF locations.
- o Continue to build out the Credit for Prior Learning (CPL) initiative to reach more students with relevant prior on-the-job training that could be used to fulfill CCSF certificate/degree requirements.
- o Expand close-to-completion collaborations between the Completion Center and instructional departments using Degree Works reports that identify students close to completing certificates include the Office of Research & Planning, retention centers, and counseling department to focus outreach on students we need to better serve.
- o Develop process for auto-award of degrees –building on successful collaborations between the Completion Center and instructional departments addressing auto-petition for certificate awards and connected to intentional focus on making sure students have an up-to-date comprehensive education plan.

Flowers (successes)

- o Expand auto-award of certificates, a Completion Center initiative to notify students who have already completed a certificate and need only petition to receive the certificate.

Metric – Transferred to a Four-Year Institution

CCSF Race/Ethnicity Population with Most Disproportionate Gap	CCSF Equity Populations with Disproportionate Impact		
2020-21 Cohort - 3 Years			
Population(s)	Population	Population Size	Opportunity Gap

Black or African American, Latino/a/x	Black or African American	183	0.06
	Filipino/a/x	163	0.05
	Latino/a/x	796	0.05

Examples of strategies and initiatives

Seeds (new)

- o Delineate specific outreach campaigns
  - o Academic Notice Campaigns
  - o Close to Completion Campaigns
  - o DSPS Student Population (African American Tipping Point (AATP))
  - o Campus tours for Black/African American and Latinx students
- o CCC to HBCU Transfer Pathway/Partnership
  - o CCC to HBCU Caravan
  - o CCC to HBCU Summit
  - o Invite recruiters or guest speakers
  - o acceptance of ADTs
  - o Cal-GETC
- o Professional teaching and learning opportunities
  - o Puente
  - o Colegas
  - o Umoja Conference
  - o Umoja Summer Learning Institute and Symposium
  - o A2MEND
  - o Nandi
- o Leveraging implementation of Common Course Numbering (AB 1111) and Cal-GETC singular GE pathway (AB 928)
  - o Aligned course numbers and names will prevent repetition of coursework and reduce time and number of units to transfer
  - o Cal-GETC pathway reduces number of general education units required for transfer
  - o Guiding students with auto AD-T placement can help equity population students focus and clarify major and transfer goals.
  - o Equity in Action Team:
    - o Scheduling and Student Outcomes - English re-enrollment processes
  o Facilitating a Professional Panel of former Black/African American and Latinx CCSF students who transferred to universities.
  - o Share their transfer journey with current CCSF students.
  - o Powerful identification for our students to see someone like them (race/ethnicity and CCSF) who successfully transferred to a university.

Roots (needs nurturing)

- o Inreach
  - o Support student journey from enrollment to transfer

- Guidance and support for Bridge to Success participants
    - structured counseling approaches
    - Professional development focused on intentionally dismantling exclusionary practices that do not engage culturally responsive, anti-racist practices that directly impact the experiences of Black and African American and Latinx students
  - Provide students with online resources that highlight supports for transfer journey and key dates
    - coordinate across instructional services and student services areas (i.e. counseling and classroom faculty) to highlight key dates, transfer requirements, and set up mentor support for transfer applications
      - Develop the Transfer Center tile in the Student Support Services hub in Canvas
      - Hybrid/ Low-cost programs like Coursera, Udemy
  - Develop communication strategies for Black and African American and Latinx students that highlight online resources noted above
  - Create special events for Black and African American and Latinx students
  - CSU application fee waivers/codes
  - HBCU and common application fee waivers/codes
  - HBCU College Tours

Flowers (successes)
  - Languageline interpreter services
  - Accent on Languages translation services
  - Puente and Umoja (expand to the extent possible)
  - Frisco Day transfer workshops
  - Transfer Fairs and University Visits

Intensive Focus

Student Population(s) Experiencing DI
Black or African American

City College of San Francisco (CCSF) is committed to becoming a truly *student-ready* institution—one that adapts its systems, culture, and resources to meet students where they are, dismantle barriers, and close persistent opportunity gaps. Guided by the Vision 2030 framework, CCSF is aligning policy and practice to ensure equity in Access, Success, and Support for Black/African American students across both credit and noncredit pathways.

Institutional Challenges

Findings from Spring 2025 RP Group focus groups and the Office of Research and Planning's Spring 2025 Student Equity & Achievement (SEA) Data Overview presentation confirm that

Black/African American students face significant *opportunity gaps*—as measured by the Percentage Point Gap (PPG) method—across key metrics: persistence, completion, and transfer. Students cited:

- o Disproportionate impact in access from SFUSD due to limited outreach, advising, and course availability.
- o Barriers to completion and baccalaureate attainment due to unclear program requirements, inconsistent guidance, and limited structured transfer pathways.
- o Inadequate awareness of and connection to financial aid and holistic support resources.
- o Experiences of racial bias, isolation, and lack of visible institutional prioritization of Black student success.
- o Structural misalignment across and a lack of awareness about programs intended to serve Black students (Umoja/AASP and AARC, resulting in fragmented support.

Action Plan for an Ideal Institution

1. ***Overcoming Barriers***
   CCSF will operationalize an institution-wide commitment to Black student achievement, integrating equity goals into academic and student affairs priorities. The College will also continue to amplify equity as a key focus of Program Review and resource allocation, requiring departments and programs to utilize disaggregated data to inform the development of explicit strategies for closing opportunity gaps. This will include embedding anti-racist, culturally responsive practices across instruction, counseling, and student-facing services, and ensuring every department is accountable for analyzing disaggregated data and implementing strategies to close equity gaps.

2. ***Strategies Across Academic & Student Affairs***
   Aligned with *Vision 2030* outcomes and *Student Equity Plan* metrics, CCSF will:
- o **Outcome 1: Completion & Outcome 2: Baccalaureate Attainment** –
    - o Strengthen Dual Enrollment pipelines from SFUSD to increase early momentum, **(Metric: 1. Successful Enrollment)**
    - o Expand CCC-to-HBCU Transfer Pathways to increase transfer and completion rates by participating as a host site for the HBCU Caravan, continuing to provide opportunities for students to join annual HBCU Tours **(Metric: 4. Completion and 5. Transfer)**
    - o Secure an MOU with Sacramento State University's Black Honors College and align AFAM cohorted classes with Umoja supports to accelerate degree completion and transfer readiness. **(Metric: 4. Completion and 5. Transfer)**
- o **Outcome 4: Student Participation** – Increase targeted outreach, enrollment support, and onboarding for Black students, using affinity-based recruitment and retention models in collaboration with SFUSD, community organizations, and alumni. **(Metric: 1. Successful Enrollment and 3. Persistence)**
- o **Outcome 5: Maximizing Financial Aid** – Embed financial aid advising, financial education and well-being workshops, and basic needs support (SparkPoint CCSF, EOPS/CARE, CalWORKs, TRIO, etc.) into Umoja/AASP/AARC; expand FAFSA/CADAA completion events; implement early alerts for aid renewal, enhance financial literacy. **(Metric: 3. Persistence and 4. Completion)**

- o **Outcome 6: Reduce Units to Completion** – Improve degree mapping, academic planning, and course scheduling for Umoja/AARC/AFAM students to minimize excess units and ensure timely completion of ADTs. **(Metric: 4. Completion)**
  - o **Campus Climate & Belonging** – Launch the **Dr. Henry L. Augustine Multicultural Retention Programs Center's Black Excellence Hub** to centralize culturally affirming academic, counseling, and social supports, uniting Umoja, AARC, and AFAM in a strategic, collaborative, coordinated model.
  - o **Continuous Improvement** – Continue district-wide collaboration with the RP Group by engaging faculty, staff, administrators, and students across the College to deepen implementation of the seven Spring 2025 recommendations and apply findings from the African American Tipping Point Transfer Study to design purposeful interventions that directly address local barriers to completion and transfer.

3. ***Resources, Structures, and Supports***
- o **Structures:** Student Affairs–Academic Affairs co-leadership of Black student success initiatives; integrated Umoja/AARC/AFAM governance framework; embedded Program Review equity analysis requirements.
- o **Resources:** Pursuit of **Black Serving Institution (BSI) designation** in November 2025 to expand funding for staffing, programming, and infrastructure; reallocation of SEA funds to support affinity-based advising, peer mentorship, and academic coaching; leveraging philanthropic and grant partnerships for additional resources.
- o **Support Systems:** Ongoing professional development in anti-racist and culturally responsive pedagogy and service delivery; Office of Research & Planning support for disaggregated data analysis; student voice integration through focus groups, surveys, and leadership roles in program planning.

4. ***What Success Will Look Like?***
  Black/African American students at CCSF will experience:
- o Increased enrollment from SFUSD and other local pipelines (**Outcome 4; Metric 1 & 3**).
- o Higher rates of completion and transfer, meeting or exceeding collegewide averages (**Outcomes 1 & 2; Metric 4 & 5**).
- o Greater access to and utilization of financial aid and support services (**Outcome 5; Metric 3 & 4**).
- o Reduction in excess units to completion for ADTs (**Outcome 6; Metric 4**).
- o A measurable increase in reported sense of belonging, engagement, and satisfaction with CCSF's climate and support.

By addressing structural barriers, enhancing alignment across programs, and investing in culturally grounded, relational approaches, CCSF commits to transforming the Black student experience from one of reported isolation and navigation challenges to one defined by belonging, empowerment, and achievement. These efforts align with *Vision 2030* priorities for equity in access, persistence, completion, and transfer, and reflects CCSF's deep commitment to not only closing opportunity gaps but also ensuring that Black/African American students are fully supported to thrive academically, socially, personally, and professionally. Through these intentional, integrated

strategies, CCSF will advance a campus culture where Black/African American students are seen, valued and fully supported across credit and noncredit pathways.

Student Education Plans

Academic Year Cohort (include summer and winter sessions if applicable)	Total Number of Enrolled Students in Cohort (New students)	# of Students who Received a Comprehensive Ed Plan **by end of First Primary Term**	% of Students (out of the total number of students enrolled in cohort) who Received a Comprehensive Ed Plan **by End of First Primary Term**	# of Students who Received a Comprehensive Ed Plan **by end of First Academic Year**	% of Students (out of the total number of students enrolled in cohort) who Received a Comprehensive Ed Plan **by End of First Academic Year**
Fall 2022 (Comprehensive Ed Plan by 12/20/2022)	4,867	612	12.6%	802	16.5%
Spring 2023 (Comprehensive Ed Plan by 5/24/2023)	3,733	307	8.2%	400	10.7%
Fall 2023 (Comprehensive Ed Plan by 12/19/2023)	4,968	820	16.5%	1,014	20.4%
Spring 2024 (Comprehensive Ed Plan by 5/22/2024)	3,632	310	8.5%	438	12.1%

Examples of strategies and initiatives

Seeds (new)

- o The Counseling department and Completion Center will use Degree Works reports to identify currently enrolled students lacking comprehensive education plans. Initial

work will address those seeking AD-Ts, per AB 928. To assure focus on equity populations, the Completion Center has initiated collaborations with CCSF retention programs:

  - o LSN – Latino/a/x focus;
  - o UMOJA/AASP– Black/African American focus;
  - o APASS – Asian and Pacific Islander focus;
  - o Tulay - Filipino focus; and
  - o VASA - Pacific Islander focus.

- o The Counseling department and Completion Center will collaborate on communications and support for students to have up-to-date comprehensive education plans, regardless of degree or certificate program, centering disproportionately impacted student populations. Considerations include Counseling Department capacity and support for incoming students including those transitioning from noncredit to credit programs.

- o Orientation - currently CCSF uses Comevo as the college's orientation platform. The Student Completion department is exploring various platforms that will increase engagement with the material in the orientation, which will include information about the necessity of creating education plans.

Roots (needs nurturing)

- o The Completion Center and Counseling department will collaborate to increase the number of students who return to counseling for a comprehensive education plan.

Flowers (successes)

- o Via the Completion Center provide services to students that foster completion, such as the auto-petition process and other certificate petition support.
- o Completion Center management of Degree Works, used by counselors and students for certificate/degree audits and education plans. Students have direct access to view their education plan from their computer or phone, as well as in consultation with a counselor.

Vision 2030 Equity Alignment and Coordination

Guided Pathways

CCSF aligned the Guided Pathways plan with our equity efforts by explicitly incorporating our Student Equity Plan strategies as the primary focus. Also, the college is undertaking several efforts

to transform institutional approaches for holistic student support, particularly those in equity focus populations.

The Office of Student Equity plays a key role, fostering intentional collaborations across programs and departments at CCSF and building relationships with community partners to provide students with wrap-around support, along with professional development to engage employees in building a more equity-minded culture.

The new Student Services Building, opening summer 2025, will house many essential student services, making the most of adjacencies, co-location, and a clearly identifiable resource hub. Counseling has been reunified, improving coordination and emphasizing student education plans. Student and academic affairs are actively collaborating e.g., career counselors and employment specialists.

Partnership with SFUSD, including credit recovery and dual enrollment, continues as a focus, along with supporting noncredit students' transition into credit programs and Workforce Education connections to internships and provision of other employment services.

Concurrently, CCSF continues to strengthen capacity for research and sharing of disaggregated data, engaging more people in dialog and planning for improved approaches to serve students, particularly those experiencing the most disproportionate impacts.

The Curriculum Committee has made a concerted to support instructional departments in updating curriculum, connecting to the Academic and Career Communities (ACCs) and streamlining programs and certificates, assuring alignment with transfer pathways and workforce needs, to focus on how to best serve students. Workforce Education supports students in ACCs with employment specialists and marketing materials.

The college is leveraging technology to support this work, including implementation of Degree Works, used in Counseling sessions and accessible via the CCSF student portal so students can view their progress towards their intended certificate or degree. Also, the Counseling department will soon launch a new appointment scheduling platform with a more informative and easier-to-use interface, and easier options for reminders and follow-up. Other modules to be implemented will facilitate coordination across services, data collection and reporting.

Student Financial Aid Administration

CCSF Financial Aid Office (FAO) is committed to the Vision 2030 goal of ensuring equity in financial aid support by strengthening partnerships with Community-Based Organizations (CBOs) and collaborating with San Francisco Unified School District (SFUSD). Through presentations and outreach events across the city of San Francisco, FAO aims to provide equitable access to financial aid resources for all students, especially CCSF equity populations. To maximize access and increase the number of students receiving state and federal financial aid, FAO offers targeted workshops and hands-on support. Workshops cover topics such as Free

Application for Federal Student Aid (FAFSA) and California Dream Act Application (CADAA) completion, understanding Satisfactory Academic Progress (SAP), Cal Grant eligibility, and responsible borrowing. Additional support includes open-access computer labs and real-time assistance through walk-in services and virtual counter support.

Key FAO objectives include increasing FAFSA and CADAA completion rates, expanding financial aid and scholarship awareness, removing barriers to access, strengthening partnerships with CBOs, and providing personalized assistance. To achieve these goals, FAO uses strategies such as multilingual materials, text and email reminders, and partnerships with SFUSD and CBOs to engage high school seniors, transfer students, and adult learners.

Workshops and support services are offered throughout the academic year for working students. Students receive direct assistance through labs, virtual and in-person help desks, and specialized counseling. Specialists are strategically assigned to special programs such as EOPS, CityDream, CalWORKs, and NextUp. Partnerships with CCSF SparkPoint Basic Needs Center integrates financial aid support with food and housing assistance so that students' financial barriers are addressed holistically.

In alignment with this Equity Plan, FAO is committed to ensuring that all students—especially those from disproportionately impacted groups—have the Financial Aid necessary to pursue and complete their educational goals.

Recent data show a significant increase in the number of Pell recipients from the 2023-24 Award Year to the 2024-25 Award Year to date. Ongoing assessment and improvement efforts help ensure the effectiveness of financial aid initiatives through data tracking, student feedback, and equity-focused resource distribution.

Students With Disabilities (DSPS)

Disability Services and Programs for Students at CCSF provides counseling, accommodations, and instructional programming to support students with disabilities to access educational opportunities equitably. Additionally, DSPS provides support to other constituent groups, including faculty, staff, and student services programs to inform and assist in improving the accessibility of materials, programing, and services. DSPS practitioners regularly offer training and outreach regarding DSPS services, as well as general practices and methods for improving the inclusivity of students with disabilities and learning differences.

Extended Opportunity Programs And Services (EOPS)/CalWORKs

EOPS offers comprehensive support to students identified in the equity plan by providing a variety of services that foster retention, persistence, and a strong sense of community, all aimed at helping students successfully achieve their educational goals. These services include financial assistance for textbooks, educational supplies, and transportation. We take a holistic approach to supporting EOPS students because we understand that when basic needs aren't being met, students struggle with focusing on their goals. Therefore, we offer food vouchers for our on-campus cafeteria, and we offer snacks are our office. When funding allows, we provide unmet need grants to EOPS students which students receive in the form of direct aid.

College students are more likely to persist when they feel they are part of a community, therefore we are intentional about creating a welcoming, safe, and inclusive atmosphere for our diverse student population. We have a vibrate center that has a computer lab, private study areas, and free access to printing. In addition, we host events and fields trips that give EOPS students the opportunity to build connections with one another. When we survey our students, one of the most valuable services we provide is individual academic counseling support. We have a caseload model of counseling where a student meets with the same counselor from the development of their educational plan until they reach their educational goal. This helps foster a trusting relationship and consistent guidance through their time in community college. EOPS is a pioneer in supporting equity populations and an EOPS Impact Study from the RP Group has shown that EOPS Students, "compared to their non-participating peers...are more likely to complete transfer-level math and English, ear higher GPAs and more units in their first year, stay in school, and earn college credentials." Equity populations continue to be one of the factors that can be used to determine a student's eligibility for the program. EOPS programs and services are in direct alignment with the goals of Vision 2030."

CalWORKs

The CalWORKs program will proactively support efforts to eliminate disproportionate impact by providing targeted services and resources aligned with the Student Equity Plan goals. This includes offering individualized case management, academic and career counseling, and wraparound support to address barriers faced by disproportionately impacted student populations. The program will collaborate with campus equity initiatives, implement culturally responsive practices, and track student outcomes to ensure continuous improvement. By aligning CalWORKs services with equity-focused strategies, the program aims to close achievement gaps and foster an inclusive, supportive environment for all students.

NextUp/Foster Youth

CCSF is committed to advancing equity-centered support for current and former foster youth through NextUp. As a newly established program, in alignment with CCSF's racial equity goals and Guided Pathways framework, NextUp is building a strong foundation of services to ensure foster youth have the resources, guidance, and advocacy needed to succeed in higher education.

NextUp works with CCSF's Guardian Scholars program to provide coordinated support. NextUp focuses on academic, financial, and personal support for eligible students, while Guardian Scholars serves a broader population, including those not eligible for NextUp, enabling students to access a wider range of services.

Guardian Scholars offers individual program orientations, services and communication encouraging foster youth to seek support to complete their academic goals. Retention communications include an online course and monthly emails inviting students to take part in activities, attend various workshops on transfer steps, career exploration and situating basic needs.

NextUp's approach is one-on-one case management, ensuring students receive personalized assistance in navigating the matriculation process, financial aid, and career pathways. A designated NextUp counselor and program coordinator provide specialized academic advising and transfer support, fostering long-term relationships and stability.

NextUp also integrates comprehensive basic needs support. Students receive benefits, including vouchers for books, supplies, and transportation, along with monthly food cards, and emergency and regular unmet need grants.

 A trauma-informed approach is central to NextUp's mission Culturally responsive, equity-minded practices prioritize holistic well-being. Workshops on wellness, professional development, financial literacy, and community building, equip students with critical life skills while fostering a sense of belonging.

 NextUp will host Foster Youth Awareness Month events in May, including speakers, films, and tabling events to engage the CCSF community in conversations about foster youth in higher education.

 Recognizing the importance of external partnerships, NextUp is strengthening collaborations with San Francisco Unified School District, SF Independent Living Skills Program, SF Court Appointed Special Advocates, Bay Area social workers, and other partners to provide essential support networks and resources.

Programs For Veterans (Veterans Resource Center)

The CCSF Veterans Resource Center is one of the California Community Colleges oldest established resource centers, and the first in the Bay Area to have a Memorandum of Understanding with the Department of Veterans Affairs San Francisco VA that embed the

Student Veteran Health Program Licensed Clinical Social Workers stationed in the center. This collaboration went into effect in 2010 and has been a driving force to eliminate any disproportionate impacts on student veterans.

CCSF Veterans Resource Center will continue to provide information on all available support programs on campus. While also providing leadership growth opportunities for veterans of all student veterans on campus.

CCSF will provide equitable access to VA mental health services in house by continuing to collaborate with the San Francisco VA's Student Veteran Health Program.

CCSF Veteran Resource Center and Services will provide equitable access to veterans with disabilities, service connected, and non-service connected. These services will come in the form of workshops, seminars for staff to better understand the barriers impacting our disabled student veterans.

Faculty and staff will coordinate with community-based organizations and government agencies at the county, state and federal levels, to ensure access to information about all services and benefits is being provided to our student veterans. This will come in the form of claims clinics, resource fairs, workshops, drop-in sessions with staff to afford actuate knowledge of said services.

CCSF Veterans Resource Center and Services will work closely with the Office of Research and Planning to gather vital information and data, including disaggregated data to track progress towards expanding access to resources and eliminating barriers to achieving academic success, career success, and most importantly an understanding of the lifelong learning opportunities.

Justice-Involved and Justice-Impacted Students

The Rising Scholars program is central to CCSF's commitment to supporting justice-impacted students. This initiative provides comprehensive assistance to incarcerated, formerly incarcerated, and justice-impacted individuals at every stage of their educational journey. The program offers guidance through the college application process to facilitate enrollment and helps students navigate financial aid options to reduce economic barriers. Personalized academic counseling ensures students receive the support they need to achieve their educational goals, while peer support fosters a strong sense of community among those with shared experiences.

To further assist students, the Rising Scholars program provides essential supportive services, including transportation cards, book vouchers, food cards, and school supplies. The program is also committed to ensuring access to education for students inside county jail facilities and juvenile hall, offering in-person instruction, academic counseling, and a smooth transition to CCSF. Additionally, CCSF organizes workshops tailored for justice-impacted students, such as Clean Slate Workshops, Wellness Workshops, and Transfer Workshops in collaboration with CSU and UC partners like Project Rebound and Underground Scholars.

To expand opportunities, Rising Scholars arranges field trips to UC, CSU, and private universities, allowing students to explore campus environments firsthand. The program also collaborates with key partners, including SF Juvenile Probation, Adult Probation, the SF Sheriff's Department, the SF Re-Entry Council, the SF Public Defender's Office, San Francisco Unified School District (SFUSD), the San Francisco County Office of Education (SFCOE), Five Keys, and various community-based organizations. These partnerships ensure that justice-impacted students receive the necessary resources and support for academic and personal success. Furthermore, the Rising Scholars Advisory Board convenes at least once per academic year to review program updates, assess progress, and share ideas to enhance student support. Through these efforts, CCSF remains dedicated to fostering an inclusive, supportive, and empowering educational environment for justice-impacted students.

Low-Income Adults

For the upcoming three years, under the aegis of the Adult Education Program (AEP), CCSF is looking at expanding the ESL program through the use of CAEP funds and other funding sources to provide greater capacity in ESL instruction at CCSF centers. AEP is also exploring building noncredit vocational programs based on current labor market information to provide thriving wage jobs. This will include IET (integrated education and training) programs that will lead to employment or bridge into credit programs, building on the existing pathways and potentially expanding to new areas. We will form faculty-led workgroups to create the curriculum, starting in Fall 2025.

Concurrently, AEP is working with Outreach and Counseling departments to expand marketing, recruitment and exploring ways to provide more counseling support for students entering and completing noncredit certificates and transitioning from noncredit to credit programs. AEP is continuing our partnerships with CCSF Workforce Education and community-based organizations (CBOs) for employment support, as well as exploring adding GED preparation classes in both English and Spanish.

Credit For Prior Learning

Currently, CCSF has a team of instructional and counseling faculty, Admissions and Enrollment, and the Articulation Officer and Veterans Resource Center. The team meets weekly to check-in on individual student cases.

- In 2022-23, CCSF was part of the state-wide MAP (mapping articulated pathways) cohort. We have uploaded hundreds of Joint Services Transcripts from military and veteran students. We work with the students to align our courses and their transcripts to evaluate whether they have eligibility for CPL.

- o A total of 4 mid-semester Flex workshops to expand CPL and get input from the college community. Most recent focus was veteran and military students. Recently started offering workshops inside the Veterans Resource Center working directly with students, getting feedback from students on the process. Looking to expand the number of these workshops.
- o We have a dedicated CPL website, CPL email, way to process petitions for CPL. We have built and continue to expand an inventory of courses eligible for CPL, via JST, portfolio, industry credentials. We have started a campaign and will be creating brochures, to reach out to law enforcement, firefighters, EMTs and paramedics, automotive, CNIT and business to use evidence of work-based learning as eligibility for CPL.
- o Next steps include moving the CPL exhibits and credit recommendations past the instructional faculty phase and into implementation, including engaging counseling faculty.

The team will attend the April 2025 regional MAP training in Sacramento, which will further expand the opportunities for our students.

Dual Enrollment

- o CCSF will expand partnerships with San Francisco Unified School District to identify dual enrollment courses and pathways that help students to complete 12 units of dual enrollment credits while in high school.
- o CCSF and SFUSD will schedule courses across the high schools and at various CCSF locations. The classes will be offered to maximize access and opportunity for equity populations.
- o CCSF will coordinate with SFUSD to provide support teachers who will work closely with CCSF instructors to ensure student success in their college classes.
- o CCSF and SFUSD will support a jointly funded Dual Enrollment program assistant, to assist students with enrolling in their classes.
- o The CCSF High School programs office will work with CCSF and SFUSD Academic and CTE departments to streamline pathways offered for high school students, with a focus on STEM, Healthcare, and Education.
- o CCSF will provide information in multiple languages for parents/guardians to communicate about dual enrollment opportunities.
- o CCSF and SFUSD leadership will continue to meet throughout the school year to plan programming and strategies.
- o CCSF and SFUSD research departments will collaborate on data reporting, including disaggregated data to track the progress towards expanding access and completion of the equity populations.

Strong Workforce Program/Perkins

The CCSF Perkins/Strong Workforce Program Plan for 2024-28 was developed in alignment with the Vision 2030 Plan and will coordinate efforts with the SEA Program. Specifically, the Perkins/SWP Plan includes the following goals and priorities that focus on student equity:

- o Increase CTE student enrollment, success and completion with explicit strategies in closing historical equity/opportunity gaps.
- o Enhance classroom support and programming for English language learners.
- o Increase outreach to adult learners through community partnerships
- o Support all CCSF students in realizing their career aspirations
- o Increase access and support for dual enrollment career education opportunities at CCSF that lead to equitable outcomes.
- o Develop and promote quality short-term stackable credential programs in partnership with employers that meet regional labor market demand and create better access for historically underrepresented populations.
- o Improve data-informed program decision-making utilizing regional LMI tools and further analyzing student demographic and outcome data.

These SWP priorities as implemented will positively impact the student success metrics for the identified disproportionately impacted student populations within the Student Equity Plan. The SWP and SEA staff regularly coordinate resources including the following:

- o Supporting and promoting equity-focused professional development opportunities for faculty, staff, and administrators;
- o Allocating resources to CTE departments that aim to increase success metrics for disproportionately impacted student populations;
- o Co-locating career services at SparkPoint CCSF Basic Needs Center; and
- o Examining CTE outcome data by student demographics to identify opportunity gaps and make recommendations for Perkins/SWP funded program improvements.

Additional Programs (optional)

SparkPoint CCSF Basic Needs Center

SparkPoint CCSF Basic Needs Center supports students by bridging the gap students' experience when they attempt to connect to the numerous campus resources and services. Our goal is to support students' access to on-campus services and community resources that will help them thrive. Our center is student-centered with trauma-informed staff that strives to provide equitable and inclusive support for your essential needs, available to low and no-income enrolled credit and noncredit CCSF students and community members, especially those experiencing food insecurities.

Services:

- **Basic Needs**
  - Food Resources
  - County Benefits: CalFresh, Medical, Cash Aid
  - Hygiene Shelves
  - Menstrual Products
  - Haircuts
  - Housing Referrals (collaboration with HARTS Program)
  - Wellness Referrals
    - Student Health Services
    - Balboa Teen Health Center
    - Other SF community agencies
  - Student Parent Resources
    - Diapers
    - Childcare
    - Lactation Room
    - Women, Infants, and Children (WIC)
    - WANDA Program for Single Mothers (pilot)
  - Academic Support
    - Textbook Resources
    - Computer Lab and Technology Access

- **Education/Employment**

  - Workshop Series
    - Financial Wellness Education
    - Workshop Wednesdays
  - Community agencies such as JobsNOW, Success Centers

- **Financial Support**

  - Financial Coaching
  - Scholarship/Grant: SparkPoint Scholars Grant
  - Access to free Tax Help

Open Educational Resources/Zero Textbook Cost (OER/ZTC)

City College of San Francisco continues to expand its use of open educational resources (OER) to build Zero Textbook Cost (ZTC) Programs through an equity-centered, collaborative framework aligned with the California Community Colleges' Student Equity and Achievement (SEA) Program objectives.

Working in partnership with faculty, instructional designers, and the Academic Senate, the college will prioritize the development and adoption of OER materials for high-enrollment courses that predominantly serve disproportionately impacted student populations—including Black or African American and Latino/a/x identified in our Student Equity Plan.

We will continue to provide robust professional development and technical assistance to instructors, enabling them to integrate culturally relevant and accessible OER that eliminates financial barriers known to impede course completion and academic achievement.

City DREAM

City DREAM's mission is to provide undocumented students (such as Latine, Asian, and Black/African American student populations), students from mixed-status families, and any other students affected by immigration issues with the tools necessary to achieve their academic goals in a safe environment. The program's mission is aligned with the Student Equity Plan by providing students with basic needs and Languageline support to and through their educational pathway at CCSF. We coordinate efforts across academic counseling, financial aid, and free legal immigration services to meet students where they are. Languageline is a tool utilized to help widen access to services via direct interpreter services as well as document translation in seven languages which include English, Spanish, Russian, Arabic, Tagalog, Chinese, Ukranian and counting.

Lastly, we offer a fellowship program. In collaboration with the Office of Student Equity and alignment with the Student Equity Plan, this student leadership program provides undocumented students the opportunity to develop leadership, professional, and personal skills. The mentorship aspect of the fellowship program has been the basis of student advocacy and change created at CCSF before City DREAM was institutionalized. City DREAM provides students with empowerment through resources, information and collaboration to ensure the visibility, safety and success of our undocumented students.