



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

|  |   |   |   |
|--|---|---|---|
| <p><b>Persistence: Fall to Spring Enrollment</b></p> | <p style="text-align: center;">16,666</p> | <p>19-20: 17,543 (5%)<br/>                 20-21: 17,982 (3%)<br/>                 21-22: 18,420 (3%)</p> | <p>Tutoring Support Services such as:<br/>                 Math, English, ESL<br/>                 DSPS<br/>                 Gatekeeper Courses<br/>                 Mentoring Support Services such as:<br/>                 Student Ambassador<br/>                 Project Survive<br/>                 Metro<br/>                 Distance Learning<br/>                 CityOnline<br/>                 Online Education<br/>                 Initiative (OEI) - Equity Cohort<br/>                 Canvas<br/>                 Textbooks such as:<br/>                 Bookloan<br/>                 Library Reserves<br/>                 Open Educational Resources (OER)<br/>                 Zero Textbook Cost (ZTC)<br/>                 Counseling Services such as:<br/>                 Academic<br/>                 Career<br/>                 Retention Centers<br/>                 Probation Support<br/>                 Career Educational Planning<br/>                 On_ &amp; L W \ 2 Q O L Q H @<br/>                 Careerà Cost<br/>                 such as: Centern</p> |
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|  |                     |   | ADT<br>Gatekeeper<br>courses  |
|--|---------------------|---|---|
| <p><b>Transfer to a<br/>Four-Year Institution</b></p> <p style="padding-left: 40px;"><b>Black or African<br/>American (female)</b></p> <p style="padding-left: 40px;"><b>Filipino (male)</b></p> | <p>64</p> <p>88</p> | <p>19-20: 76 (19%)<br/>20-21: 82 (9%)<br/>21-22: 88 (9%)</p> <p>19-20: 98 (11%)<br/>20-21: 103 (6%)</p> | <p>Transfer Center Services such as:<br/>Transfer Opportunity<br/>Program (TOP)<br/>Transfer Alliance<br/>Program (TAP)<br/>Transfer Admissions<br/>Guarantee (TAG)<br/>Workshops<br/>College Tours<br/>Fairs</p> |









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

### **Vision for Success**

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

**Expanding Attainment:** Increase by 20 percent the number of CCC students annually who acquire associates degrees, credentials, certificates, or specific skill sets that prepare them for an in-demand job.

**Transfer Equity:** Increase by 40 percent the number of CCC students transferring annually to a UC or CSU.

**Mitigating Equity Gaps:** Reduce equity gaps by 40 percent within 5 years and fully closing those achievement gaps within 10 years.

### **Adult Education Program**

City College of San Francisco receives Adult Education Program (AEP) funding from the State of California through its membership in the San Francisco Adult Education Consortium. The Consortium's goals are to improve adult education programs and services in San Francisco by: integrating existing programs and creating seamless transitions into post-secondary education or the workforce; acceletelete

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

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

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

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

The Office of Student Equity (OSE) will serve as the support hub for the coordination of equity work on campus, including coordination efforts in programs, departments, retention and resource centers by integrating an equity analysis, assessment and action plan into the work. In addition, OSE will oversee the components of the Center for Equity, Excellence and Inclusion-- a teaching and learning clearinghouse and training center, housing pedagogical support tools, materials on curriculum design and methodologies, best practices and innovative pedagogy, along with professional development opportunities for all employees. OSE maintains a focus to strengthen

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## RESOURCES BUDGETED

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

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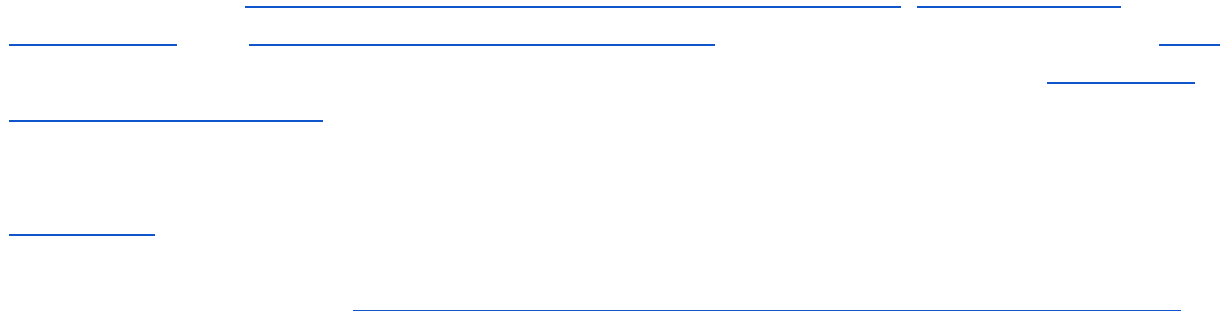
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|                       |                     |
|-----------------------|---------------------|
| 4000                  | 11,372.91           |
| 5000                  | 156,605.50          |
| 6000                  | 20,000.00           |
| <b>Program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

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

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

Action based on results of assessment #6 a 1





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assist students in their academic and career pursuits. The Completion Coordinator coordinates

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

### **Classified Staff**

Micheline Pontious

Dawn Mokuau

Alexander Chavarria\*

Maica Pocadas

### **Students**

Antony Lee\*

Darzelle B. Oliveros

\*SES Committee Members

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