

# #34

**COMPLETE**

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## Page 2: COLLEGE INFORMATION

### Q1

College Name:

City College of San Francisco

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### Q2

District Name:

San Francisco Community College District

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### Q3

**Single-College District**

District Type:

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## Page 3: TIME COMMITMENT

**Q4**

Please mark each of the activities listed below to verify your college's commitment to participate in the entire SEM Program.

The college SEM co-liaisons and data/research representative will attend the SEM College Insights/Data Exercise webinars.

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The college team will participate in the in-person, 1.5 days Midpoint Convening.

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The college team will participate in the in-person, one-day Final Convening.

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The college team will participate in a prep meeting with their SEM coaches prior to the SEM Academy.

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The college team members will participate in the in-person, two-day SEM Academy.

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The college team will participate in scheduled monthly update meetings with their designated team of SEM coaches.

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The college will host up to two campus visits to work with their designated team of SEM coaches, one in the fall and one in the spring.

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Page 4: SEM PROJECT TITLE AND DESCRIPTION

**Q5**

Title of the SEM Project

Opening Doors: Dual Enrollment for English Language Learners & System-Impacted Youth

**Q6**

Please select the primary SEM area this project addresses.

Other (please specify):

Assistance with (1) determining the needs of two high school populations with respect to dual enrollment opportunities: System-Impacted Youth (current and former) and English Language Learners, (2) guidance in the best approaches to meeting those needs (whether through existing programs/services or new programs/services), and (3) support in attracting them to the college (i.e., ensuring they know what we have to offer them). Our needs likely intersect with all of the types of support offered.

**Q7**

Briefly describe what sparked the need for this project, including challenges your college is facing related to SEM that have impacted enrollment, student success, and/or fiscal viability.

City College of San Francisco is in hold-harmless status through FY27, receiving approximately \$37M in funding annually above current enrollment levels. Current projections suggest the College would need to grow by approximately 8,000 FTES to receive additional funding.

In addition to receiving an ACCJC sanction of warning based on three areas of noncompliance, one of which relates to long-term financial planning, CCCCCO has assessed the College as "high risk of future financial difficulties" based on the 2022-23 Fiscal Resiliency Assessment. While the College is in the process of remedying several factors leading to this assessment, the College has experienced multiple years of increased financial risk.

With limited reserves and no anticipated funding increases for the next several years, the College will be in a mode to responsibly grow within its current means. To address this, the College has a newly drafted Strategic Enrollment Management Plan, which includes a focus, among others, on expanding dual enrollment in partnership with San Francisco Unified School District. With this request for support, we are focusing on increasing the number of high school students in dual enrollment who are English Language Learners or System-Impacted Youth.

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**Q8**

Describe your SEM project and the key activities or steps you will take to implement it.

The purpose of this proposed SEM project is to identify ways in which we can expand dual enrollment in partnership with San Francisco Unified School District, focusing on high school students who are English Language Learners or System-Impacted Youth (recognizing that some students may fall into both categories).

By providing these students with early access to college courses, we hope to create a clear pathway for them to continue their education at the College after high school, ultimately completing a certificate or degree and/or transferring to a four-year institution. This initiative not only empowers students by giving them a strong academic foundation but also supports the College by increasing FTES—both during students' dual enrollment and upon their matriculation at the College.

High School students are one of several focus populations for the Strategic Enrollment Management Plan, with dual enrollment called out as a mechanism to serve these students. A key activity will be to learn from the students directly about their interests and needs in addition to reviewing data about dual enrollment and matriculation to City College of San Francisco.

Yet we need support in actualizing this facet of the Strategic Enrollment Management Plan and in determining the steps we need to take. Our specific ask is for assistance in determining the needs of these students, guidance in the best approaches to meeting those needs (whether through existing programs/services or new programs/services), and support in attracting them to the college (i.e., ensuring they know what we have to offer).

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**Q9**

Briefly describe how your project is integrated with other student-focused plans and initiatives at your college (e.g., Guided Pathways; Diversity, Equity, and Inclusion).

The proposed project is integrally linked to the College's Strategic Enrollment Management Plan (SEMP), which is a living document. The most recent changes to the SEMP have been to incorporate a stronger focus on equity based on feedback received during the participatory governance review process. With guidance from the College's Office of Student Equity, we are not only integrating equity more fully into the SEMP but also ensuring that the next Student Equity Plan, currently under development, will reinforce and integrate the priorities of the SEMP. The SEMP is grounded in the student journey from recruitment all the way to completion or transfer, incorporating the principles of Guided Pathways, which are also incorporated into the College's Student Equity Plan. Moreover, the proposed focus on dual enrollment that directly supports equity populations is in line with the College's selection of Latinx and Black or African American students as its focus for equity work based on the equity gaps experienced by these populations.

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**Q10**

How will your SEM project benefit students? Specifically, consider how the project could strengthen equitable outcomes and address disproportionately impacted student populations.

Our SEM project is intended to benefit students by providing them with early access to college courses. In doing so, we hope to create a clear pathway for them to continue their education at the College after high school, ultimately completing a certificate or degree and/or transferring to a four-year institution. The two populations we will focus on include a considerable number of disproportionately impacted students as described below.

English Language Learners. A number of schools within San Francisco Unified School District (SFUSD) serve significant numbers of English Learners (ELs), ranging from 26% to 87% of their student populations: Downtown (26% ELs), Galileo (29% ELs), Hilltop (80% ELs), June Jordan (30% ELs), Marshall (69% ELs), Mission (43% ELs), O'Connell (33% ELs), and San Francisco International (87% ELs). A significant portion of SFUSD ELs are Latinx. Dual enrollment for these students will need to consider how best to support their learning given their language needs, drawing on the extensive expertise of both SFUSD and the College's ESL Department.

System-Impacted Youth. Data on the number of System-Impacted youth is not easily accessible, but a 2023 county report highlights a significant racial disparity: since 2016, 68% of sustained petitions for offenses have involved Black or African American youth, despite Black or African American residents making up only 5.7% of San Francisco's population. This stark imbalance underscores the urgent need to address these inequities through educational opportunities. Effectively supporting these students will require comprehensive retention services, as well as access to additional resources. We will work with SFUSD's alternative schools that serve system-impacted youth (e.g., Downtown and Ida B. Wells) as well as exploring opportunities for partnering with the County Community Schools which also serve system-impacted youth.

With this proposed project, we will thus be serving a significant number of students who are Latinx and/or Black or African American. Yet existing City College of San Francisco students in these populations are experiencing equity gaps in a substantial number of equity metrics: Latinx students experience equity gaps in three of the five equity metrics (completion of transfer-level English and Math, completion, and transfer); Black or African American students experience equity gaps in all equity metrics other than access. We are thus not sufficiently supporting our current Latinx and Black or African American students, and it will be critical that we focus on better serving and retaining our existing students while at the same time increasing the dual enrollment of these populations and ensuring that we are meeting these new students' needs as well.

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**Q11**

How does your proposed SEM project align with the Vision 2030 goals and strategic directions? Learn more about Vision 2030 here: <https://www.cccco.edu/About-Us/Vision-2030>

Our proposed SEM project aligns with features of all three Vision 2030 goals: Equity in Success (Outcome 1: Completion), Equity in Access (Outcome 4: Student Participation), and Equity in Support (Outcome 6: Reduce Units to Completion).

With regard to Outcome 1 (Completion), dual enrollment provides students with a foundation for college success by giving them early college experiences that can not only boost their confidence but also provide them with a head start in earning college credit. As a result, students who participate in dual enrollment are more likely to attain a meaningful educational outcome, whether their goal is to complete a certificate or degree or to transfer.

Given the focus of the project on two populations with significant proportions of underserved students with equity gaps, the proposed project also helps us make progress toward achieving Outcome 4: Student Participation (Increase, with equity the number of students attending a California community college, with particular emphasis on the number of underserved Californians).

Finally, dual enrollment helps students complete college requirements early, allowing them to make informed course selections and stay on track, ultimately reducing the likelihood of taking excess units and prolonging their time to graduation, aligning with Outcome 6: Reduce Units to Completions (Decrease with equity the number of units in excess of 60 units for the Associate Degree for Transfer).

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Page 5: OUTCOMES AND IMPACT

**Q12**

VISION 2030 ALIGNMENT Identify from the list below which Vision 2030 outcome(s) your project will impact.

**Outcome 1: Completion** Increase with equity the number of California community college students who complete a meaningful educational outcome.

**Outcome 4: Student Participation** Increase, with equity the number of students attending a California community college, with particular emphasis on the number of underserved Californians.

**Outcome 6: Reduce Units to Completions** Decrease with equity the number of units in excess of 60 units for the Associate Degree for Transfer (ADT).

**Q13**

COLLEGE OUTCOMES/METRICS List any additional outcomes or metrics your college will monitor or use to determine the project's impact.

We will be relying heavily on data from SFUSD to determine the impact of this project.

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Page 6: SEM SUPPORT AND RESEARCH

**Q14**

Explain the support or benefit you hope your college will receive by participating in the SEM Program.

Our hope is that the SEM Program will help us actualize the SEMP, particularly with respect to the focus populations we have identified. What will be critical is for us to gain a clear understanding of how to responsibly grow enrollment with these populations given our financial constraints, while ensuring that we are meeting these students where they are and supporting them in identifying and achieving their college goals.

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Page 7: TEAM COMPOSITION

**Q15**

Team Member One (Co-Liaison)

Name:	<b>David Yee</b>
Title:	<b>Vice Chancellor for Academic &amp; Institutional Affairs</b>
Constituent Group:	<b>Administrator</b>
Email Address:	<b>dyee@ccsf.edu</b>
Phone Number:	<b>415-205-2633</b>

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**Q16**

Team Member Two (Co-Liaison)

Name:	<b>Lisa Cooper Wilkins</b>
Title:	<b>Vice Chancellor for Student Affairs</b>
Constituent Group:	<b>Administrator</b>
Email Address:	<b>lcooperwilkins@ccsf.edu</b>

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**Q17**

Team Member Three

Name:	<b>Max Gardner</b>
Title:	<b>Supervisor, Early College, Dual Enrollment &amp; CCSF Partnerships, San Francisco Unified School District</b>
Constituent Group:	<b>Administrator</b>
Email Address:	<b>gardnerm@sfusd.edu</b>

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**Q18**

Team Member Four

Name: **Lisa Gatlin**  
Title: **Administrative Analyst, San Francisco Unified School District**  
Constituent Group: **Classified Professional**  
Email Address: **gatlinl@sfusd.edu**

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**Q19**

Team Member Five

Name: **Heather Brandt**  
Title: **Student Trustee**  
Constituent Group: **Student**  
Email Address: **studenttrustee@ccsf.edu**

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**Q20**

Team Member Six

Name: **Tom Boegel**  
Title: **Associate Vice Chancellor for Instruction**  
Constituent Group: **Administrator**  
Email Address: **tboegel@ccsf.edu**

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**Q21**

Team Member Seven

Name: **Yvette Vargas**  
Title: **Director, Rising Scholars Juvenile Justice Program**  
Constituent Group: **Administrator**  
Email Address: **yvargas@ccsf.edu**

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**Q22**

Team Member Eight

Name: **Katia Fuchs**  
Title: **Mathematics Department Chair, Academic Senate  
Executive Council 2nd Vice President**  
Constituent Group: **Faculty**  
Email Address: **efuchs@ccsf.edu**

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**Q23**

Team Member Nine

Name: **Monika Liu**  
Title: **Dean of Enrollment Services**  
Constituent Group: **Administrator**  
Email Address: **mliu@ccsf.edu**

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**Q24**

Team Member Ten

Name: **Meg Hudson**  
Title: **Dean of Outreach and Community Partnerships**  
Constituent Group: **Faculty**  
Email Address: **mHUDSON@CCSF.EDU**

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**Q25**

Please verify your college meets the required team composition.

**The college team has the required members (two co-liaisons, an executive administrator, at least one faculty member, and a data/research representative) and has the necessary subject matter expertise related to the SEM project.**

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Page 8: ACKNOWLEDGEMENT

**Q26**

The following electronic signature is an acknowledgment by the person completing this application that the academic senate is aware of this project and the project has been approved by the college's president. Submission of an application to the SEM Program is a certification that all necessary permissions have been obtained and serves as an agreement to participate in the one-year program, including permission to share information related to your project with future SEM Program participants as part of a community of practice. Name:

David Yee

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