Coordinating and Leveraging Funding to Support Student Achievement

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Overview - City College of San Francisco

- **Large**: 63,000 students (Credit 72% NonCredit 28%)
- **Diverse**: Asian 34% Latinx 27% White 19% Black/African American 6%
- **Multiple locations**: main campus plus 8 centers
- **Wide array of programs**: 64 depts, > 300 degrees and certificates

We are currently Re-imagining the Student Experience (RiSE)

**External**: Student Centered Funding Formula, Vision for Success Goals, Institution Set Standards, alignment with ACCJC standards

**Bottom line**: Categorical funds are strategic investments; CCSF needs to effectively integrate resources to assure we are fulfilling all of our obligations while fostering innovation and participation.

*by FTES
Fan5 facilitates coordination of categorically funded grants with College-wide mandates. Common goals include student access and success, promoting student equity, committing to best practices through professional development, streamlining student services, and improving assessment and evaluation.

Evaluation Visiting Team Report, October, 2016: “The college is to be commended for a culture of continuous quality improvement and inclusivity that relies on data analysis, dialogue, and commitment to participatory governance. Examples include the following: a. Fantastic Five [Fan5], which brings together SSSP, Equity, and others. b. Professional Development for all personnel.”
Creating a shared understanding of Equity

EQUITY means promoting just and fair inclusion, and creating conditions in which everyone can participate, prosper and reach their full potential.” – Policy Link Definition

“EQUITY means every student receives what they need to develop to their full academic and social potential.” – National Equity Project Definition

EQUITY refers to a heightened focus on groups experiencing disproportionate impact in order to remediate disparities in their experiences and outcomes.
Statewide Equity Efforts

Student-Centered Funding Formula  AB 705  SEAP  Guided Pathways  AB 19  Online Learning Initiative

EQUITY

Wood, Luke: Teaching Men of Color Discussion Session
Equity Focus Populations

- American Indian/Alaskan Native
- African American
- Latinx
- Filipino
- Pacific Islander
- Current/Former Foster Youth
- Students with disabilities -DSPS
- Veterans
- Students experiencing homelessness
- LGBTQ+
Solutions

Access
Student Completion Coordinator
CRLA Certified Training for All Tutors

Equity Gap
Leveraging Data
Equity Minded Syllabi
Teaching Men of Color Certificate Program

Culture
Transformational vs Transactional Equity Mindedness
Student-Centered Thinking

Communication
Collaboration with FAN 5 Leaders
Equity Hubs
Monthly Newsletter

Silos
Community of Practices
CUE Teams
Equity Symposium
Shared Language
Introduction and Background

- Jean Nanjo, Equity Coordinator, Math Department, City College of San Francisco
- City College of San Francisco has a large math department with 35 full-time and 25 part-time faculty
City College of San Francisco
Mathematics Community of Practice
Putting ideas into practice
Mathematics Community of Practice

- The Mathematics Community of Practice was conceived as part of the accreditation Quality Focus Essay
- Funded annually through Program Review
- A group of 9-12 instructors meets weekly to exchange best practices and develop curriculum with the goal of closing the achievement gap
Recent Achievements

● Developed acceleration courses, shortening our developmental sequence
  ○ Data shows significant gains in closing the achievement gap

● Developed new placement methods and co-requisite courses to meet the requirements of AB 705
  ○ New California law that requires community colleges to place students directly into college-level courses unless highly unlikely to succeed
Key Success Factors

- Autonomy - we are supported by the Equity Office, which oversees our activities without dictating them
- Flexibility - our mission is broadly defined, giving us the ability to respond efficiently to new requirements
- Faculty-driven - the Program Review process fosters innovation and participation - if you can dream it, you can make it happen
Rapid Innovation

- The Mathematics Community of Practice was a department structure already in place dedicated to continuous innovation.
- We were able to “pivot” rapidly from an emphasis on developmental acceleration to transfer-level co-requisite support.
- Currently, we are developing pedagogical innovations to address the needs of underprepared students taking transfer-level classes.
Influence beyond the Community

- The Mathematics Community of Practice is a core group that influences instruction across the entire department.
- Weekly newsletter is widely read and discussed, “topic of the week”
- Best practices are shared and implemented among other peers not formally part of the Mathematics Community of Practice.
- Examples can be found at bit.ly/mathretreat
Data Highlights

- Data on AB 705 co-requisites is not yet available (this is real-time change!)
- Data on acceleration courses shows significant gains in closing the achievement gap
### Successful Completion of a Transfer-Level Math Course

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<th>Completed within</th>
<th>MATH 40</th>
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**Percent Throughput**

- x-axis: Time (terms)
- y-axis: Completion Rate (%)
Successfully Completing a Transfer-Level Course by Race/Ethnicity In 5 Terms
Activity: Integrating multiple funding sources to address a problem

Small group work -15 min; share out “aha!” insights and strategies - 15 min.

Template to be provided:

● What funding resources do you have within your college/district/system?
● What is the barrier to student achievement to be solved? What are students’ needs and concerns?
● What causes the barrier?
● What is a possible way to overcome the barrier?
● What resources would you need to implement the solution?
● How would each of the available funding sources contribute?
Thank you!

Questions?
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