Metro College Success Program
GRADUATION WITH EQUITY AND EXCELLENCE

Closing the Equity Gap
10+ Years in Review
Self-Study 2020

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Executive Summary

The Metro College Success Program is a student success intervention founded in 2007 at San Francisco State University (SF State). Our mission is to increase equity in college completion through engaging, supportive, rigorous, and socially relevant education—in short, graduation with equity and excellence. It is a redesign of the first two years of college to increase retention and bachelor's graduation. Recognizing the historic inequities emanating from systematic racism and injustice in K-12 schooling, the leadership at SF State invested financial and human resources to interrupt that cycle of disadvantage by targeting support to historically underserved first-time freshmen (FTF). Now fully institutionalized, Metro serves 32% of the University's FTF and 49% of first-year underrepresented minorities (URM) in thirteen academies of ~140 students; at least one academy is in each of the six colleges on campus.

Metro has sharply improved student outcomes during the first two years at SF State when national data shows that many students would otherwise drop out. A "school within a school" for up to 140 students— Metro serves seventy FTF and seventy sophomores in one academy. Metro's distinguishing feature is that students are organized into a long-duration cohort of students taking two to three general education classes together per semester over four semesters. This shared learning community gives students a personalized academic home (click here to see the Metro program components).

The Metro core classes are scaffolded for more in-depth instruction. These courses contextualize learning around real-world challenges and center social justice content. Further, faculty make no assumptions about students' academic skills with a carefully crafted curriculum to teach and practice the four needed academic skills of quantitative reasoning, critical thinking, and oral and written communication over four semesters. A broader student services team bolsters the faculty's work by supporting students with timely advising, tutoring, peer support, major identification, emotional support, and tips for managing bureaucracies. The skills needed to succeed in college are integrated as part of the curriculum and taught in the classroom, where students spend most of their time.

Faculty teaching Metro students are required to participate in a forty-five-hour faculty learning community (FLC). The FLC deepens faculty awareness of ways to integrate critical pedagogical principles in the classroom, learn and practice engaged teaching, and build mutual support to reflect on and improve their teaching practices. The Metro Data Student Success System (MD3S) undergirds all aspects of our work, providing timely data and strategic opportunities to enhance our work.

To measure impact, Metro's carefully matches our historically underserved students to a comparison group on the following six factors: admit term, ethnicity, income, English/Math pathway, first-generation, and by majors grouping calculus or statistics math requirement. Results show that Metro students are graduating in five years at 10% higher and six years at 16% higher than the matched comparison students. Further, Metro is closing the achievement gap for underrepresented students by improving both retention and graduation rates regardless of ethnicity or gender, with graduation rate differences significantly higher than URM students at SF State, not in Metro.

A recent cost study determined that Metro requires an additional investment of $955 per student per year for two years—a 6.7% increase—yet reduces overall costs per graduate by 13.6%, or more than $13,000, leveraging each dollar investment more than seven times.

Metro College Success Program proves that with a modest investment in the first two years of college for historically underserved students, the California State University can eliminate the equity gap in college degree attainment in a cost-effective manner. This critical achievement shows a model for closing the equity gap in college completion, delivering well prepared diverse graduates to lead their communities and contribute to the local, regional, and state economy.

Introduction

The Metro College Success Program (Metro) received its first grant in 2007. Enabled by 10.4 million dollars from fourteen different national, state, and local funders and the support of a wide array of innovative leaders at SF State, Metro grew from a small Department based graduation initiative to an institutionalized program. Metro currently serves one-third of the 2020 class of first-time freshmen (FTF). In January 2021, Metro's administrative home will move from the Division of Undergraduate Education and Academic Planning (DUEAP) to the College of Ethnic Studies (CES). Metro compiled this self-study in preparation for that transition. The report starts with an overview of Metro, its mission, organization, and impact on historically underserved students' retention and graduation and a study of Metro's cost-effectiveness. The report follows with a detailed presentation of Metro's administrative organization, its fiscal and personnel resources, and an overview of the three major divisions that interface with students, faculty, and staff to impact equity in graduation at SF State. Appendixes containing further information or supporting documents are available via hyperlinks throughout this document. If needed, please contact Phonita Yuen at Metro to gain access to the linked appendixes.

Program Overview

Metro is a student success intervention founded in 2007 as a partnership of San Francisco State University (SF State) and City College of San Francisco (City College). Our mission is to increase equity in college completion through engaging, supportive, rigorous, and socially relevant education—in short, graduation with equity and excellence. It is a redesign of the first two years of college to increase retention and bachelor's graduation. Metro, an education equity program, recognizes the historic inequities emanating from systematic racism and injustice in K-12 schooling. The program works to interrupt that cycle of disadvantage by investing financial and human resources to support historically underserved first-time freshmen (FTF) at SF State. Student recruitment is designed to reach out to Bay Area high schools that predominantly serve low-income, first-generation, and underrepresented students. Admission is on a first-come, first-serve basis until we reach our goal of 910 for each fall's incoming cohort. Ninety-four percent of our current students (2019 & 2020 cohorts) fall into one or more of those three demographic categories. For the fall of 2020, we serve 32% of SF State's FTF and 49% of the freshman who are underrepresented minorities (URM). Metro currently operates thirteen academies of ~140 students in each academy and at least one in every college on campus. For AY 20-21 Metro serves 1,696 active lower division students, with an additional 1,380 Metro students on campus continuing in upper division. Metro provides evidence that with a modest investment on the front end—the first two years of college—the California State University and SF State specifically, can close its equity gap in graduation for historically underserved students while realizing significant cost savings.

Metro has sharply improved student outcomes during the first two years of university when national data shows that many students would otherwise drop out. Each Metro is a "school within a school" for up to 140 students—seventy FTF and seventy sophomores. Metro's distinguishing feature is that students are organized into a long-duration cohort of two to three general education classes per semester over four semesters, giving them a personalized educational home (click here to see a visual of the Metro program components). Students develop skills to navigate the challenge of transitioning from high school to college with the support of academy coordinators, tutors, advisers, and the core course Metro faculty, who make the navigation of higher education part of their core class curriculum. Three of Metro's core courses stretch over four semesters. These include:

- A first-year experience (FYE) course (ETHS 120, COMM 120, or RRS 100) totaling twenty-six sections repeated in the fall and again in the spring. In their first year, Metro students are cohorted so that half take Metro's first-year experience course in the fall (n=35) and half enroll (n=35) in the spring. These courses are currently all general education (GE) lower-division certified. ETHS 120 & COMM 120 are certified in area C2, while ETHS 100 is an area D1 course.
- A second-year experience (SYE) course (ETHS 221 or RRS 250) is offered for third-semester students. With two sections offered per academy each fall (~24 sections total), Metro students complete GE area D1 with ETHS 221 or GE area D3 with RRS 250 (for those who take RRS 100 in their 1st semester.
- A capstone course (ETHS 241, HIST 121, or RRS 240) is offered in their fourth and final semester in Metro, with two sections of each course provided per academy in the spring (~24 sections). The capstone courses are certified as GE lower-division area D2 courses which allows them to complete the Title V American Institutions requirements within the pathway.

The Metro core classes are scaffolded for more in-depth learning, with signature assignments administered in all sections each fall and spring. The content learning in the core classes is contextualized around real-world challenges centering relevant social justice content. The pedagogical methods used to carry that content are engaging and exciting, making learning liberating and empowering. Additionally, faculty make no assumptions about students' academic skills with a carefully crafted curriculum to teach and repeatedly practice the four basic academic skills of quantitative reasoning, critical thinking, and oral and written communication. A series of four additional GE classes (Quantitative Reasoning, Oral Communication, Written Communication, and Critical Thinking, sometimes referred to as the "golden four") are linked to Metro's core courses and are used to cohort Metro students by academy. The linked classes meet twelve lower division GE requirements in all majors at SF State.

To ensure the students' academic success and retention, Metro assigns a faculty coordinator to every academy. The coordinator teaches the FYE course to half of their cohort in the fall (n=35) while the other half (n=35) enrolls in the spring. The coordinators manage their students intensely in year one and with a lighter touch in year two, assuring that no student falls through the cracks. The coordinators' efforts are bolstered by a broader Student Services team that supports students with timely advising, tutoring focused primarily on quantitative reasoning, peer support for course registration, major identification, emotional support, and help to navigate the bureaucracy of SF State.

Faculty teaching Metro students are also encouraged to work together as a community to succeed and flourish in the classroom. Instructors are required to participate in a forty-five-hour faculty learning community (FLC) that is typically completed over two semesters. The FLC deepens faculty awareness of ways to integrate critical pedagogical principles in the classroom, learn and practice engaged teaching, and build mutual support to reflect on and improve their teaching practices. To date, Metro faculty have completed approximately 9,000 hours of professional development, and we have around 120 active faculty members currently working with Metro's Curriculum and Faculty Development (CFD) team.

The Metro Data Student Success System (MD3S) (using Tableau, CS, Salesforce, and SETEs) undergirds all aspects of our work. The comprehensive data provided by the MD3S system guides the program's management, discussions of our strategic opportunities, and evaluation of impact.

Metro's Impact

Below is a visual of Metro's student demographics and the impact of their participation in Metro on their retention and graduation. In this presentation, Metro's historically underserved population outcomes are

carefully matched to a comparison group (constructed by SF State's Institutional Research Office on the following six factors: admit term, ethnicity, income, English/Math pathway, first-generation and whether their intended major requires calculus or statistics). Using this comparison group, Metro students are graduating in five years at 10% higher and at six years at 16% higher than the matched comparison students.
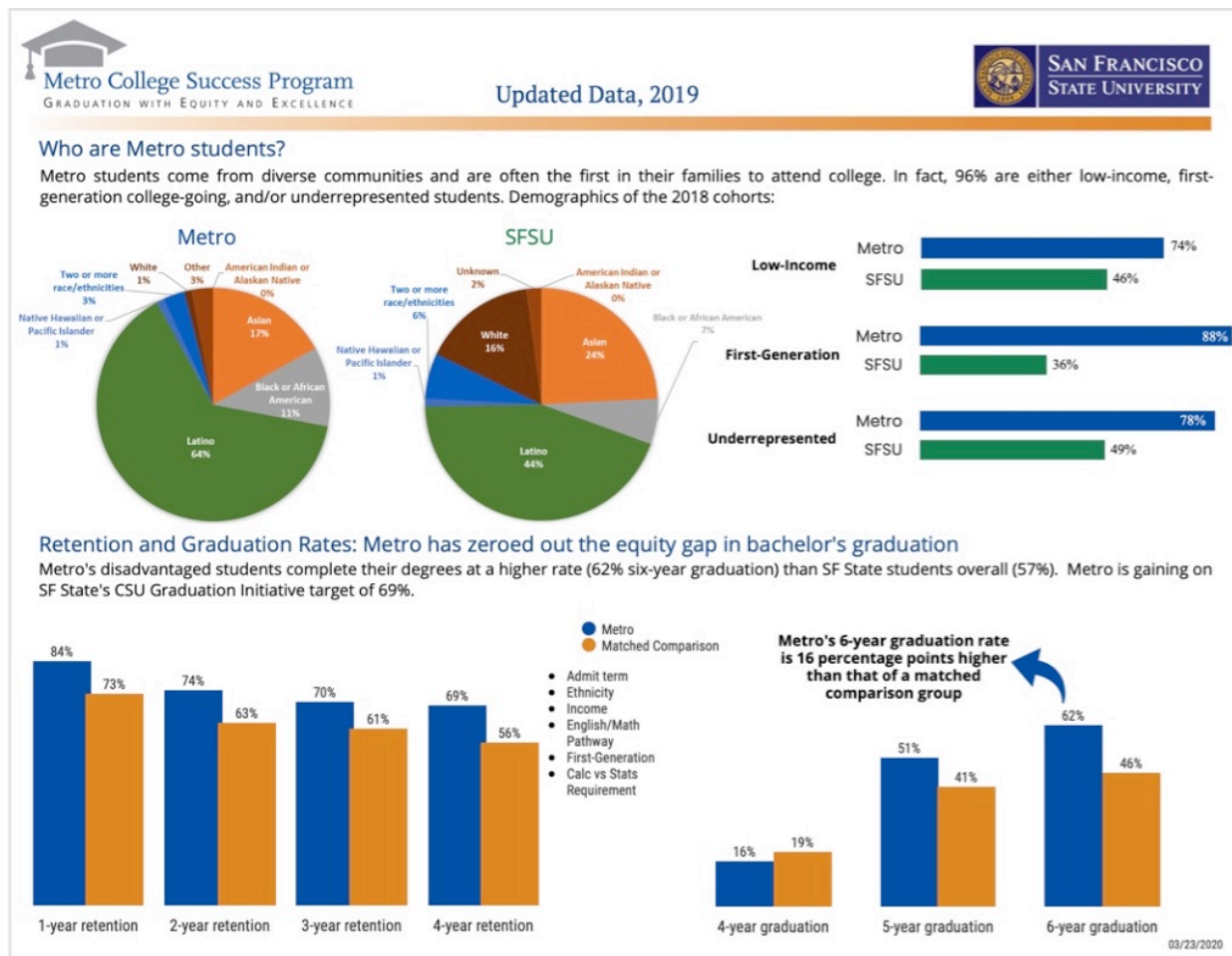
Figure 1: Metro Data Flyer, AY 2019

Readers can find a more thorough look at Metro student data and in the linked Metro's Tableau data books, including descriptive analytics of the program, student demographics, as well as persistence, retention, and graduation rates of Metro and their matched comparison group

Metro Closes the Equity Gap

The tables below show 3rd, 5th, and 7th term persistence and 4th, 5th, 6th, and 7th-year graduation rate differences between Metro FTF students and all SF State FTF students who have not participated in the program (Non-Metro), grouped by ethnicity and gender. The last table shows the graduation rates (Metro vs. Non-Metro) for each group. Favorable rates, indicated by blue tones, represent higher Metro rates than the Non-Metro rates, and negative rates are purple. For 2013, Metro did not have any White males, thus the dark purple color. Most rate differences favor Metro, often in the double digits (except for 4-year graduation, because 73% of Metro students for the 2013 to 2016 cohorts needed remediation (this requirement was dropped for the 2017 cohort) versus only 49% for all SFSU students[1].) These results indicate that the Metro program effectively increases retention and graduation for all its participants

regardless of ethnicity and gender. Moreover, looking at 6-year graduation (Table 4), many differences are higher than 5%, considered policy-relevant in higher education research field[2]. Also, Metro's rates are either closer to or exceed the 69% 6-year graduation goal for SF State as established by the CSU's 2025 Graduation Initiative.

Table 1: Third Term Persistence Differences by Ethnicity and Gender

Metro Difference in 3rd Term Persistence

	Latino		Black		Asian		White	
	F	M	F	M	F	M	F	M
2013	+7%	+12%	-11%	+24%	+4%	+12%	-14%	-76%
2014	+10%	+9%	+14%	+6%	+10%	+8%	+11%	+23%
2015	+9%	+5%	+5%	+16%	+4%	+8%	+15%	+24%
2016	+9%	+14%	+0%	+1%	+7%	+4%	+9%	+24%
2017	+14%	+11%	+8%	+13%	+0%	+11%	+12%	+27%
2018	+14%	+8%	+3%	-2%	+5%	+8%	+5%	+18%
2019	+15%	+22%	+19%	+11%	+14%	+12%	+27%	+20%

Table 2: Fifth Term Persistence Differences by Ethnicity and Gender

Metro Difference in 5th Term Persistence

	Latino		Black		Asian		White	
	F	M	F	M	F	M	F	M
2013	+11%	+13%	-1%	+21%	+11%	+12%	+0%	-61%
2014	+13%	+9%	+16%	+7%	+10%	+12%	+7%	+41%
2015	+13%	+13%	+8%	+25%	+13%	+9%	+27%	+12%
2016	+9%	+19%	+2%	+3%	+5%	+4%	-14%	+34%
2017	+13%	+9%	+10%	+13%	+2%	+12%	+19%	+27%
2018	+11%	+11%	+6%	-4%	+9%	+9%	+19%	+20%

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[1] SFSU students needing remediation rates: 49% from 2013 to 2016 cohorts was 49%; 2017 no remediation in the CSU; SFSU Institutional Research

[2] Thomas Brock, Ph.D., Director, Teachers College Research Center, Columbia University

Table 3: Seventh Term Persistence Differences by Ethnicity and Gender

Metro Difference in 7th Term Persistence

	Latino		Black		Asian		White	
	F	M	F	M	F	M	F	M
2013	+ 7%	+ 13%	+ 5%	+ 30%	+ 9%	+ 10%	+ 7%	- 55%
2014	+ 14%	+ 4%	+ 16%	+ 11%	+ 8%	+ 5%	+ 13%	+ 30%
2015	+ 10%	+ 11%	+ 11%	+ 18%	+ 13%	+ 16%	+ 33%	+ 8%
2016	+ 7%	+ 19%	+ 6%	- 7%	+ 3%	+ 9%	+ 5%	+ 40%
2017	+ 14%	+ 10%	- 2%	+ 21%	- 3%	+ 17%	+ 26%	+ 35%

Table 4: Graduation Rate Differences by Ethnicity and Gender

Metro Graduation Rates Compared to Non Metro

		Latino		Black		Asian		White	
		F	M	F	M	F	M	F	M
4 Year	2013	31% vs. 22%	6% vs. 11%	10% vs. 21%	0% vs. 15%	26% vs. 25%	0% vs. 19%	33% vs. 28%	0% vs. 21%
	2014	23% vs. 25%	11% vs. 10%	17% vs. 23%	13% vs. 13%	25% vs. 29%	18% vs. 20%	42% vs. 41%	8% vs. 20%
	2015	16% vs. 24%	7% vs. 12%	14% vs. 22%	4% vs. 17%	29% vs. 27%	21% vs. 22%	33% vs. 34%	11% vs. 24%
	2016	27% vs. 26%	17% vs. 15%	28% vs. 29%	0% vs. 24%	21% vs. 34%	13% vs. 21%	44% vs. 39%	14% vs. 25%
5 Year	2013	59% vs. 49%	39% vs. 40%	40% vs. 50%	60% vs. 36%	61% vs. 56%	73% vs. 50%	67% vs. 49%	0% vs. 44%
	2014	56% vs. 47%	36% vs. 28%	51% vs. 41%	38% vs. 34%	61% vs. 61%	59% vs. 49%	58% vs. 56%	50% vs. 41%
	2015	49% vs. 44%	21% vs. 33%	47% vs. 45%	39% vs. 29%	65% vs. 57%	58% vs. 51%	67% vs. 51%	33% vs. 46%
6 Year	2013	65% vs. 56%	52% vs. 50%	55% vs. 64%	60% vs. 41%	78% vs. 64%	73% vs. 60%	67% vs. 55%	0% vs. 50%
	2014	60% vs. 53%	44% vs. 36%	60% vs. 47%	44% vs. 38%	72% vs. 69%	67% vs. 58%	67% vs. 60%	67% vs. 46%
7 Year	2013	68% vs. 60%	58% vs. 51%	60% vs. 68%	60% vs. 42%	78% vs. 67%	73% vs. 65%	67% vs. 56%	0% vs. 52%

Since 2013, SF State has seen a 5% decline in the retention of all FTF into their sophomore year (3rd semester). Many initiatives funded by CSU's graduation initiative are now underway at SF State to reverse this trend. Metro is a program aimed at eliminating the equity gap in graduation, which has grown since 2013. Addressing the equity gap is imperative for SF State to align with its core value of social justice. It is also critical for SF State to reach its 2025 graduation goals as its share of URM students has risen substantially, from 37% in 2013 to almost 50% in 2020. Metro is currently serving nearly half of all

incoming URMs (48%). Consistently retaining students into the 3rd semester at higher rates than the general student population, Metro shows significantly higher rates when comparing URM Metro students to the URM students in the larger SF State population who are not in Metro.

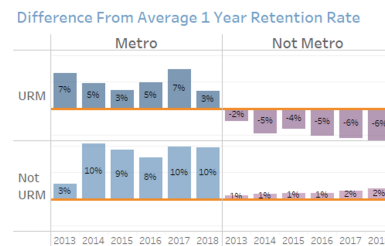## Exploring Retention: Full Picture
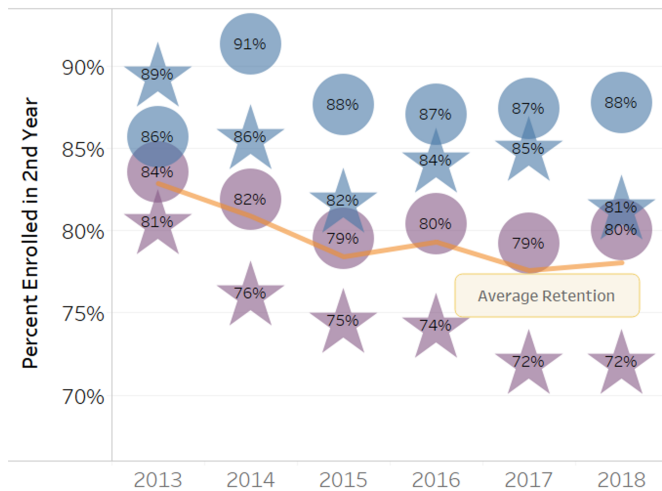
METRO COLLEGE
SUCCESS PROGRAM

Figure 2: Retention Statistics from 2013 to 2020

A further look at Metro's positive impact on retention focusing on the first two years comparing Metro students to non-Metro students through the lens of ethnicity, can be found here.

Metro Cost-Efficiency Study 2020
The technical expert on this study was Dr. Robert Johnstone of the National Center for Inquiry and Improvement. Dr. Johnstone has carried out cost efficiency studies of higher education programs since 2005. (More information on Dr. Johnstone's methodology here.) This study identified the annual spending on Metro and non-Metro students and calculated retention and graduation rates for both groups, using fiscal actuals from the 2018-19 academic year and institutional data on costs and student outcomes from the 18-19 AY. The 2018-19 AY was chosen because it was the most recent full year of data, and not affected by the Covid-19 pandemic. With the help of Institutional Research, Metro created a comparison group matched on several variables, including low-income status (Pell-eligibility), URM-status and first-generation status for first-time freshmen. The study compared Metro student outcomes to this matched comparison group. For more on these student outcomes, please see Metro's Tableau data set. For the full cost study calculations, please see the Cost Study Worksheet here.

This study looks at the 'added cost' of the Metro program. Thus, it does not include the cost of the services that all SF State students receive, such as the instruction cost of required GE courses offered in Metro. General education courses are required for *all* students; thus, they are not "added cost." Other general expenses such as the cost of building maintenance are also not included. The calculations do include salaries and benefits for all Metro staff, non-instructional faculty, and coordinators, along with student assistants' costs, faculty stipends for training, software/database costs, printing, and office supplies.

Cost reduction per graduate

Metro requires an additional investment of $920 per student per year for two years—a 6.3% increase—yet ultimately **reduces overall costs per graduate by 13.2%, or $14,010, leveraging each dollar of investment almost eight times**.
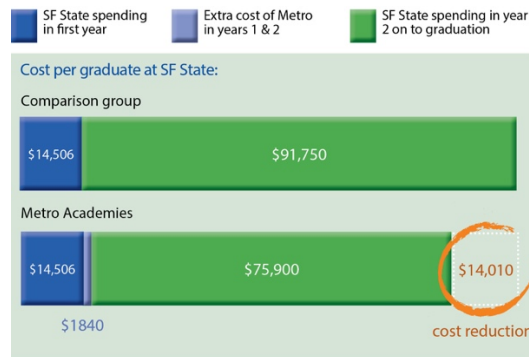
Increased enrollment + retention = increased revenue

Because less funding is expended on unfinished degrees and excess units, Metro reduces the cost per graduating student. To illustrate this point, if a student drops out after their first year at SF State, more than $14,000 has been spent between student tuition and state-allocated FTES funding—but without resulting in a degree. Among Metro students, retention into the second year is 11.4 percentage points higher than their matched comparison peers. The effects of this intervention continue long after students complete the two-year program. The majority of Metro students have graduated by the five-year mark, with a **six-year graduation rate that is 16.5 points higher than their peers**. Additionally, Metro students graduate with five fewer units than SF State students overall—approximately 126 vs. 131 units— because they receive close guidance to stay on path.

Retention and Graduation Outcomes in AY 2018-19: Metro vs. Comparison Group
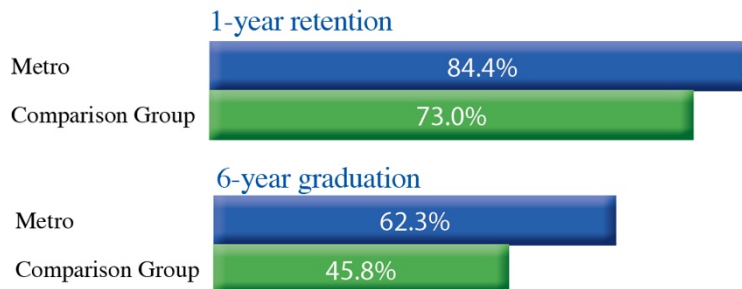
Next, we take a deeper look at the financial implications of enrollment and retention for the university. We note that the CSU does not operate on a performance funding basis, in which the state allocates university revenue on a "per graduate" basis. However, full enrollment helps stabilize state FTES funding at its current level. SF State experienced approximately a 25% drop in enrollment for first-year students in the fall of 2020 (we assume this is largely because of the Covid-19 pandemic). This loss involves a significant loss of student tuition income and, over time, could potentially lead to a decrease in state FTES funding. A hypothetical example conveys a sense of the order of magnitude of this issue. In the fall of 2020, Metro filled at 100% capacity, serving 900 first-year students, or 32% of the 2020 freshman class. If Metro had experienced a similar 25% decline of its 900 FTES, that would equal a loss of 225 FTES. Such a loss could mean a reduction of $1,563,750 loss in tuition revenue and a potential $1,700,100 loss in apportionment funding from the state, totaling a $3,263,850 potential loss in revenue to SF State. Multiply that loss over the five or six years of enrollment until graduation, even when

considering attrition, and the result shows a substantial financial cost. By maintaining its full enrollment, Metro helps stabilize the state's continued level of student tuition dollars and FTES funding.

Furthermore, if SF State FTFTF had achieved the same 6-year graduation rate as Metro students in AY 2018-19, the university would have produced an additional 206 graduates. While this is a modest number, the financial implication of simply having those additional students on campus for each of the five or six years until graduation translates to about $2,988,236 in tuition and state-allocated FTES funding in each of those years. Even if we were to only look at tuition, these students bring almost $1.5 million each year to the university.

To better understand the potential financial implications of Metro's effect on SF State's six-year graduation rates, let us explore another hypothetical scenario: What if the university would choose to invest another $644,000 for an additional five Metro academies, serving an additional 350 first-year students, and costing a total of $322,000 each year for two years? If those Metro students also achieved a 62.3% graduation rate, this investment would bring an additional 218 graduates annually. Between tuition and state-allocated FTES funding, the amount of revenue that these 218 graduates represent is almost $19 million ($14,506 annual funding * 218 students * 6 years). In a financial market, one would not hesitate to make an investment with such impressive returns—not to mention the many non-economic benefits associated with graduating more students and at a higher rate.

The modest extra costs of the Metro program at San Francisco State ($920 per student per year, for two years, totaling $1,840) are more than outweighed by net cost reductions per graduate ($14,010). Metro students have less attrition, with a retention rate that is typically 10+ percentage points higher than a matched comparison group. Metro's strong enrollment and retention help stabilize the state's continued level of student tuition dollars and FTES funding and for the university, so that the program more than pays for itself.

Metro Organization and Governance

Metro Executive Director (ED) and co-founder Mary Beth Love (with Vicki Legion, CCSF faculty partner) report directly to the Dean, previously Dean Lori Beth Way in DUEAP and soon to be Dean Amy Sueyoshi in the College of Ethnic Studies. The ED directly supervises the four main Divisions in Metro, including Fiscal and Human Resources, Program and Administrative Operations, Data Engineering and Analytics, Curriculum and Faculty Development (CFD), and Student Services. Further, the ED collaborates with the department leadership of the newly hired tenure track student services (T2S2) faculty to guide their formally aligned work with Metro.   To see the Metro College Success Program's Organizational Chart, click here.

Staff and Faculty Resources
Metro currently has a very diverse and passionate core of staff and faculty. As of fall 2020, Metro has six permanent, two probationary, and one temporary staff position (for Metro faculty and staff resumes, click here). Their classifications, FLSA status, gender, race, and position numbers Metro are enumerated under the staff tab in the workbook (Table 2) at this link: Metro Fac & Staff Employment Data, Demographics & Office Location. A two-year agreement for AY 18-20 and 19-20 have the Executive Director hired as an academic year full professor bought out 100% from the College of Health and Social Sciences. Three full-time, twelve-month lecturer faculty (Savi Malik, Gustavo Lopez, and Tina Bartolome) serve in Metro leadership roles. Part-time lecturer faculty, Paul Previde, is appointed to direct the Metro Academic Resource Center (MARC) and provide leadership for Metro's data management system, while a second lecturing faculty Olive Mitra is both teaching and leading curriculum and faculty development. A Metro coordinator manages each of Metro's thirteen academies. Coordinators teach a first-year experience

course for two academies (usually in the same college) while also case-managing the academic and social needs of 280 students per year. Gustavo Lopez, who leads the Health 1 academy, also serves in leadership, managing the coordinators' work. The number of part-time teaching faculty varies from semester-to-semester following the incoming class's size and student retention moving through the first four semesters. This fall, Metro employed fourteen part-time lecturers to teach the Metro core and quantitative reasoning courses. The attached workbook link provides more details on all the faculty and staff hired within Metro (Metro Fac & Staff Employment Data, Demographics & Office Location). Finally, Metro collaborated to secure three tenure-track student success faculty hired last academic year with CoES, COSE, and LCA. In collaboration with Engineering, English, and Race and Resistance Studies, Metro participated in the hire of three T2S2 faculty. Metro is working with all three new faculty and their academic home leadership to move forward with the proposed student success-oriented projects led by the new T2S2 hires. To learn more about the student success projects unfolding with the new hires, follow the links below:

1. T2S2 Race Resistance Studies Proposed Project with Metro
2. T2S2 Engineering Proposed Project with Metro
3. T2S2 English Proposed Project with Metro

Student Leadership
Student assistants, titled Student Leaders in Metro, have long been a critical part of Metro's effectiveness. Metro Student Leaders provide near-peer student support and extend faculty and staff capacity. Metro currently has twenty-seven student assistants working on an average of twelve hours per week. The reader can find a list of these students with job codes, pay rate, supervisors, job titles, and hiring fund by clicking here.

Under the student services leadership of Danny Gabriner and Rose Carmona, Metro continues to programmatically refine their roles and responsibilities, building a community of support and creating a framework to expand their skills as Student Leaders. Not only are these Student Leaders helping Metro accomplish our program goals, but they are gaining the skills and experiences that will help them throughout their lives. The various roles Student Leaders play in Metro and how they are deployed to interface with Metro students to increase retention and graduation are elucidated here in the Metro Student Assistant Planning Guide.

Governance
As program ED, Dr. Love currently meets with Dean Way weekly. In January, that meeting will shift to the Dean of Ethnic Studies, Amy Sueyoshi, with whom she will meet monthly with shorter impromptu meetings as needed. The program's Core Leadership team facilitated by Dr. Love brings together the three long time leaders in Metro serving as the program's decision making and direction setting team. Members include Dr. Savita Malik as the founding Director of the Curriculum and Faculty Development Division; Celia Graterol as the founding Director of Data Engineering and Analytics Division; and Dr. Rama Kased as the founding Director of Student Services. The Leadership Team meets weekly for two hours to discuss current challenges and set Metro's work direction. The ED meets weekly, one on one, with each leadership member to discuss the work in their areas of primary responsibility.

A second leadership tier forms the Metro Council. Its composition includes "on-the-ground" leaders working within each program area. The Council meets biweekly to ensure collaboration across areas of work and to discuss challenges and opportunities facing Metro. Paul Previde represents the data team as a data system administrator and interim Faculty Director of Metro's academic resource center (MARC). The Coordinator of Coordinators, Gustavo Lopez, represents their voices in those meetings. Tina Bartolome is present as the Associate Director of CFD. Rosa Carmona and Daniel Gabriner join, working

closely to lead the student services team. Phonita Yuen represents the administrative team, and Steve Puig, Metro's AOC, keeps minutes.

Each Director has weekly meetings with their teams to direct and supervise the work in their area. Dr. Rama Kased, the Student Services Division's original architect, was awarded a T2S2 position in Race and Resistance Studies (RRS), a new tenure-line formally affiliated with Metro. As a result, Dr. Kased's primary responsibilities at SF State have shifted this year. As part of her primary responsibility as a tenure track faculty in RRS, Rama has a .20 or 8 hours per week to work with Metro. In this capacity, she assumes the role of Metro's Faculty Director of SS to provide broad guidance to the entire student services team as needed and to participate in Leadership meetings. She specifically is responsible for supervising the Stupski funded second-year experience grant and leading the student recruitment and orientation aspects of Metro's work. Dr. Kased's former responsibilities for overseeing leaders in Advising, Tutoring, Communications, and Coordination have now shifted to the ED. To review Metro's governance committee structure, purpose, and schedule, click here.

Policy and Procedures:
Metro's fiscal and human resources manager, Phonita Yuen has developed a Policy and Procedures Manual for Metro. It is a thorough overview of Metro's procedures for hiring, onboarding, separation, benefits enrollment, reporting hours, staff performance reviews, key requests, emails, vacation logging, and much more. The manual also lists the program's policies to date, such as faculty evaluations, coordinators' performance reviews; and, a procedure for formally recognizing the loss due of a Metro student (we have lost five in our 10-year history). To review Metro's policy and procedure manual, click here.

Metro Financial Status

Metro was grant-funded for its first seven years, raising $10.4 million from fourteen different national, state, and local funders (click here for the history of Metro funding). In 2013, Metro was awarded our first permanent funding by the CSU Chancellor's Office received as part of the *Reducing Bottlenecks and Improving Student Succe*ss competition. Metro was one of two programs state-wide to receive a sizable permanent grant of $675,000, providing our first ongoing permanent funding. In 2015, Metro received its second infusion of $400,000 in general fund monies from the SF State Student Success Initiative. These two general fund allocations stabilized the program, moving it forward to becoming institutionalized as a general fund dollar-supported program.

General Fund Financial Resources
Metro's (ID # 3428) operational budget consists of three different funds. The NG001 account is a general fund account covering the bulk of our expenditures to compensate Metro's full-time faculty, staff, and about half of our lecturers. SF State's Student Success Graduation Initiative's (SSGI) annual allocation to Metro of $400,000 makes up the money in the NR025 account. The University Cabinet proposed and the President endorsed the ongoing funding to cover the costs of Metro's expansion called for in the campus SSGI plan. Metro's third account is a general fund account (NR 401). The dollars in this account originate from California's Innovation in Higher Education, $3,000,000 awarded in 2016 to Metro at SF State and our partners at CCSF. One-third of this award was allocated to CCSF to support the four Metros on their campus. Metro has used about 10% a year from the remaining two million to fund student assistants and operational costs each year. Table 5 below is our beginning balance in each of these three accounts for the fiscal year 20-21.

Table 5: Metro Account

Metro Accounts FY 20-21				
2020-21 Est. Budget	NG001	NG025	NR401	Grand Total
Beginning Balance	1,186,799.00	305,000.00	300,000.00*	1,791,799.00

A more in-depth look at Metro's operational budget can be found in this excel workbook ([2020-21 Operational Budget),](#) which shows the expenditures in each of Metro's three accounts.

*Given budget decisions FY 19-20, $100,000 of 025 funds were provided to Metro via NR 401, but the university commitment is to load $400,000 in 025 funds going forward.

Fiscal resources at Ucorp and ORSP
Metro currently has three accounts under the University Corporation (UCorp) and one grant with ORSP. The first of these accounts (47977) has an expected balance of $11,599 due to a recent donation from one of our former graduate student assistants. Metro also has a Ucorp account (50568) set up expressly for donors interested in contributing to Metro student scholarships with a current balance of $2,000.00. Our third account (48100) is the Metro/Genentech Scholars Program in collaboration with Frank Bayliss and the Biology Department's grant from the Genentech Foundation ([Metro/Genentech Scholars Program](#)). This funding supports Metro's partnership with Genentech Scholars Program. Metro recruits students to be Genentech scholarship and support students in their academic success in their first two years at SF State.

Fiscal Resources ORSP
Metro has a one-year grant of $118,000 from the Stupski Foundation. The grant supports one staff member to plan and implement an intervention entitled Sophomore Retention Project to increase Metro students' retention from the fourth to the fifth semester. That grant agreement and budget can be viewed from this link: [Metro Sophomore Retention Project (Stupski).](#)

Metro Space
The Deans of the six Colleges at SF State agreed to provide each academy Coordinator serving their students an office space and a computer. Metro also has space in HSS allocated as part of the transition out of CHSS, our original College home, and into DUEAP. Please refer to [Metro Fac & Staff Employment Data, Demographics & Office Location](#) to find the rooms currently allocated to the Metro. In addition to the rooms listed in this document, Lori Beth Way, Metro's Dean, identified Metro HSS 344 as available for the AY 19-20 to house two Metro STEM Coordinators, two CHSS Coordinators, and their four student assistants. However, this space is only available until the fall of 2021, when it is reserved for COSE faculty as a surge space while the new Science building is being renovated.

Curriculum and Faculty Development

One of the Metro program hallmarks is the integration of curriculum and faculty development with student services. Metro's curriculum and faculty development arm are responsible for the conception, development, and execution of all of the Metro core courses and the recruitment, training, and evaluation of all faculty working in the program. The team consists of Dr. Savita Malik, Director, Tina Bartolome,

Associate Director, Olive Mitra, Assistant Director, and Fatima Campos, Student Leader. There is also a commitment to maintaining the Metro relationship with the City College of San Francisco, which leads to a dedicated partnership with Beth Freedman, Chair of Health Education, and Sarah Wongking Tanuvasa, Director of Metro at CCSF.

Social Justice Integration
Metro's commitment to social justice can be seen through a collaboratively designed framing document, guiding curriculum, and faculty development. All of the Metro core courses also meet Program Learning Outcomes, embedded in social justice, constructed with faculty from English, communications, ethnic studies, public health, and mathematics. These outcomes guide the Metro core courses and are integrated into the Metro GE classes, further explained below.

Course Pathways
The team continues to be instrumental in designing the course pathways that students take in their first two years of college. Each academy has a specific path that dictates what courses are taken and in what order. A simple version of the 13 pathways can be found in this document. These pathways contain courses that are linked, sequenced, and scaffolded over four semesters. Each of the Metro core courses is linked with a GE course representing one of the Golden Four (written communication, oral communication, critical thinking, or quantitative reasoning) and satisfies the university's general education requirements. The Metro core courses also meet general education Area C: Arts and Humanities, Area D: Social Sciences, and Area D: History.

The curriculum team develops courses at all levels of the program. The Metro core courses consist of the first-year experience (ETHS 100, ETHS 120 and COMM 120), second-year experience (ETHS 221 and RRS 250), and a capstone course (ETHS 241, HIST 121 and RRS 240) that all students in the academies take in their first two years of school. The team has developed ETHS 120, ETHS 221, and ETHS 241 as scaffolded courses that move students from an individual perspective to community to a social and historical perspective on social justice issues. Each class has a series of signature assignments that are detailed here. The team, with funding from the Undergraduate Dean, developed two statistics for social justice courses (AU 116 and 117), which meet Area B4: Quantitative Reasoning for students no matter what pathway they place into with the university. These courses teach Metro students statistics using engaging, real-world social challenges most of which our historically underserved student live on a daily basis.

Current Curricular Projects
This past spring, in the move to remote learning, the team developed (with faculty support) comprehensive iLearn sites with lesson plans, course materials, readings, and activities for each of the core courses. These course shells provided a background for all faculty and used as a template for teaching all classes this semester. The capstone course site is currently under development and will be ready for use at the beginning of January 2021. Click here to see a sample screenshot of the iLearn courses that were developed.

In conjunction with Metro's efforts to redesign courses for remote modalities, this past year, the team wrote a proposal to the Center for Equity and Excellence in Teaching and Learning (CEETL) to reimagine the general education pathway. The goal is to look more closely at critical thinking, oral communication, and written communication, so they align with one another and use anti-racist assessment practices. The current scaffolding exists in the English courses, but there has not been an intentional linking between critical thinking and oral communication classes. Given the focus on social justice in Metro, this aspect of the curriculum team is dedicated to seeing the commonalities between these courses

and designing pathways that move from one semester to another. The full proposal for this work can be found here.

Metro's curriculum team also took on a series of projects directly related to the recent Tenure Track Student Success Faculty hires in Engineering, English, and Race and Resistance Studies. Each hire has a specific curriculum task that is managed by Metro and supported by the team. The engineering hire, Dr. Stephanie Claussen, is redesigning the Engineering 100 course to include more specific social justice content while introducing students to the myriad of engineering careers. The English hire, Dr. Virginia Schwarz, is working with Metro to look at assessment practices, intending to transform grading to a labor-based approach that has traction around its ability to be more equitable. The Race and Resistance Studies hire, Dr. Rama Kased, is working with the team to design a two-semester course sequence that prepares students for careers in social justice and links them with organizations doing work in the city of San Francisco. Each of these hires is working with a member of the curriculum team to map out their project, explore the curriculum, and think about faculty implications. The work that we are doing collaboratively can be viewed through a sample of the in-progress partnership agreement, which can be found here.

Faculty Development
Since Metro's inception, faculty development has been an integral part of our approach to student success. Students can't thrive in a university environment unless faculty are consistently working on improving their teaching practice. The mission of our faculty development work (which we call a faculty learning community or FLC) is to transform our faculty into lifelong learners, committed to honing their craft and making curriculum relevant, engaging and purposeful. The FLC team strives to make each faculty member committed to social justice, engaged teaching, and reflection. The FLC mission and goals can be found here.

The FLC team is responsible for recruitment, orientation, training, individualized support, and Metro faculty evaluation. All faculty who teach in the program are asked to complete a 45-hour, comprehensive professional development program steeped in critical pedagogy and reflective practice. To date, Metro faculty have completed approximately 9,000 hours of professional development, and we have about 120 faculty members who currently actively interface with the FLC. The Metro faculty are nearly 100% adjunct faculty, and we make every attempt to mirror our students' demographics. Our faculty recruitment efforts target teachers who are underrepresented, come from a low-income background, and are first in their families to graduate from college. They also need to be on board with our teaching and learning approach, willing to incorporate social justice into their curriculum and practices, and deeply committed to education equity.

The faculty training consists of four major components: 1) an intensive 3-day summer institute exploring basic principles of critical pedagogy and social justice; 2) monthly workshops geared around a relevant topic; 3) bi-weekly small group meetings where faculty meet with other folks teaching their same content area as well as with faculty teaching the same students; 4) individualized coaching and support, including classroom observations and teaching demonstrations, as needed. Faculty are compensated $1000 for their completion of the 45-hour training requirement.

Faculty communication is another keystone of the FLC team's ongoing work. We send weekly resource round-up emails with curriculum, faculty development opportunities, and important announcements for our faculty to deliver to students. We also use our robust data system to track faculty hours, collect demographic information, and send out RSVP campaigns to our FLC events. These two communication mechanisms give us constant contact with the faculty and allow them to share resources they may come across in their networks outside of the university.

Metro's approach to teaching and learning and our commitment to critical pedagogy and social justice make our faculty training program unique. In 2015, Dean Alvarez and Associate Dean Elia of the College of Health and Social Sciences (CHSS) approached Metro to replicate our FLC for the incoming tenure-track faculty that year. Metro, in collaboration with Dr. Marty Martinson of the now public health department, adapted the FLC model and delivered it to the group of 14 incoming tenure-track faculty. Over the next four years, we continued to train the incoming tenure-track faculty in CHSS. Last year, we expanded this to the entire university, training approximately 40 faculty from all over campus. This work transformed faculty practice and has since been adopted by the Center for Excellence and Equity in Teaching and Learning (CEETL) to continue this work. A report on this project, submitted to the CSU Chancellor's Office, can be found here.

Evaluation of CFD Impact
The FLC team is committed to the ongoing support of faculty teaching in Metro. At the beginning of each semester, faculty receive a letter with Metro's procedure for support and evaluation of teaching. Faculty attend curriculum team meetings throughout the semester, with others teaching the same courses or content areas. These are spaces where faculty talk about exciting curriculum design, share lesson plans and activities, and get support from the team around how to teach a particular concept. This is also where signature assignments are explored and discussed in real-time. In the middle of the semester, the FLC team sends out a mid-semester evaluation designed to allow students to give anonymous feedback to faculty so they can shift things mid-stream. A screenshot of a few of the evaluation questions can be found here. These reports are compiled and shared with faculty after the FLC team has a chance to scan them for trends. The training during the semester often speaks to trends that are noticed in the mid-semester evaluations.

A member of the team also observes each new member of the Metro core course faculty. These observations typically happen in October or early November to notice where faculty may need more targeted support. The blank observation forms are shared with the faculty members before their class session, and the completed ones are discussed in a 30-45 minute debrief with the faculty post-observation. Faculty who might be struggling will work with the team to complete an individualized teaching plan and meet with a team member more frequently to check in on their progress.

The team also uses the MDS3 to gauge how many faculty complete the 45 hours and attendance at our events. After each training, we collect qualitative evaluation data that allows us to make real-time changes in our programming and gauge our work's impact on faculty over time. The team delivers a pre-and post-survey during the Summer Institute, which shows faculty beliefs changing from before the institute to after. 95% of our faculty report a substantial shift in their understanding of critical pedagogy, how to teach using social justice principles, and feel more reflective as practitioners post-Metro training.

Finally, the team serves the university at large in a myriad of ways. Team members serve on the CEETL advisory board, the Faculty Advisory Board of the Experimental College and participate in faculty developers' collaborations throughout campus. They have engaged in conversations with the First-Year Experience committee, the work being done in the College of Science and Engineering around supporting engaged faculty and continue to promote and support professional efforts all over campus.

Student Services

The Student Services Team (SST), the most student-facing division in Metro, serves the entire Metro student community with approximately 3,000 students. This team consists of faculty and staff, leading outreach, advising, coordination, tutoring, sophomore retention, upper-division, and comprehensive data

communications. The team's approach to student support centers a high-touch, timely and responsive commitment to each other and the students they serve. Through collaboration and dedication to serving Metro students, the team works to overcome any institutional roadblocks that prevent students from persisting and achieving their graduation goals.

Members of SST work closely with University partners to train, assess, and maintain quality services. Student Services (SS) team members serve the broader campus by bringing Metro's perspective to many university, and college-level committees focused on student success. These include the targeted intervention SSGI work group, AB540 Taskforce, First-Year Experience committee, University Advising group, New Student Orientation Work Group, the Senate's Enrollment Management Committee, and the Colleges' Student Success committees. Given the many interfaces with similar campus services, team members also meet regularly with units in Student Affairs and Enrollment Management, including EOP, Student Outreach Services, Admissions, and Registrar.

The SST employs a multitude of methods to ensure the retention and graduation of Metro's students. Each of those methods is detailed in the sections below.

Academy Coordination
Incoming freshman in Metro are assigned to board career themed academies associated with the Colleges at SF State. Metro directly serves close to 2,000 students in the lower division at full capacity, with ~900 in their first year and ~850 in their second year. An additional 1380 students are served with a lighter touch once they move beyond Metro into upper division and their major. Each academy employs a program coordinator, who oversees the students in their years in Metro. There are thirteen academies and seven coordinators, most of whom are responsible for two academies, with one coordinator, Gustavo Lopez, manages the other coordinators.

Table 6: Metro Academies and Academy Coordinators

Name of Metro Academy	Academy Coordinator
College of Business Academies I & II	Danny Chau, EdDc, SF State
College of Education Academy	Mark Bautista, Ph.D., Education UCLA
College of Ethnic Studies Academy	Mark Bautista, Ph.D., Education UCLA
College of Liberal and Creative Arts Academies I &II	Meagan Nance, MS
Health and Social Science I Academy	Gustavo Lopez, MS
Health and Social Science Academies II & III	Raju Desai, PhD
STEM I & II	Genievive del Mundo Mendieta, MS
STEM III & IV	Natasha Crawford, MS

Roles and Responsibilities of the Metro Academy Coordinator
Full-time coordinators teach two sections of the Metro FYE course, accounting for 40% of their workload. Beyond teaching two classes each semester, the academy coordinators spend 60% of their time ensuring the academic success and retention of their academy students at SF State. To fulfill this aspect of their job, they are responsible for achieving five goals, detailed in the coordinator job description, that support students' academic success and increase student enrollment. The goals set performance expectations for coordinators in the following areas:

- Holding face-to-face meetings with students.

- Intervening when needed to provide emotional and instrumental support.
- Encouraging advising and education plan completion.
- Referring and promoting MARC's tutoring and group homework sessions.
- Engaging with up to six faculty teaching in each of their curricular pathways.

Metro's Student Services data manager, in collaboration with the Data Engineering & Analytics team, provides coordinators relevant data at least three times per semester to each coordinator. This data is used to ascertain to help coordinators assess and make progress towards achieving the performance goals.

Coordinators complete an assessment of the previous academic year on several metrics. They compare their cohorts' retention and graduation data against Metro as a whole and other Academies' retention achievements. They also review five student support goals to assess their performance as a Metro Coordinator and complete a comprehensive reflective report known as the Metro Coordinator Cohort Analysis and Self-Assessment (CASA). A two-hour review is then scheduled with the Metro Executive Director and Assistant Director of Academy Coordinators to discuss data findings. To complete this cohort and self-assessment, the coordinators received the following types of data from the Metro Data Team:

1. Cohort demographics including ethnicity, gender, and declared major;
2. Retention of students the coordinator is currently case managing and those who persist into upper-division;
3. Graduation rates for those Coordinators whose former students have continued through enough semesters to graduate.

From here, data is provided on each of the coordinator's success metrics as well as on teaching effectiveness, including:

1. Number of coordinator interactions
   a. The expectation is that the coordinator will meet 80% of their freshmen at least once in their fall and spring semesters
2. Percentage of students visiting the Metro Academic Resource Center (MARC)
   a. The goal is that 30% of students visit and 15% of students access tutoring there
3. Number of completed academic education plans
   a. Education plans are a course expectation in all the Metro core courses, so the goal is 90% of students get an advising check-in and a year one education plan
4. Number of academy class visits & presentations
   a. Coordinators locate courses that teach students in their academics and visit the classes throughout the semester to offer support to students around school deadlines, scholarship opportunities, and community work
5. Number of academy team meetings
   a. Coordinators meet three times per semester with the Metro faculty teaching their academy students. Metro has set a goal minimum passage rate of 85% in all Metro courses.
6. Teaching effectiveness gleaned from their mid-semester evaluations as well as their SETEs.
   a. Faculty use the data given to them by the CFD team to make changes to their teaching practice in real-time. The current Metro Coordinators perform exceptionally well with an average SETE score of 1.42 in the fall and a 1.49 in the spring.

Academic Advising
Metro's advising program provides year-round academic advising services to Metro students and is led by Rose Carmona. For first-year Metro students, advising is provided through collaboration with the Undergraduate Advising Center's (UAC) professional academic counselors and Metro trained peer student leaders. In partnership with Rose Carmona, DUEAP Advising Leadership assigns an advisor to each academy to provide holistic and meaningful advising services that support Metro Academy students' retention and degree completion. Each UAC advisor completes the following three tasks with Metro students in both the fall and the spring semester each year:

1. Three classroom visits per semester to Metro's first-year experience course to conduct workshops and set up appointments
2. Check-in Appointment: each student is required to conduct a check-in appointment with their advisor at the beginning of the semester.
3. Education Plan Appointment: each student is also required to conduct a one-hour meeting later in the semester to complete a year one education plan

Metro also holds regular drop-in advising in the Metro Advising Center, where students can drop-in any day of the week and are greeted and supported by Metro Student Leaders. For the more complex advising challenges, student leaders refer the student to their assigned professional advisors in the UAC or Metro's graduate advising interns' drop-in advising hours

Sophomore Retention Project
This year, the SST added the Sophomore Retention Project (SRP), which addresses the slump that often happens in the second year, where students can lose momentum and motivation. As a targeted intervention, SRP aims to serve Metro sophomores who are on or near academic probation; have not declared a major; have had financial holds, or are identified as in need of support by first- or second-year instructional faculty. Internal needs assessment data shows that these factors contribute to Metro's current 11% loss of Metro students in the transition between their second and third years. The project goal is to reduce, by 50%, the attrition from the fourth to the fifth semester at SF State.

Our sophomore retention specialist, Tobin Galang, leads a team of near-peer mentors to support students in completing the lower-division requirements. The SRP team supports undeclared sophomores' exploration and identification of majors and careers that open up their educational path (click here to for the Ed plan assignment and here to preview the tutorial slides for faculty). The SRP retention team conducts outreach efforts to second-year students by visiting Metro foundation courses, phone banking, sending emails, and posting on social media. Near-peer mentors, upper-division students who have also completed the Metro program create a sense of belonging and allow younger students to see that people from backgrounds similar to theirs can overcome challenges and serve as leaders. These mentors work to manage a caseload of our almost 200 target students who have yet to declare a major or are struggling with one or more "D," "F," or "W" grades by providing one-on-one check-ins, peer mentoring group sessions, workshops, clubs, and social events.

The SRP approach helps students stay connected, foster a growth mindset, and internalize a resilience culture. The SRP also works to shift program and institutional culture, encouraging faculty to understand and foster a growth mindset among students and change the negative messages for academic probation. An additional goal is to support faculty through developing training modules for staff and faculty to practice framing these challenges and setbacks as opportunities to grow and make a plan for success. Additionally, faculty engage in further training to improve how they build community inside and outside the classroom, help students explore and choose the right major, and guide students to develop plans for working towards graduation and exploring possible careers.

The Metro Academic Resource Center (MARC) is now in its 7th year of operation. The MARC serves hundreds of Metro students each year and provides a space to build community and receive academic tutoring in math, writing, and the sciences. Although the center has been aimed primarily at first-year students, many sophomores and even upper-division students receive tutoring and other services.

The MARC is a critical component of the Student Services to help students within Metro succeed. It is run by Paul Previde, the Faculty Tutoring Director, who provides MARC day-to-day administration and aims to increase penetration into quantitative reasoning classes to provide just-in-time student support. Early intervention services are provided through communication with students, academy coordinators, and Metro class faculty, and all interaction data is entered into the Metro Data System. The MARC Coordinator is responsible for managing the space and providing tutoring, advising, and studying.

Although not causal, the Metro data indicates that students who come to MARC for tutoring retain higher rates than those who do not come in for tutoring. Attending multiple sessions helps even more than those who only attend one tutoring session.

1 Year Retention Tutoring

Figure 3: Retention and Tutoring Attendance

Additionally, students who receive tutoring receive fewer DWFs in their first semester. Avoiding 2+ DWFs in the first semester is a critical indicator for students and relates heavily to continued persistence and eventual graduation (SF State Campus Equity Report)

Percent of students with 2+ DWFs

Tutoring Sessions	2017 2+ DWFs	2018 2+ DWFs	2019 2+ DWFs
No Tutoring	19%	18%	17%
1 Session	5%	13%	12%
2+ Sessions	7%	7%	4%

Figure 4: 2+ DWF Grades and Tutoring Attendance

Outreach and Recruitment

Metro currently enrolls over 900 first-year students every fall into the program. The Metro recruitment and student outreach team recruits at local high schools and community-based organizations. The team relies heavily on the partnerships/collaborations it has forged. Metro currently has direct pipelines to over fifty high school and organizations which feed into the pool of first-time freshmen. The team also works closely with the Student Outreach Services on campus as a strategic partner to the high schools and community-based organizations.

Metro College Success Program targets first-generation, low-income, and historically underrepresented students. These characteristics are vital in selecting what schools are the highest priority for the outreach team. Also, SF State University publishes a Top Public High Schools Feeder list every year (FTF Top Public High Schools Feeders). This publication gives the recruitment team a guide for narrowing which schools have our targeted population and have many students who attend SF State. In the fall of 2019, when the University lost 25% of FTF, Metro's outreach team and their highly motivated student leaders fully enrolled all thirteen Metro's academies.

Summer Orientations

The student services team collaborates closely with University partners during summer orientations for incoming freshmen. Metro freshmen students who attend summer orientations join the general population of incoming students for the morning sessions but then break out into a Metro student group to receive one-on-one advising and registration support. The SST also conducts a parent orientation to understand the Metro Program and its benefits. We also use the summer orientations to recruit students for the program.

Supporting Academically Struggling Students

Students who received two or more Ds, Ws, or Fs in their first semester are shown to drop out at rates much higher than their peers (SF State Campus Equity Report). By pairing these students with a mentor working with Metro, the SST looked to provide support and help students stay connected to the university. In the first semester of the program, the results were quite successful, showing an increase in retention from the 2nd to 3rd semester from historical rates of around 60% to 82% for the most recent enrollment period.

Beyond Metro Retention Support

After conducting a focus group with Metro students who completed the program and continued at the university, the team decided to implement a light-touch program supporting students beyond Metro. We identified four target groups to best aid students' degree completion. These groups include undeclared students, have a low number of cumulative units, a low GPA, or are close to graduation. Students check-in with peer mentors and eventually support in a series of upper-division classes that connect them to social justice careers in San Francisco.

Enrollment and Registration Support

Each semester, the student services team works closely with the Director of Curriculum and Faculty Development to estimate the number and type of classes required for all freshmen and sophomore students. The group conducts detailed evaluations of what English and Math pathways our students are in and what general education requirements they have already fulfilled to approximate the number of seats Title V American Institutions requirements within the pathway

Before registration, the team coordinates the emails sent to each student detailing the classes they have been assigned and then monitors the students' shopping carts to confirm who is actively participating in

enrollment. Metro Student Leaders then outreach to students who are not engaging to encourage them to prepare for their upcoming registration date.

As registration starts, we actively monitor each class's fill rates and make recommendations for any adjustments that may be necessary. We have often seen that changing the caps slightly, adding additional courses, or releasing classes from our schedule can help ensure appropriate enrollment levels.   From the first day of registration through the third week of the semester, our entire team helps make sure students have a place to go for advice. We also phone bank heavily for students who have not registered to confirm their intentions to continue. Further, Metro has been working closely with the Registrar over several years to uncover the best and most efficient practice to strengthen retention using block enrollment.

The breadth of the SST proves the need for wrap-around services, comprehensive advising and tutoring, and clear outreach and recruitment efforts that support students before they get to SF State. A student that finds their way to Metro is guaranteed to feel held by coordinators, advisors, tutors, retention teams, and enrollment coordinators. All of these functions are informed by data, which is explained in the next section.

Data Engineering and Analytics Team (The Data Team)

Integrated within every aspect of Metro, is the data and analytical work of Celia Graterol, Director of Data Engineering and Analytics. Her team, formed by top-notch Computer Science graduate students, works to inform and ensure each division of Metro provides the most effective teaching and service strategies to historically underserved students to increase their retention and graduation rates. For the last two years, the Director has built a more robust and more efficient Data Team with the support and expertise of Paul Previde, who specializes in data mining.

Metro Data Student Success System (MD3S)
The Data Team collects, manages, and optimizes data flow to support students and their faculty to promote continuous program improvement. "Processing data systematically requires a dedicated ecosystem or a data pipeline, a set of technologies that form a specific environment where data is obtained, stored, processed, and queried." The Data Team started implementing Metro's data pipeline entitled the Metro Data Student Success System (MD3S) in 2011 using Salesforce as a customer relationship management (CRM) software for student recruitment. Since then, the Data Team has continuously built up a comprehensive system that supports data-informed decisions and program growth. MD3S leverages limited staff resources and creates a sustainable and scalable program with engaged prospects, students, faculty, and staff. MD3S consists of a set of interconnected cloud platforms and tools including Data Visualization (Tableau, Venngage, MS Excel, MS PowerPoint, Adobe Photoshop, and InSkape), Google & MS Office software, EAB (advising and soon tutoring service data), Salesforce and CS databases, GitHub Repository of Python scripts for data migration and manipulation, and IR reports of student, faculty, and course data.

Data Team's Functions
The following three functions of the Data Team strengthen Metro Leadership's ability to administer, monitor, and lead the program. The procedures also allow Metro faculty and staff to manage and support students in real-time efficiently.

Function 1: Leadership and Management

The Data Team Director is a member of the Metro Leadership team. This role allows the Director to exercise leadership in the design, collection, and analysis of data to support evaluation and strategic planning and institutional effectiveness documentation.

The Director provides Metro Leadership with the information necessary to support institutional planning, decision-making, and program development. The Data team also provides timely feedback on faculty and staff achievement of performance goals, including data for Coordinators to complete their Cohort Analysis and Performance Reports (CASA). They also design and train faculty and staff on essential tools to manage and better serve students. Below you will see two examples of these tools.

The image below is an example of a Salesforce dashboard used by our faculty coordinators to monitor their cohort students, including who they have met with, who have received tutoring and advising services, or who have completed their 1st-year educational plan.
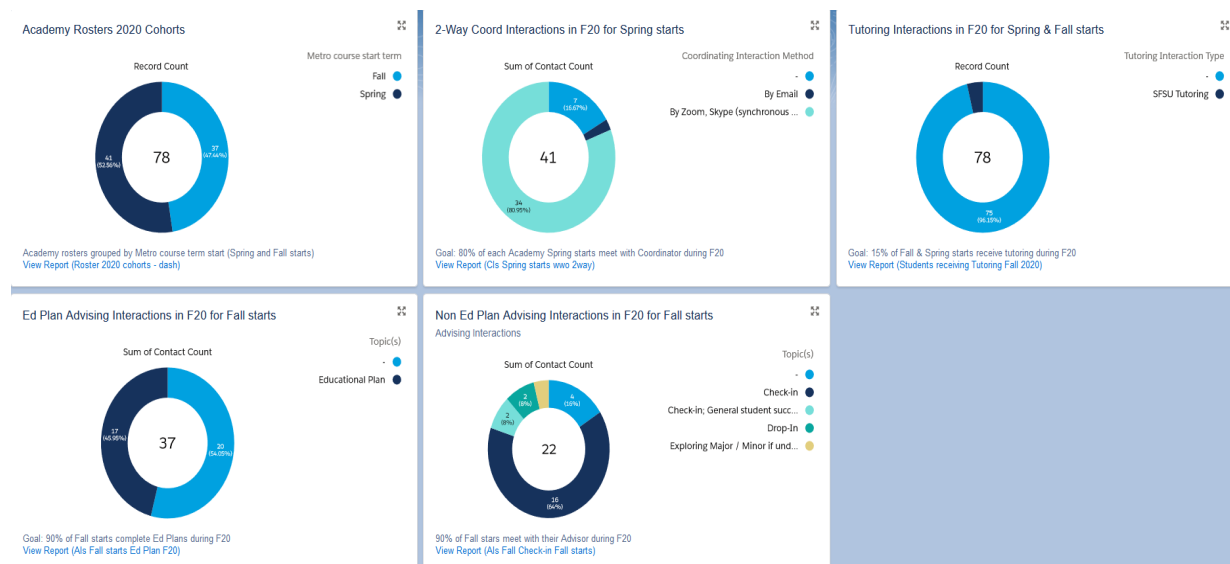

Figure 5: Salesforce Dashboard for Coordinators

The image below is an example of a Salesforce dashboard used by our faculty to monitor who is near or at risk of probation, undeclared, and check on their cohort students' number of DFWs per semester.
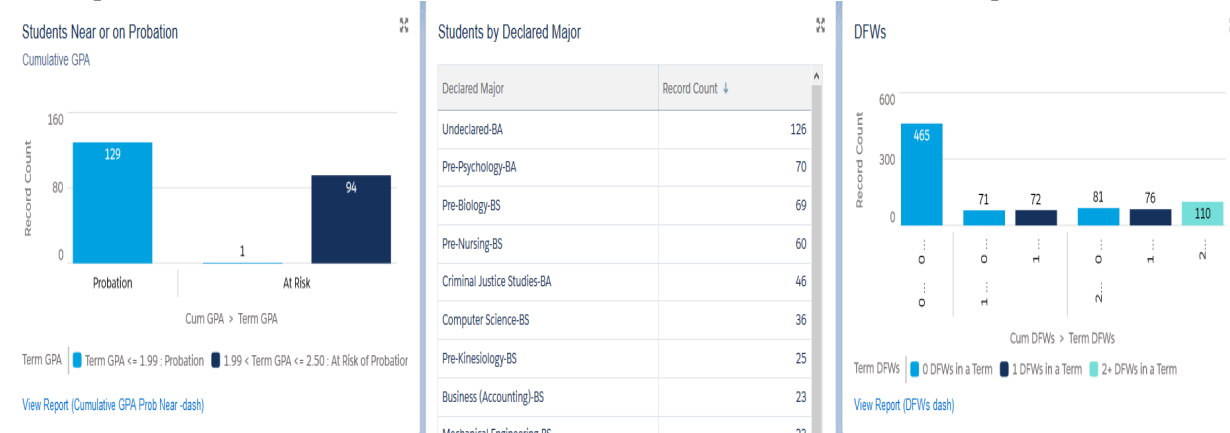

Figure 6: Salesforce Dashboard about Struggling Students

Function 2: Intervention support and design
The Data Team provides real-time data collection and communication, both internally (faculty, staff, and students) and externally (prospects, recruiters, community partners, and high school teachers), supporting faculty and staff to manage better, educate and serve their students. The team does the following items in that vein:

- Collect and organize data that is accessible to faculty and staff
- Provide needed technical infrastructure for data analysis
- Find data trends in data sets to improve student success
- Use data visualization to learn insights and show the impact
- Support faculty professional development
- Use data mining and predictive analytics to fine-tune the program.

Below are links to some of the research projects:
1. Analysis of NSSE data such as students' sense of belonging;
2. Whether continuous participation in Math courses benefits student academic performance;
3. How the more semesters participating in Metro increases retention and graduation.

Function 3: Monitoring and evaluation
The data team also carries out most of the program's evaluation using sophisticated systems to track quantitative and qualitative data. The team is responsible for:

- Leading the design, collection, and analysis of data to support evaluation and strategic planning as well as documentation of institutional effectiveness
- Continuously improving capacity to collect data and measure progress in student success
- Building data systems that allow data analysis to learn best practices for students to ensure their success in college
- Enabling data-driven program improvement to serve Metro students better. For example, how to increase the percentage of underrepresented populations in higher education and the most effective recruitment methods for specific populations.

Conclusion

The Metro College Success Program continues to transform the first two years of school for low-income, first-generation, underrepresented students. This innovative work pushes Metro leaders to foster a deeper integration of work typically found in student affairs with territory typically reserved by faculty affairs. Thus, navigating enrollment becomes relevant curriculum content, and faculty development emphasizes the importance of student belonging to academic achievement.

The Metro data speaks for itself—the program is making a considerable, consistent impact on historically underserved students' retention and graduation from San Francisco State University. The support from DUEAP and all six colleges', deans, faculty, staff, and students across campus continues to allow Metro to thrive in even the current challenging circumstances.

Metro's underlying purpose is to address historic education inequities stemming from systematic racism and injustice. This purpose inspires and guides all aspects of Metro's work. Metro's mission to increase equity in college completion reflects San Francisco State University's most cherished value of social justice and its mission of contributing to a more just society for all.