

 Response Details	
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 Geo Coding 	
Country:	US
Region:	CA
Latitude:	0.0
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 Integration Tags	
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California Black-Serving Institutions Application

College/University

San Diego City College

Website

https://sdcity.edu/

Address

1313 Park Blvd San Diego, CA 92101-4787

College/University President

Ricky Shabazz, Ed.D.

College/University President Email Address

rshabazz@sdccd.edu

College/University President Phone Number

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Application Lead Contact Information

First Name

Claudia

Last Name

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Position

Dean of Inclusion, Diversity, Equity, Anti-Racism, Accessibility, and Social Justice

State your institution's commitment to address Black and/or African American student success and explain how your commitment is consistent with your institution's mission.

structural injustice in higher education. Closing the opportunity gap means dismantling the inequitable distribution of resources, opportunities, and policies to achieve parity in educational outcomes for historically marginalized student populations, including our Black and/or African American students. We commit to providing an inclusive and welcoming educational environment by recognizing and supporting the intersection of our community members' multiple identities and roles through culturally responsive pedagogy and equity-minded practices, behaviors and policies. We commit to sustaining a teaching, learning, and work culture that envisions and actively validates and uplifts our diverse community's lived experiences to ensure a strength-based structural and cultural change at our institution. Specifically for black students, we have a long-standing commitment to our learning communities UMOJA and HUBU (Hermanos Unidos, Brothers United). Beyond this, our black history month committee, our professional learning council, our black studies program, the campus diversity committee and our campus executive team all have black representation who ensure student and employees voices are heard and their needs are addressed. This is consistent with our mission since San Diego City College welcomes and inspires every student to identify and pursue their community, personal, educational, and professional goals. We prioritize accessibility, equity, and social justice through student-centered support services and educational opportunities for global learning. We offer general education, associate and bachelor's degrees, transfer pathways, certificates, and career technical education for personal enrichment and economic mobility

Please state the percent of the institutions enrolled student population identifying as Black/African American for the current term.

14.9%

Please state the number of students identifying as Black/African American enrolled at the college or university for the current term.

1,862 out of 14,381 students served in Spring 2025

Describe the academic goals for the institution to achieve within the five-year period in which the initial designation is awarded. The goals described in this section should outline the institution's plans to improve retention, time-to-degree or time-to-certificate completion, and graduation rates of Black and African American students.

Our academic goals focus on student persistence as defined by the National Student Clearinghouse Research Center. Persistence rate measures students who continued enrollment from their first primary term to the subsequent primary term (fall to spring, or spring to the following fall) To increase student persistence, our institution will provide targeted student support services, basic needs services and academic support services to Black or African American students to improve students' persistence rates. All these services are detailed in the institutions strategic plan and are designed to improve retention, time-to-degree or time-to-certificate completion, and graduation rates of Black and African American students. Additionally, our institution plans to provide professional development opportunities for classified professionals, supervisors, managers and faculty to increase their ability to respond to black student needs and aspirations. Finally, we will revise our current allocation of resources to ensure their distribution is equitable and supports all students.

Describe the academic equity goals your institution aims to achieve within the five-year period of the initial designation as a California Black-Serving Institution. Specifically, outline how these goals will improve academic equity gaps in retention, time-to-degree or time-to-certificate completion, and graduation rates between your Black and African American students and the overall student population. Provide data-driven benchmarks and strategies for achieving these objectives.

During 22/23 persistence/retention rate for Black or African American Students was 53.3%. In the same year, we awarded 63 certificates, 50 associate degrees not for transfer, and 80 associate degrees for transfer for a total of 193. The 2 year (100%) Time-to-Completion/Graduation rates by cohort entering year 2020 was 10% and the 3 year (150%) Time-to-Completion/Graduation rates - by cohort entering year 2020 for black students was 14%. The academic goals for Black or African American students during the next 5 years are : • 1-year goal: Raise the retention rate for Black or African American students to 54.3%. • 2-year goal: Raise the retention rate for Black or African American students to 55.3%. • 3-year goal: Raise the retention rate for Black or African American students to 56.3%. • 4-year goal: Raise the retention rate for Black or African American students to 57.3%. • 5-year goal: Raise the retention rate for Black or African American students to 58.3%. Some strategies to achieve these goals include: • Student engagement programming, such as our Social Justice Conference, HUBU (Hermanos Unidos/Brothers United) Conference, and City Women Rock Conference, integrated with instruction in high-enrollment courses to support the retention of Black or African American students. • Faculty professional development focused on the educational outcomes and needs of Black and African American students so they report a stronger understanding of this population in their classroom and an improved ability to design instruction that supports this group. • Academic support through, paired courses, tutoring and study groups. Our goals reflect our commitment to continuing interventions that have been put in place to support Black or African American students. Students participating in programs such as Umoja and HUBU (Hermanos Unidos/Brothers United) report that these programs increase their sense of belonging in an academic environment, provide them with mentors, and improve their academic outcomes. Students from these populations also report benefits derived from student engagement programming such as the Social Justice Conference. The BSI designations will allow us to expand our academic, basic needs and student support services to students beyond the currently established learning communities using evidence-based practices and programs. By achieving our retention goals, we will also increase the total number of degrees and certificate awarded to at least 250.

Identify institutional memberships, charters, or affiliations to organizations dedicated to the advancement of Black and or African American Students.

• Umoja Learning Community • HUBU Hermanos Unidos/Brothers United (HUBU) • A2MEND • San Diego Black Chamber of Commerce • National Black Contractors Association • Martin Luther King Jr. Parade N C • All Peoples Breakfast A • YMCA Breakfast • San Diego Voice and Viewpoint • Pillars of the Community • The Jacobs Center • San Diego Urban League • Blue Heart Foundation • African American Achievement Summit

Attach your institution's strategic plan to address the academic goals and academic equity goals your institution aims to achieve within the five-year period of the initial designation as a California Black-Serving Institution. The strategic plan should include, but not be limited to, all the following: (A) a mission statement that addresses the applicant's commitment to serve Black and or African American students; (B) outreach services to potential Black and or African American students; (C) existing and/or proposed academic or basic needs support services to assist in the academic success of Black and/or African American students. Support services described in this section may include campus affinity centers, coursework, activities or events; (D) an outline of the planned allocation of resources during the five-year period in which the initial designation awarded; (E) an outline of how the institution is using

or will use existing resources to provide culturally relevant professional development for the applicant's faculty and staff in pursuit of Black Serving Institution goals.

[1. 769321-143404975-BSI-Strategic-Plan-for-Final.pdf](#)

4-year College/University applicants submit the following for the previous three academic years: (A) Submit graduation rates for the previous three academic years for all students within the normal time and up to 150 percent of the normal time to degree completion. (B) Submit graduation rates for Black and African American students, within the normal time and up to 150 percent of the normal time to degree completion.

Community College applicants submit the following for the previous three academic years: (A) The number of degree and certificate programs completed by all students, and by Black and or African American students. (B) The number of all students, and of Black and or African American students, who completed degree and certificate programs within normal time and up to 300 percent of normal time to degree completion. (C) The student transfer rates for all students, and for Black and or African American students, to four-year colleges and universities.

[1. 769321-143405137-REVISED-Black-Student-Success-graduation-transfer-IPEDS-DataVista-042825.xlsx](#)

Please Submit a certification, in writing, by the chief administrative officer of the college or university, of the applicant's commitment to address Black and African American student success that is consistent with the applicant's mission.

[1. 769321-146850640-BSI-Letter_President-Shabazz_060525.pdf](#)

Describe the campus resources available to promote equity and inclusion for Black and African American students. Include details on academic support programs, cultural centers, mentorship opportunities, student organizations, financial aid initiatives, and any other institutional efforts designed to foster an inclusive and supportive campus environment.

There are several academic support programs, cultural centers, mentorship opportunities, student organizations and any other institutional efforts currently supporting our Black and African American students. The HUBU (Hermanos Unidos, Brothers United) program encompasses several key components that support men of color, particularly African American and Latino male students. The HUBU Learning Community is designed to improve academic success by enhancing students' academic, social, and cultural experiences through a curriculum focused on identity development. The HUBU Mentoring program fosters meaningful connections between faculty and students, linking participants with positive role models in the community. Additionally, the HUBU Annual Conference provides motivation and inspiration through workshops addressing issues that impact men of color in higher education. The HUBU Club, a student-led group, promotes unity and academic achievement among men of color through active campus engagement and community service. UMOJA offers a range of services that support African American student success, including orientation, counseling, mentoring, supplemental instruction and tutoring, as well as academic and cultural enrichment activities. More specifically this academic support program offers a series of math, English, and personal growth courses designed to provide support to our Black student population seeking to transfer to four-year colleges and universities. The program currently shares a center with HUBU and Puente and Umoja students also are part of an official recognized club by our associated student government. Black/African American students also have access to ongoing basic needs supports at city college. During the academic year 2024–2025, the Knight's Table Food Pantry recorded a total of 12,731 visits, serving 1,436 unique students, 21% of whom identified as Black. The Basic Needs Emergency Support program received 1,223 Basic Needs Assessment forms from 808 unique students, with 22% identifying as Black. The Barbershop initiative, offered through City Fresh Cutz, saw approximately 226 visits during Spring 2025 from 102 unique students, half of whom identified as Black. City College also has a black history planning committee supported by the office of the president and it has recently created an Inclusion, Diversity, Equity, Anti-Racism, Accessibility, and Social Justice (IDEAAS) Council that reports to College Council, the highest level of shared governance at our college. Additionally, our college has a strong and active diversity committee which was formed in year 2005 and since have taken the lead role in fostering a campus environment that welcomes and respects diverse life experiences.

Include any additional information that the governing board should consider in evaluating your institution's readiness to be identified as a Black Serving Institution.

City College has a rich tradition, over 111 years, of supporting Black students in accessing a world class education and support services. Our theme at City College is You Belong Here. This theme aligns with our social justice mission and our love for supporting Black students. This theme is carried out into practices with our programs and services that attract Black students, Black faculty and staff, and Black leaders who outpace the county averages for the population of Black folks in the region. San Diego City College is unapologetically Black. We are especially proud that our population of Black students, at 10-11%, nearly matches the population of Black faculty who teach at City College. These statistics are impressive as they are nearly double the county average which is approximately 5-6%. Our Student Equity plan indicates that we have either removed or reduced equity gaps for Black students.

An applicant is eligible for designation if the applicant meets all the following requirements:

- (1) Has at least 10 percent of the college's or university's enrolled student population identifying as Black and or African American students or has at least 1,500 Black and or African American students enrolled at the college or university.
- (2) Submits an initial or renewal application, as applicable, to the Statewide Central Office for the Advancement of Black Student Success on or before the application deadline

[Privacy](#)



BSI Strategic Plan 2025-2030

Mission Statement

At San Diego City College, we commit to closing the opportunity gaps perpetuated by structural injustice in higher education. Closing the opportunity gap means dismantling the inequitable distribution of resources, opportunities, and policies to achieve parity in educational outcomes for historically marginalized student populations, including our Black and/or African American students.

We commit to providing an inclusive and welcoming educational environment by recognizing and supporting the intersection of our community members' multiple identities and roles through culturally-responsive pedagogy and equity-minded practices, behaviors and policies.

We commit to sustaining a teaching, learning, and work culture that envisions and actively validates and uplifts our diverse community's lived experiences to ensure a strength-based structural and cultural change at our institution. Specifically for Black and African American students, we have a long standing commitment to our learning communities UMOJA and HUBU (Hermanos Unidos, Brothers United). Beyond this, our Black history month committee, our professional learning council, our Black studies program, the campus diversity committee and our campus executive team all have black representation who ensure student and employees voices are heard and their needs are addressed.

This is consistent with our mission since San Diego City College welcomes and inspires every student to identify and pursue their community, personal, educational, and professional goals. We prioritize accessibility, equity, and social justice through student-centered support services and educational opportunities for global learning. We offer general education, associate and bachelor's degrees, transfer pathways, certificates, and career technical education for personal enrichment and economic mobility.

Outreach Services

- Walking in the Martin Luther King Jr. Neighborhood Parade in Southeast San Diego

- Tabling at the Martin Luther King Jr. Community Celebration and sharing San Diego City College information and resources
- Sponsoring ads in the Black College Expo for San Diego and Los Angeles sharing San Diego City College information and resources
- Tabling at The Black College Expo sharing San Diego City College information and resources
- Tabling at local community based Juneteenth Celebrations sharing San Diego City College information and resources
- Supporting and tabling at Black Wellness Expo's with our community partners
- Tabling at Daygo Eatz sharing San Diego City College information and resources
- Tabling at F.A.N.C.Y. Teen Girls Expo Academic
- Facilitating workshops for the Young and Prosperous Foundation
- Tabling at WOC ROAR Leadership Academy
- Tabling at San Diego County Black Infant Health Program Community event
- Tabling at Black in Front Summit Ensuring presentations and marketing materials are culturally responsive and reflect the community we serve
- Embedding Outreach Mentors at our feeder schools on a weekly basis to build community, offer application support and connect with San Diego City College resources
- Coordinating Learning Community presentations at Lincoln High School
- Coordinating culturally responsive Somali centered presentations at Crawford with City College faculty: Professor Aden and Noor Meeting with UWEAST Representatives to connect with the Somali community
- Partnerships with faith-based organizations to support community building including Bayview Baptist, New Creation, Bethel A.M.E.

Student Support Services (academic + basic needs)

- Knight's Table Food Pantry
 - For AY24-25 we've had a total of 12,731 visits to the pantry from 1,436 unique students and from those, 21% are black
- Basic Needs Emergency Support
 - In AY 24-25 we've received 1,223 Basic Needs Assessment forms from 808 unique students 22% of which identify as Black
- Barbershop (City Fresh Cutz)
 - In the Spring 2025 (to date) we have had around 226 visits to the Barbershop by 102 unique students and 50% of those students identify
- HUBU (Hermanos Unidos, Brothers United)

- HUBU Learning Community: The HUBU Learning Community focuses on improving the success rates of African American and Latino male students. HUBU aims to enhance the academic, social and cultural experiences of men of color and other California Community College students. The HUBU curriculum focuses on identity development, and its relevancy in understanding students' personal and academic goals.
- HUBU Mentoring: The HUBU Mentoring program plays a critical role in promoting faculty and student interactions and connecting men of color to positive role models in the community
- Annual Conference: The HUBU conference aims to motivate and inspire students through workshops that address real life issues that affect men of color in higher education.
- HUBU Club: The HUBU club is a student-led organization aimed at unifying and increasing academic achievement of men of color through campus involvement and community service
- UMOJA
 - Orientation
 - Counseling
 - Mentoring
 - Supplemental Instruction/Tutoring
 - Academic and cultural enrichment activities
- Black Transfer Summer Bridge (proposed)
- Black Transfer/Career Peer Navigator (proposed)
- Paired Transfer Level courses with Black Studies (proposed)

Outline of Planned Allocation of Resources

List of Key Personnel (Year 1-5)

Program/Activity	Personnel	FTE
Admin Support	President VP of Instruction VP of Student Services Dean of Student Development Dean of Student Affairs Dean of IDEAAS	Integrated in all efforts
Umoja	Umoja faculty coordinator Umoja counselor	1.0 FTE (TBD)

HUBU	HUBU faculty coordinator	0.4 FTE
Basic Needs	Basic Needs Coordinator	Integrated in all efforts
Students Affairs	Student Affairs Coordinator	Integrated in all efforts
Transfer Center	Transfer Center Coordinator Job Placement Coordinator	Integrated in all efforts
Basic Needs	Basic Needs Coordinator Cal Fresh Technician	Integrated in all efforts
Library	Outreach Librarian	.10 FTE
Outreach	Director, Outreach and Promise	.10 FTE
Barbershop (City Fresh Cutz)	Mental Health Counselor	0.5 FTE
*New – BSI Center	BSI Coordinator	0.4 FTE
*New - BSI Center	BSI Academic Counselor	0.2 FTE
*New- BSI Center	BSI Peer Navigator (s)	Various

List of Key Events and activities (Year 1-5)

- Social Justice Conference
- Black Employee Luncheon
- Black History Month Celebration
- Black Film Fridays
- Women of Color Roar program
- Black Excellence Meet & Greet
- Black Educators Networking Event
- Black Employee Luncheon Mixer
- Black Student Orientation (New)
- Black Transfer Carrer Peer Navigator Program (New)
- Culturally Responsive Pedagogy Academy (New)

Additional resources needed and estimates (Year 1-5)

Role	Description	Estimate cost
Black Student Initiative coordinator	Plan student orientation, coordinate key events and activities, supervise peer navigators, oversee academic support services,	\$80,000
Black Student Initiative counselor	Provide advising services to Black and African American students in a timely and	\$40,000

	culturally responsive matter.	
Mental Health counselor	Provide mental health services and instruction on strategies to nurture mental health in support of academic achievement	\$40,000
Black Peer Navigators	Provide peer mentoring services to Black and African American students, connecting students to resources, offering tours of campus including study spaces, introducing students to faculty and other students; talk to students about how to be successful; and discuss opportunities for internships, and transfer.	\$30,000
Student Support Services	<i>See list of key events and activities</i>	\$30,000
Academic Support Services	<i>See list of key events and activities</i>	\$30,000

Outline of Planned Professional Development

The following professional development activities will empower faculty and classified professional in the pursuit of Black Serving Institution goals.

Unlocking your potential: Culturally Responsive Pedagogy

This course is designed to train faculty on the principles and practical tools of Culturally Relevant Pedagogy (CRP). Faculty will come away with strategies to make coursework more accessible, engaging, and meaningful for all students, We provide actionable strategies that leverage students "funds of knowledge" to create learning environments where students see themselves as capable and resourceful . Using the critical lens of CRP we will review instructional materials and develop new resources to apply in your courses.

Week of Professional Learning (WOPL)

WOPL is an intentional week of professional learning that coincides with Convocation, School, and department meetings. Our professional development coordinator will ensure that the needs of black students, faculty, and classified professionals are addressed during this professional development opportunity.

First Fridays (FF)

FF is designed to provide a dedicated day each month for strategically scheduled professional learning activities that meet the needs of faculty. Resources for serving black students will be integrated during this series.

Logic Model for City College BSI				
We commit to closing the opportunity gaps perpetuated by structural injustice in higher education for San Diego City College black students. Closing the opportunity gap means dismantling the inequitable distribution of resources, opportunities, and policies to achieve parity in educational outcomes.				
Resources	Activities	Outputs	Short-Term/Mid-Term Outcomes	Long-Term Outcomes
City Dean of IDEAAS	Outreach services to Black and African American students to encourage them to enroll at SDCC	# of students attending black student orientation	Increased capacity for culturally responsive instruction and services	Increased three-year graduation rates among black students
City Faculty				
City classified professionals and supervisors	Academic and basic needs support services	# of faculty trained in culturally responsive pedagogy	Development of positive ethnic/racial identity among black students	Increased three-year transfer rates among black students
City Managers	Culturally relevant professional development for faculty and staff.	# of students participating in integrated support services	Increased sense of belonging for black students	Increased number of degrees and certificates awarded to black students
City HUBU /UMOJA staff and infrastructure				
City SEA Funding	Support services, including campus affinity centers and corequisite coursework or concurrent support activities.	# of students participating in academic support services	Satisfaction with integrated support services	
City Professional Development				
City Office of Institutional Research and Effectiveness				
Assumptions: The resources are adequate and available, a culturally appropriate curriculum can be developed and delivered effectively in the given timeframe, targeted students, faculty and classified employees are willing and able to attend.				
External Factors: Politics, and changes in economy and climate affecting community colleges.				

2 year (100%) Time-to-Completion/Graduation rates - by cohort entering year
 Full-time, First-time degree/certificate-seeking undergraduate students; excludes special adm

	TYPE OF AWARD			Comple
	Certificate	Assoc not for transfer	Assoc for transfer	
ALL STUDENTS				Total
19-20	51	53	66	170
20-21	46	53	56	155
21-22	51	41	74	166
22-23*	63	50	80	193

BLACK STUDENTS
 DataVista did not display any completions from Black students within 2 years of entering for th

*flagged in DataVista as incomplete; missing 2024-25 data

its

aters out of Cohort

Denominat Rate

3392	5.0%
2626	5.9%
2792	5.9%
2816	6.9%

re cohort years listed above.

2 year (100%) Time-to-Completion/Graduation rates - by cohort entering year
 Full-time, First-time degree/certificate-seeking undergraduate students; excludes special adm

ALL STUDENTS	Total	Completers out of Cohort		
		Denominator	Graduation Rate	
	2017	62	867	7.2%
	2018	61	876	7.0%
	2019	77	764	10.1%
	2020	44	441	10.0%

*IPEDS does not allow for ethnic breakdowns of 100% time to completion data

its

3 year (150%) Time-to-Completion/Graduation rates - by cohort entering year
 Full-time, First-time degree/certificate-seeking undergraduate students; excludes special adm

ALL STUDENTS	Total	Completers out of Cohort		
		Denominator	Graduation Rate	
	2017	197	867	22.7%
	2018	203	876	23.2%
	2019	180	764	23.6%
	2020	108	441	24.5% *note that t

BLACK STUDENTS^	Total	Completers out of Cohort		
		Denominator	Graduation Rate	
	2017	22	77	28.6%
	2018	17	69	24.6%
	2019	17	64	26.6%
	2020	6	43	14.0% *as mention

^IPEDS only allows one identity to be selected, so data represent students who only identified

he cohort this year is nearly half the size of prior years of cohorts, so subpopulation graduation rates n

may be more susceptible to smaller sample size

6 year Completion rates - by cohort entering year
 First time to college students; excludes special admits

ALL STUDENTS	Certificate	TYPE OF AWARD		Total	Denominator
		Assoc not for transfer	Assoc for transfer		
15-16	207	318	220	745	3917
16-17	260	290	247	797	3784
17-18	238	286	206	730	3485
18-19*	179	268	211	658	3099

BLACK STUDENTS'	Certificate	TYPE OF AWARD		Total	Denominator
		Assoc not for transfer	Assoc for transfer		
15-16	0	35	12	47	399
16-17	19	27	0	46	298
17-18	22	34	14	70	334
18-19*	0	23	16	39	293

^DataVista only allows one identity to be selected, so data represent students who only identif

*flagged in DataVista as incomplete; missing 2024-25 data

Rate

19.0%

21.1%

20.9%

21.2%

Rate

11.8%

15.4%

21.0%

13.3%

ied as Black/African American

6 year Transfer rates - any 4 year institution - by cohort entering year
 First time to college students; excludes special admits

ALL STUDENTS	CSU or UC	In-State Private	Out-of-State	Total	Denominat	Rate
14-15	287	98	170	555	4026	13.8%
15-16	305	80	176	561	3917	14.3%
16-17	306	66	166	538	3784	14.2%

BLACK STUDENTS'	CSU or UC	In-State Private	Out-of-State	Total	Denominat	Rate
14-15	27	14	21	62	411	15.1%
15-16	30	0	23	53	399	13.3%
16-17	22	0	10	32	298	10.7%

^DataVista only allows one identity to be selected, so data represent students who only identified as

*flagged in DataVista as incomplete; missing 2024-25 data

; Black/African American



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San Diego, California 92101-4787

Ricky Shabazz, Ed.D.
Office of the President
619-388-3453

San Diego City College
1313 Park Boulevard
Office of the President, A-322
San Diego, CA 92101
June 5, 2025

Central Office for the Advancement of Black Student Success
California State University, Sacramento
6000 J Street
Sacramento, CA 95819

Dear BSI Application Review Committee,

I take great honor in writing this letter of support to accompany the application for San Diego City College (City College) to be assigned as a Black Student Serving Institution (BSI). City College has a rich tradition, over 111 years, of supporting Black students in accessing a world-class education and support services. Our theme at City College is "You Belong Here". This theme aligns with our social justice mission and our love for supporting Black students. This theme is carried out in our programs and services, which attract Black students, faculty, staff, and leaders who outpace the county averages for the region's Black population.

San Diego City College is unapologetically Black. We are especially proud that our population of Black students, at 10-11%, nearly matches the population of Black faculty who teach at City College. These statistics are impressive as they are nearly double the county average, which is approximately 5-6%. Our Student Equity plan indicates that we have either removed or reduced equity gaps for Black students.

While City College is not perfect by any stretch, we have a strong commitment to closing the equity gaps that persist in education amongst our Black, Latinx, Asian Pacific Islander, and other historically marginalized groups. At the core of our mission is dismantling systems of oppression and decolonizing our curriculum to ensure the



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Ricky Shabazz, Ed.D.
Office of the President
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equitable distribution of resources, opportunities, and policies, thereby improving student success.

Achieving the Black Serving Institution (BSI) designation is a standard that City College expects to honor to ensure accountability and intentionality in our efforts to support Black students and Black employees on campus. We intend to use the BSI designation to ensure that Black students know, feel, and see that the institution is designed to support their success.

Sincerely,

A handwritten signature in black ink, appearing to read "Ricky Shabazz", is written over a light blue horizontal line.

Ricky Shabazz, Ed.D.
Pronouns: He, Him, His
President
rshabazz@sdccd.edu
sdcity.edu