Diversity In Action Plan: 2009/10 to 2012/13
Diversity In Action Group
Institutional Plan Narrative

November 9, 2009 (Revised April 14, 2010)

A. Description of the Committee's Planning Process

The Diversity In Action Group (DIAG), one of College of San Mateo's Institutional Planning Committees (IPC), was established in spring of 2009 as part of the College's efforts to develop an integrated planning process. It is important to note that DIAG was established as one of six institutional planning committees. Along with the other committees, DIAG has a direct reporting relationship to the overarching Institutional Planning Committee which is co-chaired by the Vice President of Student Services and the President of the Academic Senate.

As an institutional planning committee, DIAG's membership is comprised of appointed representatives from each of the shared governance constituencies. Representing the faculty are Sylvia Aguirre-Alberto, Martin Bednarek and Kate Motoyama. Classified staff representatives include Fauzi Hamadeh and John Vehikite. The student representative is Steffi Santana. Administration is represented by Henry B. Villareal who also serves as chair of the committee.

While DIAG acknowledges its important role as a member of the IPC structure, It was originally planned as an openly structured committee comprised of individuals who had an interest in diversity related issues. Moreover, membership was open to the wider CSM community and included participation from staff, faculty, students and administrators. In order to maintain the input of this larger community, it was renamed the Diversity Planning Committee (DPC).

The Planning Committee will maintain as its primary function the coordination and sponsorship of educational programs and events that focus on diversity. As well, it is expected that this group will take on specified tasks as outlined in DIAG's planning document. It is essential that the Diversity Planning Committee continue to function and be acknowledged as an integral part of the College's efforts to promote diversity, equity and student success. Therefore, the Diversity In Action Group and its affiliate, the Diversity Planning Committee, has as its charge ensuring that the College follows through in acknowledging, promoting,

celebrating, and integrating diversity, equity, and student success as an institutional priority.

As part of its planning efforts, DIAG met throughout the mid to latter part of the spring 2009 semester to develop its mission statement. During fall 2009, the committee met to develop its goals, objectives and action steps; it used the PRIE planning document template to guide its work. In addition, the committee reviewed several institutional documents that further provided guidance and direction. These documents included the College's Educational Master Plan, Strategic Plan, Diversity Statement, Vision Statement, Basic Skills Initiative Mission Statement, Basic Skills Planning Matrix, Basic Skills Research Project: *Teaching Paradigms, Pedagogies and Basic Skills Students*, and the District's Strategic Plan. Each of these documents not only validated the importance of diversity, equity, and/or student success but provided and lend support to the essential elements of DIAG's purpose and focus of its institutional plan.

The draft of the mission statement and the evolving goals were first deliberated by DIAG and then presented to the Diversity Planning Committee (DPC) for their review and input. Through this shared process came some modification to the mission statement, while significant revisions were made to the originally proposed goals; in fact, what were initially presented as four goals evolved into two final goals that were eventually approved by both groups. It should be noted that the DPC included a member of the Basic Skills Initiative Committee and one of the co-chairs of the Basic Skills Initiative Committee.

The approved mission statement which served as a primary guide in developing the committee's goals and objectives is as follows:

> "The mission of the Diversity in Action Group is to ensure that unity through diversity is among College of San Mateo's highest priorities. DIAG assures that the college's operational decisions--from the executive to the unit level--support its commitment to diversity and student success."
>
> The mission statement will continue to serve as the foundation in guiding the work of DIAG and the affiliated Diversity Planning Committee.

In summary, DIAG has pursued and maintained a deliberative shared governance planning process. DIAG and the DPC will be guided by its mission statement and will strive to ensure that the College supports its declared commitment to diversity, equity and student success. In addition, DIAG and the DPC will continue to develop diversity initiatives, programs and events that contribute to educating and bringing further awareness to the college community.

Part B: Rationale and Analysis of Data

There is an abundance of evidence that support the academic success rates of students at College of San Mateo. These data are highlighted in various publications and promotional materials used to market the institution. However, in contrast, there is also substantial evidence that document significant achievement gaps when disaggregated by demographic characteristics such as ethnicity, gender, age and ability; poor retention rates; lack of satisfactory academic progress for a large segment of the student body; and disparities in student success rates.

College reports and other data-rich documents include the most recent edition of the Student Equity Report compiled in fall 2005; the more recent Educational Master Plan, 2008; the Basic Skills Initiative Committee Report, 2009; Spring 2009 Program Reviews and Program Review Annual Updates; and a multitude of data briefs developed by the Office of Articulation and Research, now known as the Office of Planning, Research and Institutional Effectiveness (PRIE). The reports and documents present factual information that lend insight to student success but also by contrast signify the need and opportunity to enhance student success for all segments of the student population.

With a large volume of refined and now new data being available, it is important for the College to develop a framework and procedural process for reviewing and analyzing the quantitative and qualitative information. Further, following the assessment of the data, it is critical that steps be taken to actively address and improve any disparities that exist in relation to the targeted student success variables. The Diversity In Action Group and the Diversity Planning Committee will make it their priority to voice their concerns if initiatives are not developed or appropriate actions taken to address inequities derived from the institutional

data. Presently, many students are being welcomed to CSM but too often too many of them are exiting through CSM's revolving doors without having achieved their educational goal(s). Below is a sampling of institutional data that deserves close review and scrutiny as there are success rate disparities that exist particularly for the ethnic demographic group.

CSM Student Equity Report, September 2005
Course Completion Rates

- Averaged over a seven year period of time, 1997-98 through 2003-04, course completion rates at CSM averaged nearly 72 percent; state-wide, course completion rates are in the 68 percent range. There are demographic differences, however, at CSM. Women and older students are more likely to successfully complete courses than are men and younger students (20 years and younger). There are also ethnic variations in successful course completion rates, as follows: Whites, 75 percent; Asian, 74 percent; Hispanics, 66 percent; Filipinos, 66 percent; and African Americans, 63 percent. [p. 6]

ESL and Basic Skills Completion

- At CSM, the English as a Second Language (ESL) Course just below English 100 is ESL 400 (composition for non-native speakers). Of those students *initially enrolling in* ESL 400, 36 percent successfully completed English 100. Of those students *completing* ESL 400, 73 percent successfully completed English 100. [p. 6]
- Only one percent of the students enrolling in Math 811 (arithmetic review), *two levels below Math 125/130/200, CSM's college-level math courses, eventually completed a college level math course. Ten percent of the students enrolling in Math 110/111/112 (elementary algebra), one level below college-level math, eventually completed a college-level math course. [p. 7]

  *Error as presented in Student Equity Report. Math 811 is actually three levels below Math 125/130/200.

<u>Educational Master Plan, 2008</u>
Student Placement Tests and Ethnicity
There are considerable ethnic variations in students' placement test scores for both English and mathematics coursework.

- English Placement Transfer Course Level [p. 64]
  Averaged over a five year period of time, 2002-2007, 27.6% of students place into transfer level English. The proportion of students by ethnicity placing into transfer level English coursework is: White, 39.6%; Pacific Islander, 31.8%; Asian, 26.5%; Filipino, 22.2%; African American, 14.7%; and Hispanic, 9.4%.
- English Placement at Basic Skills Level
  Of special concern is the ethnic variation in the proportion of students placing into the lowest level of English coursework, Basic Skills (i.e., units are not AA/AS Degree applicable): White, 11.5%; Pacific Islander, 17.0%; Filipino, 18.8%; Asian, 19.7%; Hispanic, 28.1%; and African American, 34.1%.
- Math Placement Transfer Course Level
  For the same time period of 2002-2007, 21.4% of students placed into transfer level math. Ethnic variations for students' math placement test scores at the transfer level average are as follows: Asian, 47.6%; White, 20.6%; Filipino, 18.6%; Pacific Islander, 12.6%; Hispanic, 9.4%, and African American, 7.3%.
- Math Placement at Basic Skills Level
  Also of special concern is the ethnic variation in the proportion of students placing into the lowest level of mathematics coursework, Basic Skills (i.e., units are not AA/AS Degree applicable): Asian, 7.7%; White, 20.3%; Filipino, 23.5%; Pacific Islander, 37.0%; Hispanic, 43.1%; and African American, 52.7%.

Basic Skills [p. 70]
- Basic skills education enrollment increased at CSM by 6.0% between Fall 2006 (910) and Fall 2007 (965).
- More than 27% of first-time new students place into basic skills math, English, and ESL coursework

- The Fall-to-Fall persistence rate of basic skills students is 62.6% in comparison to the college-wide average of 73.2%.
- For Fall 2007, the successful course completion rate was 56.7% in comparison to the college-wide average of 70.8%.
- Basic Skills successful course completion rates for 2007-08 were:
  - READ – 43.4%   ENGL – 53.3%
  - ESL – 55.5%   MATH – 68.9%

Instructional Programs: Spring 2009 Comprehensive Program Reviews and Program Review Annual Updates
Data and discussion from the Instructional Programs Review:

- Accounting Program
  -It is apparent not all ethnic groups are equally successful in completing the courses. The success rate of our top three ethnic groups by number are Asian, White and Hispanic, with the Hispanic group having a success completion rate the lowest of the three at 56%. Blacks, by number the smallest representation have the least successful completion rate of 45%. --We need to encourage the students in these two low success rate ethnic groups to use the resource center where an accounting instructor is available. The use of the early warning system could be of help to these ethnic groups. It is apparent that male student at the age of 19 or less are the least successful in completing the courses with a rate of 60%. [p. 4]

- English As A Second Language
  -The student success rate for ESL students was 56% for Fall 2007. The student success rate in all basic skills courses college-wide was 57% for the same semester. In other words, ESL student success rate is comparable to the success rate in other basic skills courses. [p. 12]
  -Language Arts student success rate was 63% for 2007/08, which is clearly higher than success rates for students in basic skills courses. ESL students, in particular, have difficulties finishing courses for many reasons… [p. 12]

- Speech Communication
  -In general, the Speech Communication Department observes variation along demographic variables in course retention and success. Success rate by ethnicity: Asian students and "unrecorded," 79%; White, 76%; Filipino and "other", 71%; Hispanic, 63%; African American, 56%; Pacific Islander, 53%; and Native American, 50%. By Gender: Female, 75%; Male 67%. By age: <19, 68%; 20-24, 70%; 25-29, 79%; 30-34, 82%; 35-39%, 79%, and 40>, 75%. [pp. 8-9]
  -Success rates by ethnicity are systematically higher than the Language Arts Division and college as a whole. As for retention in Speech Communication courses, however, we note high rates of withdrawals in the following ethnic groups that tend to reflect trends at the level of the college: African American, 44%; Native American, 50%; and Pacific Islander, 48%. [p. 9]

Student Services Programs: Spring 2009 Comprehensive Program Reviews and Program Review Annual Updates
References to student support services, utilization of services, issues and concerns regarding student preparation, and contributions to student success

- Admissions and Records
  -Enhanced veterans' services by collaborating with Counseling Division to include assigned counselors to serve needs of veteran students [p. 1]
  -Collaborated with Business Office to provide evening cashiering services in Admissions and Records [p. 1]

- Assessment Center
  -Our unit is committed to recognizing and valuing diversity, welcoming students from different cultures and backgrounds, and assisting students to successfully achieve their educational goals. [p. 6]
  -In order to assist non-native English speaker students in choosing the appropriate test, our program has worked with the ESL Department in creating a questionnaire and information sheet for ESL students. The information sheet also includes names and contact numbers of bilingual ESL instructors that can assist students in the following languages: Spanish, Russian, Chinese and Japanese. [p. 6]

-The Assessment Center administered approximately 10,000 placement tests for English, ESL, and math during the 2008-09 academic year. [p. 7]

- Counseling
  -There is a gap between the number of students who declare their intention to transfer and those who actually do transfer. [p. 11]
  -A greater proportion of students are placing at the lowest level of math and English. [p. 11]
  -There are significant differentials in academic performance among ethnic groups. There is a need to outreach to our underrepresented population. [p.11]
  -There is a greater need for collaboration and ongoing integration of services to increase student retention, persistence, and success. [p. 11]
  -There is a decline in the number of associate degrees and certificates.
   [p. 11]

- Financial Aid
  -We provide services to underrepresented students and financially needy families [p.4]
  -78% of survey respondents responded that without financial aid assistance they would not have been able to attend CSM. [p. 4]
  -$4,014,056 (three year average of total financial aid awarded). [p. 3]
  -Translate Financial Aid forms into Spanish and other languages (outreach to non-native English speakers). [p. 2]

- College of San Mateo College Index
  The 2008/09 academic year baseline data provided in the CSM College Index (November 2009) will serve as the basis from which to conduct year to year comparisons on various measures including but not limited to Student Success and Academic Excellence. Assessment of this data will help identify success factors that are improving and in contrast those areas that need improvement. The baseline percentage data to be used for future year comparison for Student Success and Academic Excellence is presented below.

-Student Success Indicators
- Retention Rate   82.7%
- Term Persistence Rate Fall to Fall)   42.1%
- Successful Course Completion Rate 68.5%
- Basic Skills Successful Course Completion Rates   61.2%

-Academic Excellence
- Transfer Rate   19.3%
- Degrees/Certificate Awarded Rate   27.1%
- SLO's: Percentage of Course Completed (Full Cycle)   18%
- SLO's: Percentage of Program Completed (Full Cycle)   10%

SWOT Analysis:
-Strengths (S)

CSM has many dedicated faculty, staff and administrators that are committed to student success. In addition, there are initiatives that contribute to student success. For example,

Learning Communities: Rising Scholars
                         Writing in the End Zone
                         Basic Skills Initiative

The Rising Scholars and Writing in the End Zone learning communities are both targeted to specific student populations such as first generation college attendees, students of color, basic skills and athletes. Of note is the Writing in the End Zone learning community which has been particularly successfull as confirmed by a review of program data.

 The Basic Skills Initiative is a comprehensive program that is addressing the needs of developmental students.

 Additional faculty, staff and administrators serve as advisors to a variety of student organizations.

Further, there are many culturally relevant programs and events that are held on the CSM campus. These cultural events acknowledge and validate the unique and distinctive backgrounds of the CSM community.

-Weaknesses (W)
While CSM has many dedicated and committed faculty and staff, there is room for improvement. Presently there is no systematic measure to determine the extent to which diversity is integrated into the curriculum. This is particularly relevant given the dramatic demographic shift in the composition of the student population and the diversity of the students who now comprise the institution. It is important that faculty expand their curriculum to incorporate and reflect cultural, racial and ethnic contributions, where possible. As well, there is the need to develop pedagogy that addresses the variety of learning styles needed by today's culturally diverse students.

-Opportunities (O)
CSM has many dedicated and committed staff that can contribute to educating and assisting other faculty and staff with developing and broadening cultural competency. The Diversity In Action Group sponsors several events throughout the year that provide opportunities to hear from individuals representing diverse backgrounds and perspectives. The opportunity exists to also expand upon the number of faculty, staff and administrators who attend and can assist other faculty and staff with developing and broadening cultural competencies throughout our college community.

The Basic Skills Initiative Committee (BSI) is implementing a variety of activities including speakers, seminars and workshops to assist basic skills and other faculty in expanding their cultural competency. These programs include, but are not limited to bringing to CSM nationally known speakers. Last fall, Dr. Noma LeMoine was on campus and conducted a seminar focusing on closing the achievement gaps through culturally and linguistically responsive instruction. In February, the BSI sponsored a visit by Dr. Vincent Tinto, a highly regarded professor and researcher from

Syracuse University. Dr. Tinto's Student Departure Theory is recognized as the most studied theory associated with student attrition. His student departure theory emphasizes the importance of student engagement as a primary contributor to enhancing student retention and success. Both events were presented as training opportunities for basic skills and CSM faculty in general.

Threats (T)

A constrained state budget will for the unknown future continue to impact community college funding. Thus, CSM will persist to loom under the budget axe which may lead to further reductions in course offerings and in the reduction and/or elimination of student services and student services staff that provide direct support to students. In addition, if the economy proceeds along a level of limited growth and enrollment caps remain at the states colleges and universities, many more individuals will be seeking out CSM as an educational option. Thus, the demand of this growing student population can be viewed as a threat as the College's resources---budget, course offerings, students services, --- will remain constrained.

Part C. Planning Assumptions

As presented in the previous section, a compelling amount of data has been compiled from a variety of institutional documents authenticating the need to increase the success rates of CSM students. The Student Equity Plan provides data that delineates disparities among groups of students with a variety of demographic characteristics. The same is true for the CSM Educational Master Plan which includes similar but more recent data and which yields similar, and in some cases, equally dismal results. The Instructional Program Reviews further confirm the disparity in success rates for various segments of the student body. Below is a summary of the findings:

- Significant numbers of students are placing into developmental courses
- Students of Color, particularly, African American, Filipino, Hispanic and Pacific Islanders are along many measures not succeeding at the same rates as Whites and Asian Americans

- Basic skills students are experiencing limited success in English and math courses
- English placement test results demonstrate that, as an aggregate, students of color place into basic skills English at a greater rate than white students
- Math placement test results also demonstrate a greater percentage of minority students placing into developmental math courses than their white counterparts
- The Fall-to-Fall persistence rates of basic skills students from 2006 to 2007 is 62.6% in comparison to the college-wide average of 73.2%
- For Fall 2007, the basic skills students' successful course completion rate was 56.7% in comparison to a college-wide average of 70.8%.

Specific academic disciplines also identified disparities among segments of their student populations:

- Accounting reported that Hispanics had a course completion success rate of 56% while Blacks had a course completion rate of 45% which is lower than Asians and whites
- ESL reported a student success rate of 56% compared to the Language Arts Division student success rate of 63%
- Speech Communication also reported variations among its ethnic student populations with Asian and White students having the highest course success rates at 79% and 76% respectively, and Pacific Islanders at 53% and Native Americans at 50% demonstrating the least success. By gender, females demonstrated a success rate of 75% in contrast to a male success rate of 67%

This data validates the importance of the goals and objectives developed by the Diversity In Action Group and the Diversity Planning Committee. There is a need to provide an evidence-based calendar of culturally diverse educational events for students, faculty, staff and administrators as a means of directly and indirectly contributing to the awareness and education of all constituents. By surveying these groups, DIAG will gain insight to the effectiveness of programs and events in addition to determining the resulting benefits generated by sponsoring such educational programs. A summary of analyzed findings will be included in the annual report produced by the committee.

Further, the data outlined above verify the need to annually assess the academic success rates of students disaggregated by specified demographic segments of the student body. Furthermore, if the College is to adhere to its Educational Master Plan, stand by its College Mission Statement, operate according to its Strategic Plan, and support fully the Basic Skills Initiative, then more must be done to address the disparities and achievement gaps that exist in the student population.

Part D. Linkages to Other Plans
The proposed DIAG plan is linked to several institutional documents which are a foundation for the development and support of the plan. The documents referenced include CSM's Educational Master Plan, 2008; CSM's Institutional Priorities, 2008-2011; the SMCCCD Strategic Plan, 2008-2013; the CSM Mission and Vision Statements, the CSM Strategic Plan, 2008; the CSM Basic Skills Initiative Action Plan; and the Basic Skills Initiative Research Project.

While each of the aforementioned documents provided direction for the development of the DIAG plan, the CSM Educational Master Plan, considered the key institutional document related to the College's strategic and integrated planning process, served as the primary resource in formulating and guiding DIAG's plan. The EMP emphasizes student equity, diversity and student success as important to its vision.

CSM Educational Master Plan
- The college needs to complete the analysis of data to determine if there are differences among ethnic groups in the student equity indicators (access, degree and certificate completion, ESL and Basic Skills completion, transfer and workforce development) and develop integrated strategies to address these equity issues. [p. 20]
- "The College needs to update its Student Equity Plan for the five success indicators with recent data and establish goals and objectives." [p. 20]
- In addressing instructional and support services for its diverse student population, the EMP notes, "The College should increase the use of

alternative instructional and student services and delivery modes to serve an increasingly diverse student population." [p.17]

The CSM Vision Statement, the SMCCCD Strategic Plan, and the College Diversity Statement endorse the important element of cultural diversity by emphasizing the need to acknowledge and appreciate the diverse constituencies that comprise the college community.

College Vision Statement
- Nurture a campus climate that is inviting and intellectually stimulating to all students and staff. [paragraph 5]
- Endorse, support and actively pursue a policy of inclusiveness that recognizes values and reflects the diversity of the community we serve, the professionals with whom we serve and the subject matter we impart. [paragraph 6]

SMCCCD Strategic Plan
- The District and Colleges need to continue building and enhancing cultural awareness and diversity training. [p. SecA:18]

College Diversity Statement
- Foster a learning and working environment that encourages multiple perspectives and the free exchange of ideas in an unbiased and non-prejudicial way. [paragraph 1]

In recognizing the dramatic demographic shift in the composition of the college's student body, the increased need for developmental education, the need for the incorporation of culturally responsive pedagogy, and the necessity of providing support services to enhance the success rates of these students, several other institutional documents compliment and support the goals and objectives developed for DIAG's plan. These documents include:

CSM Basic Skills Initiative Mission Statement
- It is our mission to honor College of San Mateo's developmental students by providing comprehensive instruction and services integrated throughout the institution to nurture the whole student and bridge basic skills with college competencies while they achieve their educational and career goals.

CSM Basic Skills Initiative Action Plan
- Convene diverse institutional stakeholders to establish clearly specified goals, objectives, and student learning outcomes for developmental courses and programs, and communicate them across the institution
- Align academic and student support services to identified needs of developmental students
- Establish on-going institutional budget allocation for developmental education

CSM Basic Skills Initiative Research Project
- Culturally responsive pedagogy realizes not only the importance of academic achievement, but also the maintaining of cultural identity and heritage
- Culturally responsive pedagogy incorporates diverse cultural ways of knowing, understanding and presenting information from various cultural perspectives
- Culturally responsive pedagogy communicates high expectations

SMCCCD Strategic Plan
- Identify gaps in student educational achievement [SecA:13]

CSM Strategic Plan
- CSM will match its programs and services and the manner in which they are delivered - to the evolving needs and expectations of ours students and the community [Goal 1: Programs and Services]

In summary, the aforementioned documents served as references and helped in solidifying the two goals, objectives and action steps included in the Diversity In

Action Group Institutional Plan. As presented, student equity, student success, and cultural diversity are important elements highlighted in institutional documents. The DIAG Plan has been developed to provide a framework by which the college will be able to assess its effectiveness in issues of student equity, enhance academic success, and promote a climate that is welcoming to all.

Part E. Assessment

The two goals developed by the Diversity In Action Group will allow the committee to assess its progress and determine if it has achieved established goals. Following the template provided by PRIE, the following components will be utilized in monitoring and measuring progress:

- Evaluation or assessment of goal
- Objectives developed for addressing each goal
- Action steps to carry out the goals and objectives
- Identified leads to carry out action steps
- Determined outcomes and deliverables
- Prescribed timeline for achieving the outcomes

These specific assessment measures are presented below for each of the two goals. By capturing, analyzing and widely disseminating an annual report, DIAG will contribute to the college's culture of evidence in diversity, student equity, and student success.

Goal #1: Provide an evidence-based calendar of culturally diverse educational events for students, faculty, staff, and administrators

Objective: To measure satisfaction ratings of educational events to use for subsequent year's events planning.

Evaluation or Assessment of Goal #1
The Diversity In Action Group identified and approved this goal to garner greater awareness of and participation of faculty in diversity related events and activities. As part of this process, the Student Development Committee---traditionally comprised of faculty representatives appointed by the Academic Senate---has

taken the lead in the development of a survey that will assess student, faculty and employee satisfaction in, and the effectiveness of, diversity related events. As of November, two faculty representing the Language Arts Division have been appointed to serve on the Student Development Committee. Though representation from a variety of academic divisions was expected, DIAG, the Diversity Planning Committee, and the dean of institutional research collaborated with the two faculty members to develop a survey. The opportunity still exists for additional faculty to become involved with the committee.

Note: Near the end of the spring 2010 semester, it was determined that the Student Development Committee would not proceed as initially conceived and would be dissolved. The rationale for this decision was based on at least a couple of factors. First, a representative group of faculty could not be identified to participate on the committee and second, the Student Development Committee which was previously the designated group responsible for developing the state mandated Student Equity Report, was not considered or perceived as an integral part of the Institutional Planning Committee structure. Thus, DIAG will collaborate with PRIE to ensure that the Student Equity Report which identifies and is meant to track and measure student success, achievement gaps, and other equity information is updated on a regular basis.

As part of the evaluation of this goal, the coordinator of a DIAG funded event will be responsible for distributing and collecting the surveys. The surveys are expected to provide feedback on participant satisfaction, educational impact, and benefit of having attended or participated in diversity events. Though over the past several years a variety of cultural and other diverse events have been sponsored at CSM, there is no institutional data to assess their appreciation and effectiveness. Therefore, after the first full year of gathering survey data, DIAG shall establish a benchmark against which to measure targeted increases in perceived program satisfaction and effectiveness. It is expected that survey results will also provide insight to the type of additional programs and events that faculty, staff and students are seeking.

Institutional Priority

The primary Institutional Priority addressed by the goal is:

Priority 5: Enhance institutional dialog

College Indicators

The College Indicators that have influenced goal number one in the plan's activities include:

3.3 Student Satisfaction and perception: campus climate

3.22 Faculty Satisfaction with learning opportunities available to students

5.2 Employee satisfaction and perception: campus climate

Timeline

- Surveys developed by December 2009
- Surveys to be distributed to attendees at each scheduled event
- Initial analysis of survey results to be conducted and compiled within two weeks after each event
- Compilation and analysis of event surveys will be incorporated into an Annual DIAG Report to be completed at the end of each spring semester (May of each year)

Goal #2: Annually assess the academic success rates of students disaggregated by demographics which include ability, gender and ethnicity.

Objective: Measure academic success factors such as retention rate, persistence rate and successful course completion rate.

Evaluation or Assessment of Goal #2

-Review and analyze student data compiled by PRIE that is relevant to student success. Such data will include course completion rates, completion of ESL and basic skills courses, retention and persistence rates.

-Through the years, at CSM a variety of data has been collected but little has been done to fully engage the college in developing a "culture of evidence." As well, the college has yet to transform itself into being a data driven institution. Though

some mandated data collection focusing on student success factors has been compiled (Student Equity Report, 2005), little has been done to follow up and address the findings compiled in the report. Thus, the second goal developed by DIAG and the Diversity Planning Committee is to closely review and analyze the Student Success data generated by PRIE and to ensure that initiatives are developed and implemented to improve student retention, persistence and progression beyond basic skills courses.

-The evaluation of this goal will be monitored by regularly assessing and analyzing the student success factors identified above. The plan is to review the data soon after a semester has ended or as soon as PRIE has the data available. As with the CSM College Index, the 2008/09 academic year will serve as the baseline from which to measure and compare the subsequent student success factors.

Institutional Priority
The primary Institutional Priorities addressed by the goal are:
Priority 1 Student Success
Priority 1.1 Improve the academic success of all students (includes course-completion, retention, and persistence)

College Indicators
The College Indicators Influenced by the goals are:
1.1 Retention rate
1.2 Term persistence rate
1.3 Successful course completion
1.4: Basic skills successful course completion rates
1.5: Progression beyond basic skills courses
1.6: Student progress and achievement rate

Timeline
- Review and analyze pertinent student success data as outlined in this, the DIAG Institutional Plan for Fall 2010, Fall 2011 and Fall 2012
- Assess ESL and basic skills course completion rates- Fall 2010, Fall 2011, Fall 2012
- Develop an Annual DIAG Annual Report – Fall 2010, Fall 2011, Fall 2012

Diversity in Action Group Plan 2009/10 to 2012/13

Goal #1: *Provide an evidence-based calendar of culturally diverse educational events for students, faculty, staff, and administrators*

Institutional Priorities Addressed by Goal: Priority 5: Enhance institutional dialog

Evaluation or Assessment of Goal: Satisfaction ratings at event; summative evaluation of events by Student Development Committee included in DIAG annual report

College Indicators Influenced by Goals: (Refer to College Index and/or Comprehensive Listing of Indicators and Measures)
Index 3.3:   Student satisfaction and perception: campus climate
Index 3.22:   Faculty satisfaction with the learning opportunities available to students
Index 5.2:   Employee satisfaction and perception: campus climate

Relationship to Other Key Planning Documents or Mandates:

Ed Master Plan	CSM Strategic Plan	College Diversity Statement	College Vision Statement	SMCCCD Strategic Plan
• The College should increase the use of alternate instructional and student services delivery modes to **serve an increasingly diverse student population** [p.17]	• CSM will promote a diverse learning and working environment that encourages tolerance, mutual respect, and the free exchange of ideas [Goal 3: Diversity]	* Foster a learning and working environment that encourages multiple perspectives and the free exchange of ideas in an unbiased and non-prejudicial way [paragraph 1]	• Nurture a campus climate that is inviting and intellectually stimulating to all students and staff [paragraph 5] • Endorse, support and actively pursue a policy of inclusiveness that recognizes, values and reflects the diversity of the community we serve, the professionals with whom we serve and the subject matter we impart [paragraph 6]	The District and Colleges need to continue building and enhancing cultural awareness and diversity training. [p. SecA:18]

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Objective #1: Measure satisfaction ratings of educational events to use for subsequent year's events planning				
Action Steps	*Resources Estimated (Human, Fiscal, and Capital)*	*Outcomes/Deliverables*	*Proposed Leads*	*Timeline*
1.1 PRIE assigned to develop event satisfaction surveys		*1.1Survey instruments developed*	*DIAG*	*Dec 2009*
1.2 PRIE approves and coordinates with DIAG to administers survey online to faculty, staff, and administrators		*1.2 20% participation rate among faculty, staff, and administrators*	*DIAG Planning Cmte*	*Oct 2010*
1.2.1 PRIE approves and administers survey at events for students		*1.2.1 80% student attendees at events*	*DIAG Planning Cmte*	*Spring 2010*
1.3 PRIE analyzes and summarizes findings; reports to DIAG		*1.3 Report produced*	*PRIE; DIAG Planning Cmte*	*Fall 2010*

Diversity in Action Plan 2009/10 to 2012/13
Goal #2: Annually assess the academic success rates of students disaggregated by demographics which include ability, gender and ethnicity.
Institutional Priorities Addressed by Goal: Priority 1: Student Success 1.1 Improve the academic success of all students (includes course-completion, retention, and persistence)
Evaluation or Assessment of Goal: Evaluation will be summative and include the assessment of specific academic success rates that published yearly in the CSM College Index.
College Indicators Influenced by Goals: (Refer to College Index and/or Comprehensive Listing of Indicators and Measures) Index 1.1: Retention rate; 1.2: Term persistence rate; 1.3: Successful course completion rate; 1.4: Basic skills successful course completion rates; 1.5: Progression beyond basic skills courses; 1.6: Student progress and achievement rate
Relationship to Other Key Planning Documents or Mandates:

Ed Master Plan	Ed Master Plan	College Mission Statement	CSM Strategic Plan	Basic Skills Initiative
Student Equity: The college needs to complete the analysis of data to determine if there are differences among ethnic groups in the student equity indicators (access, degree and certificate completion, ESL and Basic Skills completion, transfer and workforce development) and develop integrated strategies to address these equity issues. (p.20)	Student Equity: The College needs to update its *Student Equity Plan* for the five success indicators with recent data and establish goals and objectives. [p. 20]	College of San Mateo, the first community college in San Mateo County, is an open-access, student-focused, teaching and learning institution which serves the diverse educational, economic, social and cultural needs of its students and the community. By offering comprehensive, quality programs and services, and by measuring student learning, CSM educates students to participate successfully in a changing world.	CSM will match its programs and services- and the manner in which they are delivered – to the evolving needs and expectations of our students and the community. (Goal 1: Programs and Services) **SMCCCD Strategic Plan** Identify Gaps in student educational achievement. [SecA:13]	BSI Research Project: Teaching Paradigms, Pedagogies and Basic Skills Students 2009 BSI Action Plan 2007-2008 **BSI Mission Statement** It is our mission to honor College of San Mateo's developmental students by providing com-prehensive instruction and services integrated throughout the institution to nurture the whole student and bridge basic skills with college competencies while they achieve their educational and career goals.

Objective #1: Measure academic success factors such as retention rate, persistence rate and successful course completion rate.

Action Steps	Resources Estimated (Human,Fiscal,and Capital)	Outcomes/Deliverables	Proposed Leads	Timeline
1.1 Update pertinent demographic data that relates to student success and retention, all of which is included in existing college data		1.1 Measurement of progress in addressing student equity.	1.1 PRIE	1.1Fall 2010
1.2 Review, analyze and summarize the findings of the comprehensive listing of indicators and measures related to student success.		1.2 Measurement of progress in addressing student equity.	1.2 PRIE/DIAG	1.2 Fall 2010
1.3 Identify the achievement gaps that exist by demographics that include ability, gender and ethnicity.		1.3 Document achievement gaps by identified demographics	1.3 DIAG, and Basic Skills Initiative Committees (BSIC)	1.3 Fall 2010
1.4 Review data pertaining to course completion and retention rates for basic skills students.		1.4. Discussion of the findings.	1.4 DIAG, BSIC	1.4 Fall 2010
1.5 Meet with the DIAG and BSI Committees to review and discuss the data results.		1.5 Information that leads to determining next steps.	1.5 DIAG	1.5 Fall 2010
1.6 Identify institutional resource gaps that are needed to support and enhance student success.	1.6 To be determined	1.6 Institutional resource gaps identified.	1.6 DIAG	1.6 Fall 2010
1.7 Assess, inform and recommend support for institutional resources that address inequities and which further student achievement.	1.7 To be determined	1.7 Student support services are recommended for implementation.	1.7 DIAG	1.7 Fall 2010