

2015 DRAFT College of San Mateo (CSM) Student Equity Plan (SEP): Goals and Activities At-a-Glance

11/11/15

Goal A. Access: Target – Asian*, Hispanic, Veterans

The goal is to improve access for the following target populations identified in the college research as experiencing a disproportionate impact:

Goal A. Access

Target Population	Percent attending CSM vs. San Mateo County	# CSM Students 2012/2013	Number of students gap
Asian*	21.8% vs. 26.4%	2100	-443
Hispanic	21.6% vs. 23.3%	2088	-164
Veterans	2.4% vs. 5.9%	243	-354

On access, CSM has equal or greater representation of historically underrepresented student groups, such as African American (P=1.04), Low Income (P=1.66), Disabled (P=1.71), and Pacific Islander (P=1.77) students relative to the proportion of their populations in San Mateo County. However, CSM has traditionally underrepresented student groups, Asian (P=0.82), Hispanic (P=0.93), and Veterans (P=0.40) are underrepresented. Asian* includes subpopulations with varied access to higher education; target groups will be Southeast Asians including Vietnamese, Cambodian, Hmong, and Laotian, and Chinese, Indian, and Korean students.

Goal A: Increase enrollment by 10% within three years [Fall 2018] those students who identify as Asian, Hispanic, and Veteran. Increase by 3 percent enrollment of other historically underserved populations from outside the predetermined service area and county.

No.	Activity	Target	Link to goal	Evaluation	Start/	SEP budget
-----	----------	--------	--------------	------------	--------	------------

					End	
A.1	Expand adult school-CSM partnerships to support English as a Second Language (ESL) students' enrollment in college via Adult-Education College and Career Educational Leadership (ACCEL).	Asian, Hispanic	It is expected that the improved pipeline from Adult School to CSM will provide increased access for recent Asian and Hispanic immigrant students.	Track the number of students transitioning from San Mateo Adult School to CSM. Document the alignment of curriculum between adult school courses and ESL courses. Identify the faculty and counselors that work with ACCEL.	2015/2020	\$0 Partner with ACCEL grant supported, BSI
A.2	Partner with Student Success and Support Program (SSSP) to expand community outreach to promote CSM student success programs such as Puente Program, Extended Opportunities Programs and Services (EOPS), Multi-Cultural Center, and Veteran's Resource and Opportunity Center (VROC), First Year Success Program (FYS). Outreach includes presentations, development of brochures in Spanish and specified Asian languages. Community includes P-12 educational institutions and community organizations like Martin Luther King Center in San Mateo.	Asian, Hispanic, Veterans	Promotion of CSM academic and student support services will lead to an increase in the number of Latino, Asian, and Veteran students who choose to attend CSM.	Track promotion efforts, and collect data on follow-through enrollments.	2015/2020	\$5,000 for development of brochures Partner with FYS, SSSP
A.3	Expand Dreamer Workshops for AB540 students and increase collaboration between feeder schools (high school and adult school), and CSM to identify and recruit AB540 students. Develop material	Asian, Hispanic	Increased support for, and promotion, of DREAM act students will increase enrollment of Asian and Hispanic students.	Track promotion and support activities. Track AB540 student enrollments.	2015/2020	\$2,000 Partner with SSSP, FYS, EOPS,

	(print and web) to promote DREAMERS. Expand Multicultural Center resources including improved access to financial aid information.					GF
A.4	Partner with First Year Success Program, and SSSP to implement components of FYS Program (e.g. early assessment, multiple modes of assessment) to attract Asian and Hispanic high school students.	Asian, Hispanic	Increased support for Asian and Hispanic students who wish to transition to CSM from high school will lead to greater enrollments.	Document program elements as they roll out. Track enrollments of Asian and Hispanic students who take early assessments, or are placed via multiple assessment. Track enrollments from feeder high schools to CSM.	2015/2020	\$0 Partner with FYS, SSSP
A.5	Partner with Center for Academic Excellence (CAE), FYS, SSSP, EOPS, and Middle College High School to train high school and CSM faculty and counselors to understand and support Asian, Hispanic HS students	Asian, Hispanic	Professional development will lead to increased enrollments of HS students, including Asian, Hispanic.	Document professional development activities for High School and CSM faculty and counselors, and any changes to curriculum or support based on the activities.	2015/2020	\$0 Partner with CAE, FYS, SSSP, EOPS, Middle College
A.6	Evaluate efforts to increase access for Asian, Hispanic and Veteran students, looking for gaps and opportunities to improve efficacy.	Asian, Hispanic, Veterans	Analyzing the efforts to increase enrollments of target populations will lead to improvements in actions taken to improve access.	Track enrollments of target populations and analyze the patterns relative to effort made to increase enrollment.	2015/2020	\$0 FYS, PRIE Staff, SSSP

A.7	Hire a Veterans Resource Opportunity Center (VROC) Program Services Coordinator (PSC) to reach out to veteran students to provide academic support and make referrals to other student support services such as EOPS, Disabled Students Programs and Services (DSPS), Health Center, psychological, tutoring, and financial aid. As well, promote availability of, and certify veterans' eligibility for, GI bill benefits. The Program Services Coordinator will also reach out to community veteran organizations to promote CSM educational opportunities. Provide direct support to the Veteran's Resource Opportunity Center such as computers, Smart Pens, books, and supplies to support veteran students.	Veterans	Direct outreach activities and marketing materials targeted to veterans, veteran community groups and other veteran organizations will promote educational opportunities.	Track outreach events to determine increase in veteran students attending CSM. Assess the number of veteran students applying for and receiving GI Bill Benefits.	2015-2020	<p>\$123,000 (\$94,000 PSC-VROC, \$29,000 additional VROC support)</p> <p>Partner with SSSP, EOPS, DSPS, Financial Aid, General Fund (GF) \$5,000</p>
						SEP Budget: \$130,000

Goal B. Course Completion: Target - Foster Youth, African American, Pacific Islander, Hispanic

The goal is to improve course completion for the following target populations identified in the college research as experiencing a disproportionate impact:

Equity Gap Rank	Student Group	Gap compared to average as a %	CSM Course Enrollments	Number of students "lost"
1	Foster Youth	-21.0%	516	-108
2	African American	-10.7%	2066	-221

3	Pacific Islander	-7.6%	1290	-98
4	Hispanic	-5.9%	9532	-562

Hispanic/Latino students are included in this measure given the gap and the significant number of students “lost”.

Goal B: Increase course completion by 5 percent within three years for the target populations that include Foster Youth, African American, Pacific Islander, and Hispanic or Latino.

No.	Activity	Target	Link to goal	Evaluation	Start/End	SEP budget
B.1	<p>Expand direct and indirect student support to the Puente Project, Umoja, Mana, and Writing in the End Zone (WEZ) Learning Communities and to the Project Change (current and formerly incarcerated youth) cohorts that includes tutoring, counseling, and mentoring; and hiring a Program Services Coordinator (PSC).</p> <p>Mana PSC + benefits (94,000) Puente (\$25,000) Mana (\$25,000) Umoja (\$25,000) Project Change (\$10,000) WEZ (\$10,000)</p>	Foster Youth, African American, Hispanic, Pacific Islander	Implementation of the Mana Learning Community and continuation of the other Learning Communities along with Project Change will allow programs to directly serve the needs of participating program students through innovative instruction, culturally relevant curriculum, student services support that includes counseling, embedded and course-specific tutoring, and activities that engage students in the college community.	Ongoing annual assessment of the programs and their impact on student success as measured by course completion, retention and persistence.	2015-ongoing	\$189,000 Partner with SSSP, EOPS, DSPS, CalWORKS, Foster Youth Program, Financial Aid, Project Change, Puente, Veterans Services, Puente State Grant \$1500
B.2	Expand tutoring services for target populations of students, and those students on probation for general education courses but also specifically for basic skills courses and gatekeeper	Foster Youth, African American, Hispanic,	Targeted tutoring services will assist students in comprehending difficult concepts and enhance course completion.	Assess course completion rates for students utilizing these tutoring services.	2015-2020	\$10,000 Partner with FYS, BSI, Veterans

	courses in math and science.	Pacific Islander				Services; SSSP, GF \$40,000
B.3	Provide Professional Development activities including speakers, consultants, and workshops for faculty to apply culturally responsive methodologies such as Critical Race Theory, Queer Theory, and Indaba principles. Also incorporate and apply Habits of Mind and Reading Apprenticeship strategies along with Threshold concepts.	Foster Youth, African American, Hispanic, Pacific Islander	Incorporation of culturally responsive teaching principles and academic strategies in the classroom will support student learning and contribute to course completion.	Determine the number of faculty who participate in professional development activities and incorporate culturally responsive teaching principles and strategies. Assess by term the increase in course completion rates.	2015/2020	\$25,000 C.4, D.4, E.6 Partner with CAE, \$40,000, BSI \$20,000 SSSP
B.4	Develop and promote the use of an early alert system such as Starfish for faculty and include collaboration with student services faculty and staff to provide “just-in-time” support for students struggling in their classes, and for students on probation. As noted in the Ellucian White Paper, consider including peer mentors as part of this program.	Foster Youth, African American, Hispanic, Pacific Islander	Reduction in the number of students from the targeted populations who are placed on probation and improved course completion rates.	Document and evaluate the early alert process for continuous improvement. Collect usage data each semester. Student course completion rates will be assessed at the end of each term.	2015/2020	\$5,000 Partner with SSSP, FYS
B.5	Analyze high school transcript data from research exploring alternative assessment for English and math placement for all students but specifically to targeted populations.	Foster Youth, African American, Hispanic, Pacific	Implementation of alternative assessment for English and math placement will facilitate course completion and help expedite educational goal achievement.	Annually assess the course completion rates for targeted students who were placed into English and math courses using the alternative placement	2015/2017	\$0 Partner with SSSP, FYS, Middle College

		Islander		process.		
B.6	Continue to revise Program Review Reporting Document and process to ensure that a robust dialogue occurs at the department level to analyze student achievement data and make program revisions based on identified gaps. Explicitly state commitment to hiring a diverse faculty.	Foster Youth, African American, Hispanic, Pacific Islander	Departments incorporating revisions will reduce the student achievement gap. Course completion rates will increase.	Using department program reviews, determine how many departments are making program revisions based on identified gaps. Each year assess the success rates of students by department and program.	2015/2020	\$0 Partner with Academic Senate, District Equal Employment Opportunity Committee
B.7	Partner with Foster Youth Services, Associated Students of CSM (ASCSM), CSM Cares and other campus service providers to present Safe Zone activities and events that are created to support and engage foster youth, incarcerated, LGBTQ and veteran students.	Foster Youth, African American, Hispanic, Pacific Islander	Support services targeted to these student populations will enhance their academic and social integration with the institution and lead to a reduction in the number of students placed on probation and increase course completion.	Each year assess the success rates of targeted student populations.	2015/2020	\$25,000 Partner with Foster Youth Services, Veterans Services, Financial Aid, SSSP, Vending Fund, ASCSM \$4,000, GF 10,000
B.8	Support the basic physical and mental health needs of all students by promoting the availability of on-campus services such as the Food Pantry, Student Health Center, Psychological Services, CSM Cares, Multicultural	Foster Youth, African American, Hispanic, Pacific	Promotion of services that support basic physical health needs along with mental health services will help sustain impacted students and contribute to course completion.	Track the number of students utilizing Food Pantry, Health Center, Psychological Services and CSM Cares Peer Educators. As appropriate assess	2015/2020	C.7, D.9, E.8 \$35,000 Partner with EOPS, CalWORKs,

	Center, Veterans Resource Opportunity Center (VROC), and Financial Aid.	Islander		course completion rates.		Financial Aid, SSSP, ASCSM, GF \$100,000
B.9	Provide faculty coordination to support recruitment, enrollment and retention of Puente Project, Umoja, Mana, and Writing in the End Zone Learning Communities and Project Change students. WEZ faculty coord. (\$80,000) MANA faculty coord. (\$17,000) Umoja faculty coord. (\$29,000)	Foster Youth, African American, Hispanic, Pacific Islander	Implementation of the Mana Learning Community and continuation of the other Learning Communities along with Project Change will allow programs to directly serve the needs of participating program students through innovative instruction, culturally relevant curriculum, student services support that includes counseling, embedded and course-specific tutoring, and activities that engage students in the college community.	Ongoing annual assessment of the programs and their impact on student success as measured by course completion, retention and persistence.		\$126,000 GF\$80,000, District Funds for Project Change??
						SEP Budget: \$415,000

Goal C. ESL and Basic Skills Completion: Target – Multi-race, White, Hispanic

The goal is to improve ESL and basic skills completion for the following target populations identified in the college research as experiencing a disproportionate impact:

Equity Gap Rank	Student Group	Gap in comparison to the average, as a percent	# of students who complete final ESL or basic skills course with A, B, C or credit	Number of students "lost"

1	Veterans	-10.1	34	-3
2	Multi-race	-4.1%	170	-7
3	White	-3.6%	307	-11
4	Hispanic	-1.8%	314	-6

Goal C. Increase ESL and Basic Skills Completion rates by 5 percent within three years for the target populations of Veterans, Multi-race, White, and Hispanic or Latino.

No.	Activity	Target	Link to goal	Evaluation	Start/End	SEP budget
C. 1	Expand the Supplemental Instruction (SI) Project and other student peer support projects to include ESL and basic skills English courses. Students will be hired to provide in- and out-of-classroom support to students and coordinate SI support with course instructors.	Veterans, Multi-race, White, Hispanic	ESL and basic skills students will be retained and will succeed in completing their courses.	Data will be collected at the end of each term that compares success rates for ESL and basic skills students participating in SI in comparison to those ESL and basic skills students who do not participate in SI courses.	2015/2018	\$10,000 Partner with GF \$40,000, BSI, \$1,500
C.2	Develop accelerated courses for Basic Skills Math, English, and ESL. Embed counseling and Student Ed Plan completion into the acceleration sequence of courses. Implement Math and English jam.	Veterans, Multi-race, White, Hispanic	Accelerated basic skills Math, English and ESL courses will allow students to complete these course sequences more expediently. Incorporation of Math and English Jam will provide students the opportunity to prepare for the placement exams and/or refresh their basic math and English skills.	Data will be collected annually to compare success rates of those students who participated in accelerated ESL, English and math courses vs those who did not participate in the accelerated courses. Data will be collected to assess placement rates of students who participated	2016/2018	\$0 Partner with BSI \$3,000, FYS, SSSP

				in Math and English Jam.		
C.3	Expand tutoring, mentoring and other academic support services targeted to students in basic skills and gatekeeper courses, and students on probation.	Veterans, multi-race, White, Hispanic	Targeted services will assist students in completing their courses.	Assess course completion rates for students in these programs in comparison to non-participating students.	2015-2020	\$10,000 Partner with BSI, SSSP, FYS
C.4	Provide Professional Development activities including speakers, consultants, and workshops for faculty to apply culturally responsive methodologies such as Critical Race Theory, Queer Theory, and Indaba principles. Also incorporate and apply Habits of Mind and Reading Apprenticeship strategies along with Threshold concepts. Hire a Director of Student Equity to coordinate and direct college-wide diversity and equity initiatives. Provide support for faculty coordination of equity projects and initiatives.	Veterans, Multi-race, White, Hispanic	Incorporation of culturally responsive teaching principles and academic strategies in the classroom will support student learning and contribute to course completion. Director and faculty coordination will support college-wide equity initiatives leading to course completion and success in other equity success indicators.	Determine the number of faculty who participate in professional development activities and incorporate culturally responsive teaching principles and strategies. Assess by term the increase in course completion rates.	2015/2020	B.3, D.4, E.6 \$146,640 \$35,414
C.5	Expand operations in the Reading & ESL Center to provide more student support services opportunities. Extend support to students on probation.	Veterans, Multi-race, White, Hispanic	Promotion of services that provide financial aid, EOPS, Counseling, and Health & Psychological Services will help sustain students and contribute to course completion.	Track the number of students utilizing the Reading & ESL Center student support service opportunities. As appropriate assess course completion and persistence	2015/2020	\$5,000 Partner with BSI, GF \$50,000, SSSP

				rates.		
C.6	Support the integration of Reading Apprenticeship and MINDSET 4.0 (Habits of Mind) principles into all ESL and basic skills courses.	Multi-race, White, Hispanic	Students who have learned persistence, time management, communication, and other non-cognitive skills will have better rates of course completion.	Track the number of students participating in courses that incorporate MINDSET 4.0 skills and their completion rates.	2015/2020	\$0 Partner with BSI, CAE
C.7	Support the basic physical and mental health needs of all students by promoting the availability of on campus services such as the Student Health Center, Food Pantry, Psychological Services, CSM Cares, Multicultural Center, Veterans Resource Opportunity Center, and Financial Aid.	Veterans, Multi-race, White, Hispanic	Promotion of services that support basic physical health needs along with mental health services will help sustain students and contribute to course completion.	Track the number of students utilizing Health Center, Food Pantry, Psychological Services, and CSM Cares Peer Educators. As appropriate, assess course completion rates.	2015/2020	B.8, D.9, E.8
						SEP Budget: \$207,054

Goal D. Degree and Certificate Completion: Target – Multiracial, Males, Pacific Islander, Filipino, Foster Youth

The goal is to improve degree and certificate completion for the following target populations identified in the college research as experiencing a disproportionate impact:

Student Group	Degree attainment vs. standard	Percent gap	# of first-time students who enrolled in 2010 and named degree as their matriculation goal	Number of student gap

Multi-race	15.5% vs, 22.7%	-7.2%	129	-9
Males	18.7% vs. 22.9%	-4.2%	686	-29
Pacific Islander	20.0% vs. 22.7%	-2.7%	45	-1
Filipino	21.0% vs. 22.7%	-1.7%	124	-2
Foster Youth	8.3% vs. 22.9%	-14.6%	12	-2

1485 students completed a degree or certificate in 2013/2014. Five year degree completion rate by degree seeking students is 22.9%. Multiracial students achieve their degree goals at a rate of 15.5%, males do slightly better at 18.7%. Other disproportionately impacted student populations include Pacific islanders, at a degree completion rate of 20.0%, and Filipino students, 21.0%. Only 12 Foster Youth were identified as having a goal of degree attainment. Of those, only one completed a degree -- for a completion rate of 8.3%. Certificate completion data is unreliable because very low numbers of students have a certificate as their goal. More students get degrees and certificates than those declaring as a goal a degree or certificate.

The activities to address this goal can be categorized as follows

- Increase numbers of students with matriculation goals and Student Education Plan
- Streamline pathways to degree and certificate completion
- Support student progress towards their goals
- Provide recognition and awards for achieving milestones

Goal D. Within five years increase by 10 percent those who receive degrees and certificates for target groups Multi-race, Males, Pacific Islander, Filipino, and Foster Youth.

No.	Activity	Target	Link to goal	Evaluation	Start/End	SEP budget
	Student Ed Plans and Identification of Goals					
D.1	All learning community participants and impacted students will see a counselor to generate a Student Educational Plan. Writing in the End Zone (WEZ), Puente, FYS, MANA, Umoja, EOPS, Project Change, LGBTQ, veterans and students on probation.	Multi-race Males Pacific Islander Filipino Foster Youth	48.9% of all students in 2013/2014 received academic advising. Goal is to have 100% of impacted populations receive academic advising. Increase number of degree or certificate seeking students. Students seeking a	Document SEPs of all LC participants and other impacted student groups.	2015/2020	B.1 Partner with SSSP

			degree or certificate will have outlined a pathway to achieving the degree or certificate.			
D.2	Implement First Year Success Program for first time college students that includes SEP and counseling, peer mentoring, academic support. Additional targeted student populations include incarcerated and LGBTQ.	Multi-race Males Pacific Islander Filipino Foster Youth	All first year students will have an educational goal and plan	Track First Year Success students	2015/ 2020	\$0 Partner with FYS, SSSP
D.3	Revise local associate degree requirements to align with Title 5 requirements.	Multi-race Males Pacific Islander Filipino Foster Youth	Streamline pathway to degree attainment for CSM students	Document changes to degree requirements.	2014/ 2020	\$0 Partner with SSSP
D.4	Provide Professional Development activities including speakers, consultants, and workshops for faculty to apply culturally responsive methodologies such as Critical Race Theory, Queer Theory, and Indaba principles. Also incorporate and apply Habits of Mind and Reading Apprenticeship strategies along with Threshold concepts.	Multi-race Males Pacific Islander Filipino Foster Youth	Incorporation of culturally responsive teaching principles and academic strategies in the classroom will support student learning and contribute to certificate and degree completion.	Determine the number of faculty who participate in professional development activities and incorporate culturally responsive teaching principles and strategies. Assess by term the increase in course completion rates.	2015/ 2020	B.3, C. 4
D.5	Develop degree pathway maps for programs that enroll large numbers of impacted	Multi-race Males Pacific Islander	Students will have curriculum maps that help them navigate their path to	Document curriculum map	2015/ 2020	\$0 Partner

	populations. Message students about these choices.	Filipino Foster Youth	degree attainment.	production.		with SSSP
D.6	Provide annual DegreeWorks counseling sessions to all cohort learning communities and support centers (WEZ, Puente, FYS, MANA, Umoja, EOPS, Project Change, VROC, etc). Embed DegreeWorks counseling into acceleration classes, CTE capstone courses, STEM and business courses to promote degree and transfer opportunities. Offer campus-wide DegreeWorks workshops.	Multi-race Males Pacific Islander Filipino Foster Youth	Students will be empowered to monitor their own progress towards degree attainment, and will learn about opportunities to earn degrees.	Document activities, numbers and identities of students served. Track cohort learning community students and impacted groups through degree or certificate attainment.	2015-ongoing	\$0 Partner with SSSP
D.7	Communicate with those impacted students who: <ul style="list-style-type: none"> • have earned degrees or certificates but have not applied to receive them • have reached key milestones progressing toward their degree and certificates • do not register for the subsequent semester • are struggling in their classes • are on academic probation 	Multi-race Males Pacific Islander Filipino Foster Youth	Students will be informed about their progress towards completion.	Track those students to see if they apply for a degree.	2015-ongoing	\$0 Partner with SSSP, GF \$5,000
D.8	Provide direct support services such as book vouchers, bus tokens, and educational supplies. Link ed planning and other criteria to the direct support.	Multi-race Males Pacific Islander Filipino Foster Youth	Reducing the financial burden of attending college will increase the number of students who stay in the pathway and encourage students to finish a degree.	Track and evaluate degree attainment by students receiving incentives.	2015/2020	\$50,000 Partner with EOPS, FYS, MCC

D.9	Support the basic physical and mental health needs of all students by promoting the availability of on campus services such as the Food Pantry, Health Center, Psychological Services, CSM Cares, Multicultural Center, Veterans Resource Opportunity Center, and Financial Aid.	Multi-race Males Pacific Islander Filipino Foster Youth	Promotion of services that support basic physical health needs along with mental health services will help sustain students and contribute to course, degree and certificate completion.	Track the number of students utilizing Food Pantry, Health Center, Psychological Services, and CSM Cares Peer Advisors. As appropriate assess course completion rates.	2015/ 2020	B.8, C.7, E.8
D.10	Work with coordinators from Umoja, Puente, WEZ, Mana, Project Change, VROC, DIAG, Honors Project, and Marketing Department to expand special recognition of achievements of target populations to include on-campus ceremonial events, web presence, publications and other promotional materials.	Multi-race, Males, Pacific Islander, Filipino, Foster Youth	Recognition of student achievements promote college success programs as related to degree and certificate completion.	Document events, activities and attendance.	2015/ 2020	\$2,000 Partner with SSSP, GF \$5,000
						SEP Budget: \$52,000

Goal E. Transfer: Target – Hispanic, Filipino, Disabled, African American

The goal is to improve transfer for the following target populations identified in the college research as experiencing a disproportionate impact:

Equity Gap Rank	Student Group	Transfer Rate vs. all student average	Percent gap	# of first-time students who	Number of student gap
-----------------	---------------	---------------------------------------	-------------	------------------------------	-----------------------

		rate		enrolled in 2010 and named transfer as their matriculation goal	
1	Hispanic	44.3% vs 58.8%	-14.5	70	-10
2	Filipino	48.6% vs. 58.8%	-10.2	35	-4
3	Disabled	53.8.0% vs. 58.8%	-5.0	26	-1
4	African American	57.1% vs. 62.9%*	-5.8	14	-1

The five year transfer rate of first-time students in AY 2008 - 2009 (Summer-Fall-Spring) who were enrolled in at least 12 units and who enrolled in any transfer-level Mathematics or English course (including ENGL 100) through 2013-14, is 58.8% (Table 2). Total UC and CSU transfers were 528 students in 2013/2014. Disproportionately impacted student populations include Hispanic with a transfer rate of 44.3%, and Filipino, with a rate of 48.6%. Disabled students are also impacted, with a transfer rate of 53.8%. African American and Pacific Islander students transferred at a rate of 60.0% and 75.0%, respectively, using this metric.

*Completion Rates of First-time Full-time Transfer-plus Delayed Students (minimum ENGL 110/165), 2008/09 – 2013/14 is 62.9%. Using this metric, African American and Disabled students show disproportionate impact with 57.1% and 60% of the students transferring in five years, respectively. Thus the target groups that are disproportionately impacted with respect to transfer rates are Hispanic, Filipino, African American, and Disabled Students.

Goal E. Increase by 5 percent within three years the number of transfer students representing the target populations of Hispanic or Latino, Filipino, Disabled, and African American.

No.	Activity	Target	Link to goal	Evaluation	Start/ End	SEP budget
E.1	Scale up Supplemental Instruction (SI) program to include courses that enroll large numbers of impacted students.	Hispanic, Filipino, Disabled, African American	The main impediment to transfer is course completion, especially ESL and Basic Skills English and math. Providing academic support to students in targeted classes will enhance course completion and	Compare course completion for those courses with SI vs. those without SI.	2015/ 2020	\$30,000 Partner with GF \$40,000, SSSP, BSI

			thus progress towards transferability.			
E.2	Develop First Year Success cohort program that includes outreach to high schools, early placement, Summer Bridge program, peer mentoring, and case management.	Hispanic, Filipino, Disabled, African American	This program will provide first time college students with services and support designed to enhance their success.	Track the first year students as they move through courses. Collect data on transfer rates in five year timespan. Analyze services provided to look for gaps and opportunities to improve support and services.	2015/2020	\$0 Partner with FYS, SSSP
E.3	Develop accelerated courses for Basic Skills Math, English, and ESL. Embed counseling and Student Ed Plan completion into the accelerated sequence of courses. Promote the acceleration courses.	Hispanic, Filipino, Disabled, African American	Students who enter transferable courses sooner have a higher rate of completion and transfer.	Track success, retention, and persistence of the enrolled students in the accelerated courses and subsequent courses. Collect data on transfer rates in five-year timespan.	2015/2020	C.3
E.4	Support and expand Transfer Center activities to target impacted groups, including Transfer Tribute ceremony, presentations to clubs and athletic teams Incorporate college and university campus tours for target populations including students in the Learning Communities.	Hispanic, Filipino, Disabled, African American	Students who access Transfer Center services will be more likely to successfully transfer. College and university campus tours will enhance students' transfer expectations and possibilities.	Collect data on usage of transfer services by impacted students.	2015/2020	\$10,000 Partner with SSSP, Puente Project
E.5	For those students who have identified transfer as a goal, or who have completed transfer milestones, develop case management strategies, such as assigned	Hispanic, Filipino, Disabled, African	Students who feel someone at the college is monitoring their progress will be more likely to succeed and transfer.	Document services provided to students and measure increase in transfer rates.	2015/2020	\$0 Partner with

	counseling caseloads, to support their progress towards transfer.	American				SSSP, EOPS
E.6	Provide Professional Development activities including speakers, consultants, and workshops for faculty to apply culturally responsive methodologies such as critical race theory and Indaba principles. Also incorporate and apply Habits of Mind and Reading Apprenticeship strategies along with Threshold concepts.	Foster Youth, African American, Hispanic, Pacific Islander	Incorporation of culturally responsive teaching principles and academic strategies in the classroom will support student learning and contribute to course completion leading to transfer.	Determine the number of faculty who participate in professional development activities and incorporate culturally responsive teaching principles and strategies. Assess by term the increase in course completion rates.	2015/2020	B.3, C.4, D.4
E.7	Continue to add AS-T degrees as they come online, and publicize AS-T degrees, TAG agreements, and transfer opportunities to the community.	Hispanic, Filipino, Disabled, African American	Students getting up-to-date information about transfer opportunities will increase the transfer rate.	Document increase in AS-T degrees and the activities to publicize opportunities.	2015/2020	\$0 Partner with SSSP
E.8	Support the basic physical and mental health needs of all students by promoting the availability of on campus services such as the Health Center, Food Pantry, Psychological Services, CSM Cares, Multicultural Center, Veterans Resource Opportunity Center, and Financial Aid. Provide direct support services such as book vouchers, bus tokens, and educational supplies.	Hispanic, Filipino, Disabled, African American	Promotion of services that support basic physical health needs along with mental health services will help sustain students and contribute to course completion and lead to transfer.	Track the number of students utilizing Health Center, Food Pantry, Psychological Services, CSM Cares Peer Advisors, Multicultural Center, VROC, and Financial Aid. As appropriate assess transfer completion rates.	2015/2020	B.8, C.7, D.9,
						Goal E SEP Budget:

						40,000
						Total SEP Budget: \$844,054