Executive Summary – DRAFT – Oct. 31, 2015

Introduction

College of San Mateo has long championed open access, student support and student success. The College's vision of access, support and success is expressed in key statements that guide its priorities and decisions. Its *Mission Statement* reads, in part, "The College is an open-access, student-centered institution that serves the diverse educational, economic, social, and cultural needs of its students and the community." Its *Diversity Statement* acknowledges the evolving demographic changes in the community and in its student body: "College of San Mateo maintains a policy of inclusiveness that recognizes, values, and reflects the diversity of the community it serves." The Mission Statement further expresses that institutional decisions are based on relevant research: "[College of San Mateo] uses analysis of quantitative and qualitative data and information, collaborative integrated institutional planning, and assessment to inform decision-making and ensure continuous improvement." The College's Mission and Diversity Statements, and its institutional research, represent a commitment to student equity.

Target Groups

The Office of Planning, Research and Institutional Effectiveness (PRIE) provided campus-based research data for the Diversity In Action Group/Equity Committee to analyze the five success indicators and assess the impact on targeted groups as presented in Student Equity Plan guidelines. To document equity gaps and disparities in the five success indicators, PRIE data used two different methodologies -- the Percentage Point Gap and the Proportionality Index or "P Index" measure.

Percentage Point Gap methodology compares the percentage of each subgroup that achieves an outcome to the percentage of a population who achieve the same outcome ("reference rate"). The Percentage Point Gap is expressed as both a percentage point difference from the reference rate and a numeric count based on the unit being measured. The Proportionality Index compares the percentage of a disaggregated subgroup in an initial cohort to its own percentage in the outcome group. A ratio of 1.00 = identical proportionality. The Percentage Point Gap was the primary method used to identify equity gaps, the Proportionality Index methodology served as a secondary measure for data analysis.

Equity gaps were identified for eleven of fifteen target populations outlined in Student Equity Plan Guidelines. The Hispanic or Latino group was represented in four of five success indicators, with African American, Pacific Islander, Foster Youth, Filipino, and Multi-race groups identified as being underserved in two of the success indicators. Asian, Veterans, and Individuals with Disabilities were identified as having a disparity in only one success indicator. In addition to prescribed target populations, other groups identified as being underserved are incarcerated youth, LGBTQ+, and undocumented students; these student populations often contend with additional challenges of bullying, harassment, stigmatization, and marginalization. The five success indicators and historically underserved target populations are presented in Table 1.

Table 1. Target Groups

Success Indicator	Underserved Student Populations
*Access	Asian, Veterans, Hispanic or Latino
Course Completion (Retention)	Foster Youth, Black or African American, Native Hawaiian or Other Pacific Islander, Hispanic or Latino
ESL and Basic Skills Completion	Multi-race, White, Hispanic or Latino
Degree and Certificate Completion	Multi-race, Males, Native Hawaiian or Other Pacific Islander, Filipino, Foster Youth
Transfer	Hispanic or Latino, Filipino, Disabled, Black or African American

*Determining impacted target populations includes the College's service area, but CSM's students extend beyond its immediate service area and county. College data highlight that, in 2014-15, more than 17% of students were from outside jurisdictions. Disaggregation by ethnicity of this group present significant numbers of historically underserved populations, including Asian, African American, Filipino, Hispanic or Latino, Multi-race, and Pacific Islanders. Outreach efforts to these populations will be conducted to include these groups.

Note: See Attachment A: Out of County Residents Attending CSM

Goals

Each of the five student equity success indicators outlined below presents specific goals for the identified historically underserved target populations. A minimum three-year timeframe will be used for achieving the goals. Although all five success indicators are important, Course Completion and ESL and Basic Skills Completion have been determined as high priority goals based on the college research data. Course Completion was identified as having the greatest disproportionate impact based on both Percentage Point Gap and P Index measurements. ESL and Basic Skills Completion is also a high priority goal because, like Course Completion, successful ESL and basic course completion can lead to success in a sequential course and result in closing equity gaps in degree and certificate completion. Similarly, Course Completion and ESL and Basic Skills Completion can also narrow the equity gap for the Transfer success indicator. Although not prioritized as one of the top two goals, Access, the fifth of the success indicators, is also important; the data highlight that Asians, Veterans, and Hispanic or Latino populations are underrepresented at College of San Mateo in comparison to their representation in San Mateo County.

Success Indicator Goals

Access- Within the first three years of this plan, increase access by 10 percent for Asian, veterans, and Hispanic or Latino students. In addition, increase by 3 percent enrollment of other historically underserved populations from outside the local service area and county.

Course Completion (Retention)- Within three years of this plan increase course completion rates by 5 percent for Foster Youth, Black or African American, Pacific Islander, and Hispanic or Latino students.

ESL and Basic Skills Completion- Within three years of this plan, increase ESL and basic skills course completion in English and math by 5 percent for Multi-race, White, and Hispanic or Latino students.

Degree and Certificate Completion- Within five years of this plan, increase by 10 percent the degree and certificate rates for Multi-race, Males, Pacific Islander, Filipino, and Foster Youth students.

Transfer- Within three years of this plan, increase by 5 percent the transfer rates for Hispanic or Latino, Filipino, Disabled, and Black or African American students.

Activities

A number of new initiatives and activities to augment and support existing programs will address each of the five success indicators for identified historically underserved target populations. A primary focus of the plan is to ensure that effective interventions and student support activities are developed and implemented to narrow and ultimately eliminate existing equity gaps. It is important to note that, while many of the initiatives are classroom-specific, ongoing professional development for faculty, staff, and administrators will address diversity, equity, cultural competency, and other pertinent topics. Professional learning opportunities ensure that the college can "move the needle" towards enhancing student success. A brief overview of select activities for each success indicator is presented below.

Activities by Success Indicator

Access- Currently, specific groups are not targeted for access to the college and are thus "locked out". For example, Asians are often categorized as one entity yet are comprised of ethnic subgroups that include Southeast Asian -- Vietnamese, Cambodian, Hmong, and Laotian; Chinese, Indian, and Korean students. These diverse groups will be targeted for outreach, in part, through the college's Adult-Education College and Career Educational Leadership initiative. Also, publications and marketing materials will be developed in specified Asian and and Spanish languages. The growing population of Veterans will be targeted for outreach by a Program Services Coordinator charged with recruiting and enrolling veteran students.

Course Completion- Expanded support services will be provided to Puente (Latino), Umoja (Black or African American), Mana (Pacific Islander), and Writing in the End Zone (athletes in the football program) learning communities by the Mana Program Services Coordinator. A revamped "Early Alert" system will be implemented by fall 2016 to support students experiencing academic challenges and to support students on academic probation. An alternative

assessment using multiple measures will be developed for placement in key gatekeeper courses in English and math. Support for basic physical and mental health of all students will be promoted, including food pantry, health services, and psychological services.

ESL and Basic Skills Completion- Expanded Supplemental Instruction will be provided in math, ESL, and basic skills English courses. Expanded peer mentoring in ESL and basic skills courses will be provided. The college will develop an English and math acceleration path for basic skills students. The Reading and ESL Center will expand operations to provide more student support services.

Degree and Certificate Completion- Increase numbers of students with matriculation goals and Student Education Plan by meeting with a counselor. Implement the First Year Success Plan which is targeted to incoming high school students. Provide professional development activities, including speakers, consultants and workshops for faculty to apply culturally relevant methodologies (Critical Race Theory, Queer Theory, and Indaba Principles). Broaden the number of faculty applying Habits of Mind and Reading Apprenticeship strategies and incorporating Threshold concepts.

Transfer- Supplemental Instruction will be scaled up, particularly in courses that enroll large numbers of target student populations. Support and expand Transfer Center activities for specific target groups. Expand cohort learning communities for which transfer is a primary focus, such as Mana, Puente and Umoja.

Student Equity Funding and Other Resources

Success Measure	Target Groups	Students Lost	P Index	# of Gaps	Funding
Access	Asian, Veterans, Hispanic	961	-3.3	3	
Course Completion	Foster Youth, African American, Pacific Islander, Hispanic	989	-11.3	4	
Basic Skills Completion	Multi-race, White, Hispanic	24	-3.2	3	
Degree and Certificate Completion	Multi-race, Males, Pacific Islander, Filipino, Foster Youth	43	-8.6	5	
Transfer	Hispanic, Filipino, Disabled, African American	16	-5.6	4	

College Contacts

Dr. Henry B. Villareal
villarealh@smccd.edu
(650)574-6590

Theresa Martin
martin@smccd.edu
(60) 574-6252

Planning Process and Collaboration

Groups to be included in the description
SSSP
BSI
Director of Student Support Services including EOPS, DSPS, Cal WORKS, Foster Youth
IPC
Academic Senate/Governing Council
College-wide Feedback
Learning Communities
Veterans
Financial Aid