EQUITY PLAN

2019

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Student Equity Plan Executive Summary 2019

Introduction

College of San Mateo (CSM) has long championed open access, student support and student success. These hallmarks of educational equity are integral and indispensable to our mission. However, we know that access is not enough. For access to be equitable, the pernicious obstacles that delimit traditionally marginalized students' abilities to succeed academically must be called out and, subsequently, deconstructed. This means that as a Hispanic Serving Institution (HSI), CSM's pursuit of educational equity must be committed to recalibrating the trajectory of all of students, and especially poor, ethno-racially minoritized students of color (PERMSC). According to Garcia (2017[1]), developing an organizational identity that is dedicated to and even predicated on serving the interest of Latinx students is integral. An organizational identity that is simply Latinx-enrolling is insufficient:

> Latinx-enrolling represents an organizational identity constructed by members to mean that the institution simply enrolls a minimum of 25% Latinx students but does not produce an equitable number of legitimized outcomes for Latinx students and does not have an organizational culture for supporting Latinxs on campus (Garcia, 2017, p.119s).

Garcia offers this definition in contradistinction to a Latinx-producing identity, which is "constructed based on the institution enrolling the minimum 25% Latinx students and producing a significant (if not equitable) number of legitimized outcomes for Latinx students, despite the lack of a culture for supporting Latinxs (Garcia, 2017, p. 119s). Garcia (2017) argues that an equity-centered Latinx-enhancing identity is optimal. She defines a Latinx-enhancing identity as:

> Constructed as an organizational identity based on enrolling a minimum 25% Latinx students and enacting a culture that enhances the educational experience of Latinx students but not producing an equitable number of outcomes for Latinx students (Garcia, 2017, p.120s).

Of course, we serve many students who are not Latinx as well. Disproportionately, PERMSCs have been labeled "at risk", disengaged, and incapable due to the promulgation of racist stereotyping. Of course, PERMSCs do experience disproportionate academic struggles; however, most of these struggles are due to circumstances beyond their control. Therefore, we are convinced that a critical, 21st Century education is not only valuable: it is a matter of social justice. Thus, we feel that a social-justice oriented organizational identity should be our goal precisely because this organizational identity holds the potential to benefit all of our PERMSCs, including our Latinx students.

Therefore, the College of San Mateo Student Equity Plan (SEP) was designed to advance the college's mission of providing high-level, culturally sustaining (Paris & Alim, 2017[2]) pedagogy that simultaneously animates and supports the instruction, educational programs, and the services that CSM provides in the interest of campus wide justice. Our college is increasingly diverse both ethno-racially and socioeconomically. Our goal is to foster a campus climate that encourages, empowers, and equips all of our students to reach their fullest potential scholastically and humanly. And, commensurate with our expressed goal, we are invested in mitigating, and ultimately eradicating, the structural and institutionalized opportunity gaps that negatively impact our hyper-marginalized students, poor ethno-racially PERMSCs of color (henceforth, PERMSCs).

It is important to note that while we readily acknowledge that there are student groups that have been and continue to be traditionally marginalized and underserved, there is a noteworthy difference between marginalization and hyper-marginalization (Wacquant, 2011). Marginalization, in the sociological sense, elides or in extreme cases totally disregards the needs of students forced to the periphery of society by failing to address the structural and institutionalized bulwarks of inequity that delimit their access to upward mobility. Hypermarginalization occurs when identity contingencies (Steele, 2011) and socioeconomic realities coalesce. For example, low-SES students face marginalization; ethno-racially minoritized[2] students face marginalization; LGBTQI+ students face marginalization; when these identity contingencies intersect with other extenuating factors, like poverty, the end result is hyper-marginalization. Sadly, instead of addressing the opportunity (or equity) gaps that characterize the education of hyper-marginalized students, the locus of academic failure has

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[1] Garcia, G. A. (2017). Defined by outcomes or culture? Constructing an organizational identity for Hispanic-Serving Institutions. *American Educational Research Journal*. 54(1S), 111S-134S.

[2] Paris, D. & Alim, H.S. (2017). *Culturally Sustaining Pedagogies: Teaching and learning for justice in a changing world*. New York, New York.: Teachers College Press.

been placed on their shoulders (Sims, 2018[3]). This is evidenced by rhetoric that incessantly and haphazardly laments the achievement gap (Sims, 2018; Sims, Taylor-Mendoza, Hotep, Wallace, and Conaway, Forthcoming[4]). It is our position that the achievement gap is a pernicious derivative of the rampant opportunity gaps in the education of hyper-marginalized students. So, then, our goal is to positively impact all of the students we serve while, simultaneously, redoubling our efforts to mitigate, reduce, and ultimately eradicate the opportunity gaps that disproportionately affect PERMSCs.

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[1] Paris, D. & Alim, H.S. (2017). *Culturally Sustaining Pedagogies: Teaching and learning for justice in a changing world.* New York, New York.: Teachers College Press.

[2] We opt for the word, minoritized, while discussing hyper-marginalized students of color precisely because minoritized, as opposed to the more commonplace term minority or ethnic minority, takes the first position that an intentional process has taken place to minoritize certain (yet consistent) ethno-racial groups. More simply put, this term does not simply denote juxtapositional population status per capita; rather, it denotes ethno-racial groups that have been peripheralized, marginalized, and disenfranchised on purpose by racialized capitalism working in the interest of white supremacy (Sims, Taylor Mendoza, Hotep, Wallace, and Conaway, Forthcoming).

[3] Sims, J.J. (2018). *Revolutionary STEM education: Critical-reality pedagogy and social justice in STEM for Black males.* New York, NY.: Peter Lang.

[4] Sims, J.J., Taylor Mendoza, J., Hotep, L.O., Wallace, J., Conaway, T. (Forthcoming). *Minding the obligation gap: Striving for equity in community colleges.* New York, NY.: Peter Lang

Practically, the Student Equity Plan serves to provide important supports for hyper-marginalized students, which includes basic skills completion, degree and certificate completion, career and technical education and transfer opportunities. This plan will help us consolidate and, consequently, focus our institutional efforts so that they serve to positively impact (hyper-marginalized) PERMSCs. Contiguously, this plan provides a blueprint that will guide us toward our ultimate goal of providing the necessary tools to ensure all our diverse students have the same opportunity to achieve their goals. And, more precisely, this plan will provide a way for us to move in unison towards a justice-centered educational paradigm that is designed to remove macrostructural, longstanding bulwarks of racialized, classicists, and gendered (and intersectional) inequity. For us, there is an important distinction between equity and justice.

> A focus on equity helps us understand what obstacles people have to face simply by virtue of the families that they are born into. Justice does this as well; however, the pursuit of justice necessitates a deeper analysis whereupon we must consider how our positionality with our campuses' macrostructure either attenuates or exacerbates to inequity. An authentic pursuit of (educational) justice demands that we work through our own biases, and begin to repudiate our own privileges, if those privileges negatively impact the students that we are obligated to serve (Sims, 2018, p.78).

To be clear, justice is our goal because real social justice positions all students, irrespective of their varied, intersection identities, to achieve their educational dreams precisely because a justice-centered agenda both identifies and works to eradicate apparatuses of structural inequity. At the same time, this is a Student Equity Report, so, we will continue to use the word equity to describe our work. Please remember that for us, equity and social justice must be made to work in concert.

Cross-campus collaboration

The initial equity planning process is a campus-wide effort. The Office of Institutional Research and Planning collected and analyzed student success data, and disaggregated those data by ethnicity, gender, disability status, and economic disadvantage status, as well as for foster youth and veterans, to identify the areas of greatest need. The PRIE Office also disaggregated data in order to paint a clearer picture of the needs of both LGBTQi+ and housing insecure students, respectively. The Educational Equity Committee, co-chaired by our Director of Equity and BSI Coordinator, completed the majority of the writing for our SEP. Nevertheless, this was a process that both invited and included feedback from various important stakeholders across campus. Our Student Equity advisory team included research analysts, the Vice President of Academic Affairs, faculty members, deans, classified managers, staff, and students. Prior to drafting the original plan, team members attended SEAP specific trainings that detailed the supported research methods for analyzing and identifying disproportionately impacted student groups.

Following the submission, by the EEC, of the completed SEP, the plan was reviewed by Faculty Academic Senate; then, once revisions were made, the revised SEP was forwarded to the Institutional Planning Committee, which the college president and Vice Presidents as well as other executive management, students, and the presidents of both classified and academic senate, respectively are among its membership. Additionally, participants included campus leaders from both counseling and academic programs, as well as those from several categorical programs. Because this is a unified effort, we worked to align our SEP with our educational master plan. We want to ensure a cohesion and synchronicity between the overall aims of the college and our efforts to eradicate the pernicious opportunity gaps that negatively impact PERMSCs. With the full support of campus leadership, the EEC proposed new equity-centered pedagogical paradigms, approaches, and best practices for current programs that hold the potential to begin filling in our existing equity gaps.

Equity-centeredness

To work toward our equity goals, we have continued and or curated several existing and new programs at CSM, including: Promise Scholars; MESA; Math Jam; Reading Jam, the MANA Program for API students as well as our Umoja and Puente Programs. Commensurate with our goal to achieve educational equity[5] campus-wide, we

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[5] Educational equity is intentional work towards the creation of positive, nutritive educational spaces that actively combat structural and institutionalized inequity so that all students are empowered, encouraged, and equipped to succeed academically precisely

also feature programs for our student-veterans, the V-Rock and an award winning program for youth ensconced in the California carceral state apparatus, juvenile hall, Project Change, as well as a program for student athletes, who are overwhelmingly hyper-marginalized students of color, called Writing in the Endzone (WEZ). We know based on the seminal work of Woods, Harris, and White, (2000) that hyper-marginalized students benefit greatly from what Paris and Alim (2017) define as culturally-sustaining educative environments. Therefore, in addition to these academic opportunity programs, we also feature a Multicultural Dream Center (MDC) and a Puente Club. Our goal is to realize educational equity by focusing on justice. We know that we will not attain this goal simply by anti-critically reciting "justicy" words and slogans. Rather, our focus is to work collaboratively across campus to foment opportunities for our campus community to identify, interrogate, and redress social injustices that serve the interests of White supremacy, anti-Blackness, and settler colonialism. For us, this is the work. That said, we understand and readily acknowledge that we do not get to determine what justice looks like for everyone. Rather, consistent with Yang & Tuck (2018), we:

> [U]se social justice as a signal for what their [our] work engages with understand that inequities are produced, inequities are structured, and that things have got to change in order to achieve different educational outcomes. Social justice education is a choice away from pathology and linearity. (Tuck & Yang, 2018, Kindle Locations 191-195).

We do this because, unfortunately, though not altogether unsurprisingly, the realities that PERMSC's face in greater society are replicated, retrenched, and reified at the community college level. However, it is our feeling that community colleges—because of their open enrollment policy and relative geographic proximity to urban areas—are uniquely positioned to serve as disruptive technologies that work towards educational equity for all students. We feel that equitable programming is indispensable for our students; we also feel that equity-centered professional development is indispensable for administrators, faculty and staff if we are ever to realize our goal of achieving educational equity campus-wide.

Even though CSM is a Basic 8 College, we still face challenges as we work to address the varied educational needs of our surrounding communities. Nevertheless, we are committed to shrinking and ultimately closing the equity gaps that disproportionately impact PERSMCs. As previously stated, we must act with intentionality and focus so that we do not continue to lose PERMSCs by haphazardly casting them off as the students for whom college is simply not for. We have all heard this common refrain: well, college is not for everyone. The issue with this is that educators that utter this line, often unconsciously, have a particular kind of student in mind. That student is almost exclusively a PERMSC. A focus on equity is the first step. Even more than that, an equity focus is a necessary step that helps raise our institutional consciousness so that we are cognizant of the fact that PERMSCS are not, inherently, culturally or cognitively deficient (Sims, 2018; Sims, et al., Forthcoming). Instead, an equity-centered lens affords us the theoretical and analytical tools necessary to recognize that PERMSCs face obstacles that non-PERMSCs do not.

There are programs that are geared to combat these inequities. However, targeted, equity-based interventions that support PERMSCs have been and continue to be historically under-funded boutique programs, like Puente, MANA, and Umoja. These programs are necessary, and they are effective. However, they are not positioned to really move the proverbial needle. They are fiscally incapable of serving significant numbers of their targeted student groups. We are focusing our efforts on PERMSCs precisely because they have been and continue to be disproportionately (over)represented on the negative end of the purported achievement gap. Often, these programs function as safe spaces for PERMSCs to build community while, simultaneously, doing the necessary work of challenging, both internally and externally, the negatives stereotypes and concomitant racial microaggressions that they have been subjected to based on nothing more than the families that they were born into (Sims, 2018).

If we are not intentional in our efforts to create an educative atmosphere free of inequity, we run the risk of contributing to a kind of self-devaluation by PERMSCs that stems from deeply embedded (cultural) hegemony. According to Sims (2018), "Over time, the oppressed are repeatedly indoctrinated and, consequently, they are "duped" into becoming complicit in their oppression (Sims, 2018, p.22). PERMSCs overwhelmingly come from under-resourced, underfunded schools. Additionally, PERMSCs are

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because they have been afforded rigorous and rich educational opportunities that allow them work towards the realization of their full academic and human potential (Sims, 2018, p.27).

disproportionately tracked into classes with low expectations (e.g., BSI). Research (Darling Hammond, 2010; Delpit, 2012) bears out that students for whom expectations are low become resistant to and alienated from school culture. For example, Black students are far less likely than their white or Asian counterparts to graduate high school and go to college (Steele, 2010). It cannot simply be because they are inherently less capable—this assumption often couched in colloquial language is racist and erroneous; yet it is in circulation. Rather, the more likely explanation for the continued academic underperformance of Black students and other PERMSCs is not an innate lack of aptitude or interest. On the contrary, PERMSCs academic struggles are directly related to a lack of equitable educational opportunities (Darling-Hammond, 2010). We use a critical race theoretical (CRT) perspective in working to identify the equity gaps on our college. CRT holds that race is the most significant factor in determining educational outcomes (Delgado & Stephanie…) Of course, both class and gender intersect to illuminate and, unfortunately, exacerbate disproportionate educational outcomes for PERMSCs. Nevertheless, race continues to be most powerful in predicting school experience and performance.[6]

Why a laser focus on race: Minority Diminishing Return Theory

In addition to the material effects of racism and racist ideas (Kendi, 2016[7]), there is another reality that Black students, in particular, face. For nearly every ethno-racial group in this country, greater wealth correlates to increased self-rated mental health (SRMH) as determined by self-reported lack of anxiety, which translates to better psychosocial and socioemotional health (Ansari, Lapeyrouse, and Neighbors, 2018[8]). Though not covered in this study, this holds true with physical health as well (https://www.apa.org/helpcenter/stress). In fact, there is a correlation between higher SES and life expectancy. Think about that: people with more money simply live longer. Many PERMSCs and their families are, in essence, being sentenced to poor mental and physical health and by extension a kind premature of death simply because they happen to be poor in one of the richest nations on the planet.

Income inequality is an ever-increasing factor of life. Nevertheless, there is something specific to Black peoples regarding this. Because of the white supremacists' macrostructural components of American life, Black peoples, for example, do not experience the same level of self-rated mental health (SRMH) increases that normally accompany increases in SES. In fact, the line is almost flat according to Ansari, Lapeyrouse, and Neighbors, (2018). There is no statistically significant increase SRMH between poor Black peoples and their more affluent counterparts. This is the instantiation of what these authors describe as Minority Diminishing Return Theory (MDR). MDR endeavors to account for the psychosocial and psychosomatic injuries engender by racialized inequity. The authors' conclusion is this: as evidence by this study, the wages of racism that Black peoples must confront are not mitigated by SES. More specifically, Black peoples' increases in SES do not impact SRMH proportionate to the increases experience by European Americans. Admittedly, this seems bleak. Here is what we know: in California, community colleges represent (overwhelmingly) the first step towards a college education for black students and other PERMSCs. So, we have an opportunity and even more than that an obligation to disrupt the educational status quo. This educational morass has seemingly accepted that disproportionately low student successes for PERMSCs is normal. We reject that position. We are obligated to provide equitable educational opportunities for all of the students we serve. We recognize and accept this obligation. More precisely, we recognize that we are obligated to call out and address both the vestiges and current iterations of the white supremacist macrostructural reality that these students are forced to navigate. MDR illuminates how problematic ignoring ethno-racial identity is in both understanding and ultimately redressing educational inequity for PERMSCs. Discussions and the resultant programming that are spurred by a pursuit of educational equity must account for the myriad intersectional identities represented by PERMSCs.

For example, per state data, LGBTQi+ students are considered a disproportionately impacted (DI) group. And, while this is no doubt true in many cases, without disaggregated the data to determine LGBTQi+ students' intersectional identities, this data is not particularly revealing. As is the case with MDR, we know that race (ethno-racial identity) informs the lived experiences of Black people irrespective of income levels. Therefore, it follows that sans an analysis of the varied racialized identities of LGBTQi+ students, programming intended to remove equity gaps for these students runs the risk of falling short of the specific needs of individual students within the

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[6] Ladson-Billings, Gloria, and William F. Tate. "Toward a critical race theory of education." Teachers college record 97.1 (1995): 47.

[7] Kendi, I. X. (2017). *Stamped from the Beginning: the Definitive History of Racist Ideas in America*. Nation Books.

[8] https://www.ncbi.nlm.nih.gov/pubmed/29772799

LGBTQi+ student community. We do not want to essentialize the educational experiences of our LGBTQi+ students. Per our (CSM-specific) data, women are a DI group. Of course, we know that androcentrism and gender-inequity are real facts of life for women. Nevertheless, like the data on LGBTQi+ students, a deeper dive into the data on women students, one that disaggregates the data with regard to race, socio-economic status, parental educational attainment and income, as well as age, for example, would paint a clearer picture as to the needs of specific groups of students within this larger designation.

The Enacting Educational Equity Train the trainer Series

Even though California's demography is shifting towards a minority-majority, the faculty and staff of our community colleges remain largely White and middle-class. According to a 2018 report from Edsource.org, 61 percent of tenured faculty are white (https://edsource.org/2018/whites-dominate-californiacollegefacultieswhile-students-are-more-diverse-study-shows/594268). This, of course, is not a problem in and of itself. However, this reality holds the potential to exacerbate the struggles of PERMSCs that come from markedly different socio-economic and/or cultural/ethnic backgrounds than the educators that serve them. Many EuropeanAmerican educators are interested in working towards educational equity. Nevertheless, the differential life experiences of the majority of community college faculty and the students that they serve, not unlike K12 education, often leads to a kind of cultural dissonance that has the potential to negatively impact the most marginalized students (Ladson-Billings, 1994). So, led by our Director of Equity and BSI Coordinator, CSM developed a course that seeks to address what Sims, et al. (Forthcoming), termed the pedagogy gap[9].

We are in our second year of a justice-centered, year-long professional development series entitled: Enacting Educational Equity Train the Trainer Series (E^3T^2S). This program was developed by CSM's Director of Equity and BSI Coordinator, respectively. The goal of this suite of experiences is to begin the necessary work of bridging the pedagogy gap (Sims, et al., Forthcoming) that exists in community college education by fostering an atmosphere predicated on socio-academic synergy (Sims, 2018); that is, the intentional conjoining of students' real life experiences, concerns, and expertise with the curricular material offered in a given discipline. In order to do this, E3T2S is split into two parts. In the spring, participants read through, analyze, and present on extant educational literature that centers justice-oriented pedagogies. The course component of E3T2S is entitled, Critical Pedagogical Perspectives on Instructional Design. The goal of this, the first phase of E3T2S is to expose participants to potentially paradigm shifting educational theory, research, and practices that when alloyed should work to broaden their knowledge base on why and how to develop and, subsequently, enact pedagogies that encourage, empower, and equip all students to reach their fullest potential.

The second phase of E3T2S consists of two parts. The summer institute is used to refresh and review so that participants can conduct a panel on justice-centered pedagogical practices for the campus communityduring flex days. Then, during the fall, participants hold office hours and or lead lunch and learns so that they can function as equity resources within their respective divisions/departments. Again, the goal of this year long experience is to create a safe space for educators, writ large, to develop confidence in developing and implementing culturally sustaining, justice-centered pedagogical practices.

There is a corpus of literature that bears out that intentional work in the interest of redefining and reforming pedagogy, so that it is culturally sustaining, positively impacts hyper-marginalized students (Emdin, 2016; Gutstein, 2005; Nasir, 2011, etc.). Furthermore, we are convinced that a holistic approach to fostering, creating, and cultivating a campus environment predicated on equity requires direct services to students as well as direct services (in the form of meaningful professional development) to faculty, staff, and administrators.

The overarching goal of this program is to introduce CSM faculty, staff, and administrators to what Sims referred to as a critical-reality pedagogical approach (Sims, 2018). Critical-reality pedagogy (C-rP) is a deliberate pedagogical modality. According to Sims, C-rP holds the potential to develop PERMSCs' identities with and competencies in analyzing and applying canonical course material Tom issues that they deem important. This approach, simultaneously, increases their capacities to conceptualize, develop, and create linkages between course material and the amelioration of social injustice. The critical-reality pedagogical approach delineated by Sims, alloys the critical pedagogical work of Friere (1997), Giroux, Duncan-Andrade, Morrell (2008) and others, with Emdin's (2011; 2016) work on reality pedagogy. According to Sims (2018), C-rP is,

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[9] Unlike K12 education, with few exceptions, community college faculty are not required to complete coursework on teaching and learning (i.e., pedagogy) prior to teaching. For us, this is a glaring gap—or what we refer to in this book as the "Pedagogy Gap" (Sims, et al., Forthcoming).

> To be considered a critical thinker—according to this metaphor—one must be willing to think outside of the confines/paradigm of the seemingly concretized box. However, a critical-reality metaphor goes further in that simply thinking outside of the "box" is not sufficient. Rather, a critical-reality pedagogical approach holds that students should not only be encouraged to think outside of the box, but, rather, that they should also be empowered, encouraged, and equipped to critically analyze the box (i.e., paradigm) to determine whether or not its positionality is victimizing particular groups of people while, simultaneously, illuminating the beneficiaries of the box's positionality. The goal of this pedagogical approach is to (re)position students to use their knowledge and skills to deconstruct the box (i.e., white supremacist based structuralized inequity) in a way that is commensurate with social justice (Sims, 2018, p.44).

Critical-reality pedagogy looks at macro-level injustices. And, if done well, it also positions students to understand, identify, and began to deconstruct (and subsequently redress) individualized and localized inequity. This approach also helps students realize that the individualized, localized injustices that inform their lived experiences are part and parcel of a larger, macro-structural system of oppression that is disproportionately injurious to PERMSCs. Because of this, there is an important tenet that critical-reality pedagogy espouses: while creating opportunities for students to co-create knowledge in a classroom/educative space is indispensable to efficacious, equitable pedagogy, students must also be empowered, encouraged, and equipped to take their classroom learning out of the classroom and apply it to issues that are important to them. Again, if done well, CrP encourages and empowers PERMSCs to develop critical analytical thinking so that they can use their knowledge to shift the socio-political constraints that, disproportionately, oppress them.

Equity gaps

For decades, equity based educational efforts have been geared towards bridging and/or closing the achievement gap that exists between African-American and Latinx students and their non-Latinx white peers, with little progress made. One of the reasons that this gap has proved difficult to bridge is that the achievement gap is treated as *the* problem when, in fact, it is but one of the many symptoms of structural and institutionalized educational inequity. Therefore, in the pursuit of educational equity, our focus must be shifted from the notion of the "achievement gap" to that of opportunity or equity gaps.

Equity efforts in the community college system, rightfully, focus on poor, ethno-racially PERMSCs of color. Because community colleges are low or sometimes tuition free altogether, coupled with their open admission policy, they represent the most viable and perhaps clearest pathway to post-secondary education for first-generation students and PERMSCs. For these reasons as well as many others, community colleges are uniquely positioned to function as disruptors of cyclical, macrostructural educational inequity (Sims, et al., Forthcoming). That said, due to increased financial and political pressures to improve student success rates, community colleges are faced with a philosophical catch-22: should success be the goal of community colleges or should open access continue to be the founding principle of community college education. Of course, access and success are not mutually exclusive. However, for many colleges there is a feeling that an emphasis success holds the potential to negatively impact access. Our goal is to create a campus environment that is welcoming, because it is accessible, and that is committed to the educational success of all students. In order to accomplish this two-pronged goal, we have to view and do community college differently.

Community colleges can function as a disruptive technology that, at their best, interrupt macrostructural inequity precisely because they embody the most democratic ideals of this nation. Accessibility has been and continues to be a hallmark of community college education. For the most part, community colleges offer an open-door policy that provides affordable educational alternatives to students irrespective of background. Community colleges represent avenues to upward social mobility for PERMSCs as well as other students; and, for many students, community colleges represent a second, third, fourth (or beyond) opportunity to work towards a degree and or certificate. Community colleges enroll large numbers of PERMSCs. These are students that are, arguably, amongst the most hyper-marginalized student groups in this country. For example, 75 percent of first-in-family Black students that attend college start their educational careers at community colleges (Sims, et al., Forthcoming).

This group, Black students, due to deeply embedded macro-structural and institutionalized inequity, has long been the most educationally maligned ethno-racial group in this country (Mahiri & Sims, 2016[10]; Noguera, 2008[11]).

Operationalizing the obligation gap

In this plan, we pay special attention to what we have identified as the obligation gap (Sims, et al., Forthcoming); that is, the gap in what community colleges as service institutions provide vis-à-vis the actual needs of the students that these institutions serve, and how failure to attend to this gap disproportionately impedes the scholastic and subsequent economic progress of PERMSCs. Overwhelmingly, community colleges represent the first step towards the educational goals of PERMSC's; therefore, we are obligated to provide equitable educational opportunities for all of the students we serve. We take this obligation seriously. If we are to achieve educational equity, we have to take the first position that we are obligated to identify, call out, and work tirelessly to redress persistent equity gaps. Our students need us. They need us to ask paradigm-shifting questions and to propose, develop, and implement innovative disruptions to oppressive, stultifying educational practices and policies predicated on white supremacy, anti-Blackness, deficit model thinking, homophobia, misogyny, etc. Good intentions are not enough. We must first identify, then, subsequently redress the macrostructural barriers to equity found on our campus if we are ever to fully realize our goal of achieving educational equity campuswide. In order to move away from anachronistic educational rhetoric that overdetermines the purported achievement gap.

Demystifying the achievement gap

The "achievement gap" is a red herring that obfuscates the real problem. In urban K12 spaces, there is a real, protracted opportunity gap between low-income, first in family, underrepresented students of color and their more well-resourced Asian American and European American counterparts (Mahiri & Sims, 2016). This holds true in community colleges, too. However, socioeconomic status is not the only predictive inequity. Because of differences in familial income, PERMSCs are not afforded the same opportunities that that their more affluent European and Asian American counterparts are. These opportunity or equity gaps are then exacerbated by a system of racialized meritocracy that awards merit points for whiteness and, conversely and perversely, subtracts merit points for non-whiteness. So, the issue is not really about on achievement, which connotes intrinsic drive and perseverance; rather, the real issue is that equitable educational opportunities are rare for poor API, Black, and Brown students (Sims, 2018).

Operationalizing racism

To be clear the authors of this document hold that racism is a political system that is designed, in a U.S. context, to serve one master: White Supremacy. According to Sims (2018),

> White supremacy is a system that predates racism…These two macrostructural systems are chiasmic; that is to say, it is often difficult to draw a line of demarcation between the two. White supremacy is founded on the belief that everything that is good, everything that is of Cultural value is derived from and curated by the inherent genius and civility of European Americanness. The concomitant, albeit obverse belief, then, is that non-whites are incapable of producing the kind of genius that whiteness purportedly instantiates. This positionality is predicated on the racist idea (Kendi, 2016) that white peoples are superior to all non-white peoples (Sims, 2018, p.16).

The racialized, deficit model thinking that positions PERMSCS as "less than" intentionally fails to take into consideration the reality that PERMSCs face macrostructural obstacles that disproportionately characterize their educational journeys. Remember, these obstacles are placed in front of them simply by virtue of the families that they were born into. PERMSCs, if they are to be successful scholastically, are asked to demonstrate indefatigable grit and dogged perseverance, while maintaining an undying belief in their abilities and talent. However, this line of thinking elides potentially meaningful conversation about why they need to be resilient in the first place. Conversely, meaningful conversations on the best practices in enacting educational equity put these conversations

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[10] Mahiri, J. & Sims, J.J. (2016). Engineering Equity: A Critical Pedagogical Approach to Language and Curriculum Change for African American Males in STEM. In *Curriculum Change in Language and STEM subjects as a Right in Education*. Rotterdam: Sense Publishing.

[11] Noguera, P. (2008). The trouble with Black boys: And other reflections on race, equity, and the future of public education. San Francisco, CA: JosseyBass.

front and center. If we are to reach our goal, we have to continually ask why PERMSCs have to get back up continually? We have to ask why they are being knocked down, repeatedly, and then figure out how to disrupt these systemic abuses. Why must PERMSCs demonstrate grit? Precisely because they are functioning in an inequitable educational system. Therefore, while we should applaud the resilience of our students, our question must be: how do we create an environment, rife with equitable educational opportunities, where our students are not continually forced to be resilient? And, concomitantly, how do we position our college as disruptive technologies that work in the interest of justice for all of our students?

Discussing opportunity

According to Duncan-Andrade and Morrell (2008) this is not a nation of opportunity in the truest sense. Outcomes are rigged; they have been for a long time. Schools, according to Althusser (1971), function at the whim of the state. They are ideological state apparatuses that function to inculcate and repress perceived threats to the status quo. In this sense, schools are not failing—if Althusser is correct, they are an overwhelming success. According to Gramsci (1971) proletariat education should endeavor to make students critical consumers and co-creators of the information that receive so that they are equipped to become critical producers of counter-narratives and counter-measures. Community colleges are uniquely positioned to this kind of work. However, our educational system features a problematic one size fits all approach. This approach assumes that all students learn in the same way. They do not. Educators, as much as possible, need to be sensitive to differential learning preferences. At the same time, administrators have to be mindful of the obligation gaps that delimit the work that committed educators can do based on the polices that we develop, endorse and enforce (Sims, Taylor Mendoza, Hotep, Wallace and Conaway, Forthcoming). Instead of questioning our own ideological predispositions or cultural understanding, far too often, we community college practitioners unknowingly subscribe to hegemonic, stereotypical associations that inform the ways in which we interact with and in the interest of the students that we serve. This is especially true of PERMSCs because, overwhelmingly, they come from cultures different from our own. This is incredibly challenging. Hegemony naturalizes the process by which mainstream inequity is made to appear normal, endemic, or worse, innate due to the purported intrinsic deficiencies of PERMSCs (Althusser, 1971; Leonardo, 2010). As a result of unchallenged stereotypes, hegemonic depictions of PERMSCs position them in an uphill, life-or-death struggle for not only recognition of their personhood, potential, and talent—but for their very freedom.

CSM's APPROACH

Though, at the moment aspirational, our goal is to engender a campus climate that is predicated on social justice. We hope to use our equity plan as a blueprint towards the realization of educational equity. We are investigating research-based methodologies that demonstrate best practices in cultivating a synergizing educational atmosphere that purposefully conjoins student voice and course material. Sims (2018) defined this as socio-academic synergy. We have made some progress in this. In fact, on approximately half of the syllabi that go out, there is a message for students that advises them, should they feel that they are being treaded inequitably, to reach out to CSM's Director of Equity. This move is not only welcoming (Wood and Harris III, 2014), it also demonstrates CSM's commitment to student advocacy.

CSM's faculty, staff, administrators are committed to working together in authentic collaboration to ensure that our students are provided every opportunity to attain even their wildest educational goals. We center equity in our work. Commensurate with our institutional desire to attain educational equity campus-wide, we work to assess both our current and future plans via an equity lens. Bensimon et al., (2016) define equity mindedness thusly:

> The outlook, perspective, or mode of thinking exhibited by practitioners who call attention to patterns of inequity in student outcomes and are willing to assume personal and institutional responsibility for the elimination of inequity (Bensimon, et al., 2006, p.3)

Centering equity encourages us to constantly be reflective and reflexive in our practices so that our service to students builds them up instead of tearing them down. Equity-centeredness serves as a constant reminder that there is nothing wrong with PERMSCs. On the contrary, it is the lack of equitable educational opportunities that limits PERMSCs' socio-educational ascent. Absent an equity-centered analytical paradigm, we run the risk recriminating PERMSCs and, subsequently, blaming them for their own academic struggles. All the while, the structural-institutionalized inequity that delimits their success is exculpated.

There is a somewhat extensive body of literature that bemoans (rightly) the negative effects of low expectations for PERMSCs. Low and lowered expectations exacerbate preexisting poverty-induced problems—problems that can be traced back to long-standing institutional and structural racism (Sims, 2018). However, simply identifying the problem, though helpful, is not far-reaching enough. Educators need work alongside students in order to empower, encourage, and equip them to succeed in the face of these problems rather than allow structural and/or institutional racism to claim more and more victims. At CSM we insist that our expectations remain high. We want to maintain high educational standards while, simultaneously, focusing on best practices that account for where each student is in relation to competency, engagement and interest. We are convinced that high expectations without adequate supports is not helpful, rather, high expectations with proper supports become burdens. We are committed to lessening the burdens that our PERMSCs populations have been forced to carry as the result of a white supremacist societal structure that systemically and systematically rewards whiteness while penalizing (and pathologizing) non-whiteness (Sims, 2018). Impelled by our commitment to educational equity, we have begun developing a first of its kind Social Justice Research Academy at CSM.

CSM Social Justice Research Academy

At CSM we recognize that we are obligated to create equity-centered, ongoing professional development opportunities for our campus community. So, CSM's Director of Equity, along with an esteemed team of campus equity advocates are in the process of developing the CSM Social Justice Research Academy. Our goal is to further develop the current equity initiatives to create a center that features not only equity resources, but also pre-planned, thoughtfully developed trainings, professional development, and resources so that CSM can begin realizing its obligation to create a just campus for all the students we serve. The CSM Equity and Justice Academy will function as an ongoing training site for CSM's administrators, faculty, staff and student workers. In our initial rollout, we will focus on the following areas: (1) Area Specific Equity-Centered Training (e.g., administrators, classified, student workers); (2) Equity centered onboarding processes: E^3T^2S and the New Faculty Institute (NFI); (3) Implicit bias/hiring committee training; (4), training/workshops on equity-centered research methods and course design; and (5), finally, research, evaluation, and publication. Specifically, regarding area number 5, CSM's Director of Equity is the author of a book, *Revolutionary STEM education*…, that defines and operationalizes key terms like educational equity and critical-reality pedagogy. And, he is also the editor for a book series from Peter Lang Publishers, Inc., entitled: Achieving Equity in Community Colleges. So far, this series has produced two contracted books that are specific achieving educational equity in community colleges. Both of these books are moving towards publication: *Minding the obligating gap: Striving for equity in community colleges* (Sims, Taylor Mendoza, Hotel, Wallace, and Conaway, Forthcoming), and, *The White educators guide to equity*, respectively (Wallace, Sims, and Hotep, Forthcoming).

CSM Social Justice Research Academy

Mission: Consistent with CSM's mission, the Social Justice Research Academy is committed to constructing, through research and training, a socially just campus culture where everyone is empowered to realize their full potential.

Vision: Community colleges are plagued by institutional barriers that negatively affect hyper-marginalized students. Knowing this, it is our obligation to provide research-based professional development, pedagogies, and publications for faculty, staff, administrators, and students in order to positively impact students by working with the people who work most closely with them and to dismantle the deeply entrenched bulwarks of educational inequity.

Objectives

1. Equity training for entire campus
2. Research, assessment, and publication
3. Campus resources and curricula

Administrators Equity Training: *The goal of this training series is to provide a space for CSM's Administrative team to identify campus-wide equity gaps and, consequently, develop best practices in mitigating and/or (preferably) eliminating the exigent gaps they identify.*

E³T²S: The goal of E3T2S is to operationalize and, subsequently, spread educational equity campuswide by functioning as equity resources within the respective departments/divisions represented on campus. Following the completion of Spring coursework, E3T2S participants will function as equity resource officers (ERO's) within their respective divisions. More specifically, they will be tasked with leading discussions on pedagogy and best practices in educational equity during regular Lunch & Learns (Fall 2019). ERO's will also hold office hours during Fall (2019) to support colleagues that have questions regarding enacting educational equity at the philosophical, pedagogical, programmatical, and/or practical level. Last year's focus on expanding both generative conversations and actual work in the interest of educational equity was represented, microcosmically, by the Enacting Educational Equity Train the Trainer Series (E³T²S): The CSM Faculty and Staff Professional Enacting Educational Equity Train the Trainer Series (E³T²S) is an intentional sequence of experiences designed to equip participants with a theoretical foundation and with concomitant practical skills in the areas of pedagogy and cultural fluency. This certificated training series will include facilitated discussions, workshops, lectures, panels and group projects. Our hope is that these experiences will strengthen participants' theoretical and practical pedagogical skills. Not only that, we also endeavor to, collectively, develop and sustain a supportive community of practice. The centerpiece of this training is a course entitled, Critical Pedagogical Perspectives on Instructional Design. This course is designed to simultaneously illuminate, and redress equity gaps present in pedagogies that fail to intentionally center educational equity. More precisely, this course is designed to address pedagogy gaps (Sims, Taylor-Mendoza, Hotep, and Wallace, Forthcoming).

Educational Equity Committee (EEC)

Educational Equity Committee (EEC): The mission of the Educational Equity Committee is to work towards the elimination of systemic inequities, college-wide, through the review (and revision, where necessary) of all processes that influence individual student success. Therefore, this committee will work to develop educational equity-centered analytical and pedagogical tools that equip CSM's campus community with viable avenues to begin working towards the eradication of the educational opportunity gap.

Student Learning Outcomes

Clearly, we must continue to assess student learning outcomes (SLO's). This is vitally important. However, if we hope to move beyond a conceptual paradigm that overdetermines the achievement gap and, necessarily, deficit model thinking, we have to reimagine SLO's. Instead of narrowly focusing on SLO's, we need to think through Collaborative Learning Outcomes (CLO's); that is, how are we learning from our students regarding their needs, levels of expertise, etc., in ways that facilitate greater learning for them and for us. We must be introspective. If PERMSCs are not succeeding in our courses and/or at our respective colleges proportionate to the most successful student groups, then, work must be done both individually, as educators, and collectively, as a campus community to figure out why this is. This disruption happens, at the individual level, by constantly and even painstakingly examining our pedagogy and how it either facilitates or fails to facilitate measurable student learning. This has to be coterminous work. We cannot teach the way we have always taught if the same kinds of students continue to fail. If that is the case, to borrow from cliché' break up lines, the problem is not them—it's us. Commensurate with Freire's (1987) that sometimes teachers must be students, and students much be teachers, we must be pliable. If we continue to be the only source of worthwhile knowledge, PERMSCs will continue to suffer at the hands of curricular material and concomitant pedagogies that elide, dismiss, and invalidate their lived-experiences (Sims, 2018). The aforementioned paradigm shift towards CLO's must be accompanied by and even predicated on a more thorough understanding of culturally-sustaining/affirming (Paris & Alim, 2017) and critical/reality/criticalreality based pedagogies (Giroux, 2011).

The completion of a student equity plan is a condition of funding under the Student Equity and Achievement Program (SEA). In order to ensure equal educational opportunities and to promote student success for all students, regardless of race, gender, age, disability, or economic circumstances, colleges must maintain a student equity plan that includes a disproportionate impact (DI) study. Colleges are required to use campus-based research to conduct a DI analysis using various methodologies. Colleges must assess the extent of student equity by gender and for each of the following categories of students:

A. Current or former foster youth
B. Students with disabilities
C. Low income students D. Veterans
E. Students in the following ethnic and racial categories, as they are defined by the United States Census Bureau for the 2010 Census:
  i. *American Indian or Alaska Native*
  ii. *Asian*
  iii. *Black or African American*
  iv. *Hispanic or Latino*
  v. *Native Hawaiian or other Pacific Islander*
  vi. *White*
  vii. *Some other race*
  viii. *More than on race*
F. Lesbian, gay, bisexual, or transgender students (LGBTQ)
G. Additional categories of students as determined by the governing board of the community college district

STUDENT SUCCESS METRICS

The 2019-2022 Student Equity Plan has been aligned to the California Community College System's new student success metrics to some extent. Colleges were instructed to use the Student Success Metrics (SSM) Dashboard to access their data for their overall student population. Colleges are required to set three-year goals from the SSM for the overall student population and for each student equity population shown to have DI in the following success metrics:

1. Access-Successful Enrollment (enroll within one year after applying)
2. Retention-Fall to Spring (all students)
3. Completion of transfer-level math and English (within the first year)
4. Vision Goal Completion (earned credit certificates over 18 units or associate degree within three years)
5. Transfer to a four-year institution (in state or out of state, within three years)

METHODOLOGY

For the 2019-2022 Equity Plan, the Chancellor's Office requires the use of two methodologies to assess DI: Percentage Point Gap (PPG) and Proportionality Index (PI). PPG must be used for access, retention, and completion of transfer level math and English; PI for transfer and vision goal completion. However, colleges may use other methods as additional methodology for planning purposes. The PPG and PI methodologies differ from the 80% Rule methodology that we used in the College of San Mateo 2015-2018 Equity Plan. Each methodology reveals significantly different DI results for student populations. Table 2 illustrates the effect that each methodology has on DI. Table 2 indicates the DI groups identified using the PI, PPG and 80% Rule for transfer when data are disaggregated by gender and ethnicity. The groups that are green are not DI groups, red are DI groups, and grey have sample sizes that are ten or fewer students, so they are suppressed.

GOALS AND ACTIVITIES FOR OVERALL STUDENT POPULATION
Our SEP goals are derived from and commensurate with the goals we delineated in our Integrated Plan
(http://collegeofsanmateo.edu/equity/docs/CSM_Integrated_Plan.pdf).

This strong foundation we will help lead the effort for guided pathways.

The majority of goals and activities focus on the following student populations/programs:

- Students aged 18-24, with special emphasis on high school graduates from feeder high schools
- African American, Latino, and Pacific Island students
- Low income seniors
- Foster and incarcerated youth
- Veteran students
- AB 540 students
- ESL and basic skills students
- Probation students

To support these students, the college will participate in the following interventions and activities:

GOAL	ACTIVITIES
ACCESS, SUPPORT and OPPORTUNITY: Increase access, support and opportunity by 3% for all students to enroll, persist, succeed, and complete their educational pathway, and 10% with particular emphasis on our disproportionally impacted student groups at CSM.	All students will be targeted for outreach through integrated efforts of initiatives including College Promise, Guided Pathways, and ACCEL and Adult Ed
BASIC SKILLS: Among fall full-time first-time students enrolled in basic skills math in their first year, increase the percent transitioning to transfer level math to 30% within a 2-year period. Among fall full time first- time students enrolled in basic skills English in first year, increase the percent of transitioning to transfer level English to 40% within a 2-year period. Among first time students enrolled in basic skills courses increase to 25% of students completing a degree within 6 semesters.	Students enrolled in Basic Skills and ESL classes will receive expanded academic and student support services.
COURSE COMPLETION: Increase the number of students who maintain good academic standing. Ninety-five percent of our fall first-time students will complete and persist from Fall to Spring.	Proactive and wrap-around support will be provided to ensure their success in all course.
PROFESSIONAL DEVELOPMENT: Increase opportunities for the entire campus to engage in equity work.	Professional development opportunities, including speakers, consultants and workshops for faculty to apply culturally relevant methodologies will be provided in collaboration with the other colleges in the District.
COMPLETION AND TRANSFER: Increase completion and Transfer for all students through guided pathways by 10% while decreasing equity gaps.	Cohort transfer-based learning communities will provide guidelines to increase access for all students. Guided Pathways will be foundational in supporting these efforts.

PLANNED ACTIVITIES TO ACHIEVE EQUITY GOALS

Metric	Activities
Access: Successful Enrollment	- Contact students who are dropped for non-payment to encourage to re-enrollment - Expand dual enrollment and concurrent enrollment programs to encourage early enrollment at CSM
Retention: Fall to Spring	- Explore early alert strategies to track students who may require additional support services - Explore caseload strategies for counseling to support students' progress. - Expand professional development opportunities for all staff, faculty, and administrators. - Develop parent education workshops that are offered in person and recorded online to provide information on financial aid, work/school ratio, expectations, ways to support students- multiple times a year
Completion of Transfer Level Math AND English	- Expand peer academic support programs in math and English - Expand professional development opportunities for all staff, faculty, and administrators on culturally relevant pedagogy for faculty - Explore composition classes targeted for meta-majors (ex: a composition class based around STEM topics). - Have English and math faculty hold office hours/workshops in the Village, EOPS, and MCCDC. - Work with the writing center and librarians to hold drop-in writing and research consultations of students in the Village and EOPS. - Hire math instructor(s) that will specifically work with disproportionately impacted student populations, made sure that it is outlined in job posting (eg., posting for working with men of color).
Vision Goal Completion	- Encourage students to participate in Promise Scholars Program: provides first-time full-time students support with counseling, peer mentoring, financial support, textbook support, and retention services. - Create guided pathways which enables targeted counseling support for students to identify career path within first year of college - Expand partnerships with financial aid office to promote and encourage FAFSA/DA/BOG completion. Data shows students receiving aid persist at a greater rate. - Develop guided pathways - Provide textbook vouchers and/or have more textbooks on reserve. - Continue to work with Mana, EOPS, and Project Change to expand special recognition of target populations to include on-campus ceremonial events, web presence, and other promotional material. - Continue to scale up Supplemental Instruction and embedded tutoring to include course that enroll large numbers of disproportionately impacted students. The main impediment to transfer is course completion, especially for out DI groups. Providing academic support to students in targeted classes will enhance course completion and this progress towards transfer.
Transfer to four-year institution	- Develop guided pathways - Expand and diversify the number of 4-year campuses who visit the campus

In addition to the activities listed in Table 6, CSM plans to conduct additional initiatives and interventions. Some initiatives involve inquiry activities that are designed to help us gain a better understanding of the causes of equity gaps in specific student metrics. Inquiry activities will commence in 2019-2020 and involve a continual process of learning, disaggregated data, and questioning assumptions to close equity gaps. Equityfocused professional development is also a major component of the equity plan. Detailed descriptions of these additional activities, interventions, and professional development plans are provided in the remainder of this section.

**<u>*Transfer Level English*</u>*-*

> **Increase Pedagogical Training Focused on Disproportionately Impacted Groups** *The English discipline supports increased pedagogical training focused on programs targeting disproportionately impacted groups. Over the next three years, the English discipline plans to have ???% of all faculty, full-time and part-time, complete at least one pedagogical training focused on disproportionately impacted groups.*

> **Development of Equity Focused Communities of Practice**
> *The English discipline will engage in actively developing communities of practice focused on supporting work with disproportionately impacted groups. One area of this focus will be development of and support for themed classes focused on disproportionately impacted groups. Currently, English supports courses as part of the Umoja and Puente programs. Over the next three years, the English discipline will work to develop themed classes for additional disproportionately impacted groups, including foster youth, veterans, and disabled students. The English discipline will also commit to developing a common collection of equity-minded materials available to all faculty and focused on CSM's transfer level English course. These materials will include textbooks, articles, videos, and lesson plans chosen to assist faculty in developing more equity-focused courses targeting disproportionately impacted groups.*

**<u>*Transfer Level Math*</u>*- Transfer level completion presently equity gaps based on race when using the State Chancellor's percentage point gap methodology. These gaps are especially pronounced where PERMSCs are concerned. To address these gaps, the Math discipline will pursue the following initiatives:*

> **Examine and Interpret Course Sequence Data by Race and Ethnicity**
> *Math faculty will request disaggregated data for course sequences for the purposes of identifying "high-risk" courses for Latinx and African American students. Faculty will engage in action research to determine what aspects of the courses identified may be contributing to low success rates. Inquiry team will assess various characteristics of each course (days and times when courses are offered, taught by full time or part-time faculty, on-line course, hybrid, or in person). Faculty will interview students who successfully completed the courses to assist faculty in learning ways in which faculty played a role in their success.*

> **Development of Equity Focused Community of Practice**
> *The Math discipline will engage in actively developing communities of practice focused on researching and developing culturally relevant lessons and activities for Latinx and African American student populations. One of the many areas faculty will research is ways to restructure classroom setups that are focused on group learning for PERMSCs. Math faculty will pilot best practices in courses with high enrollments of Latinx and African American students. These courses will be supported with embedded tutoring and supplemental instruction. Math faculty will also work with equity-related program personnel to designate sections specifically for African American and Latinx students. Over the next three years, the Math discipline will work to develop themed classes for additional disproportionately impacted groups, including foster youth, veterans, students with disabilities, and others.*

Math Jams for DI Student Populations

Math faculty will offer math boot camps in summer and winter terms to prepare Latinx and African American students. The boot camps will provide students an opportunity to brush up on their math skills prior to enrolling in college level math. Boot camps are also designed to help acclimate students to a college environment and to meet faculty who may serve as their mentors throughout their first year in college. Student equity personnel will assist with outreach and recruitment efforts to ensure boot camps are filled to capacity.

Increase Pedagogical Training Focused on Disproportionately Impacted Groups

Over the next three years, the Math Department plans to have ???% of all faculty, full-time and parttime, complete at least one pedagogical training focused on Latinx and African American students.

Vision Goal Completion and Transfer- *The Student Learning Outcomes (SLO) and Assessment Process is conducted with two primary goals in mind: to improve student learning and to improve the performance of our institution. Institutions of higher education have long acknowledged that pedagogy, curriculum, and student services need to be culturally responsive to the needs of our specific student populations. It is generally understood that there is no "one size fits all" approach to learning that can be successfully applied to every student we serve. However, less attention has been given to the process of SLO assessment. All too often, SLOs are designed, assessed, and used to make changes without consideration of the cultural relevance of the assessment process. Students may be given SLO statements that are not accessible to them, may be assessed using tools that narrowly define appropriate expressions of learning in ways that are bounded by culture, and may not benefit from improvement efforts that aren't tailored to ensure that all students succeed. If we ignore issues of culture, diversity, and equity in assessment, we will continue to disadvantage minoritized and underserved students in our improvement efforts. CSM can identify and address student equity gaps through the student learning outcome assessment process by adopting culturally responsive assessment practices as defined by the National Institute of Learning Outcomes Assessment (Montenegro & Jankowski, 2017).*
Culturally responsive assessment is sensitive to the student populations served by the institution, expresses SLOs in language that is accessible to all students, acknowledges student differences when planning assessments, is based on tools that are appropriate for our student populations, and is explicitly intentional in using assessment results to improve learning for all students. Furthermore, culturally responsive assessment should involve students at every step of the process, including development of SLOs, selection of assessment tools, collection of results, interpretation, and using the results to drive improvement. Finally, collection and interpretation of SLO data at all levels should be disaggregated so we can identify and address equity gaps in SLO attainment.

Transfer-Developing Instructional Faculty into Transfer Agents. *One of the most important roles that faculty advisors will play in Guided Pathways Success Teams is to promote transfer. Research shows that faculty play a very important role in facilitating transfer, particularly for PERMSCs. To prepare faculty advisors to serve in this capacity, we are planning to create and deliver an academy to develop a minimum of twenty-five faculty who want to take the role of equity-minded transfer agents. Faculty will attend five, three-hour seminars on the theory and practices of transfer agents. These sessions will include readings to understand the concept of agency and power and how they can be harnessed on behalf of PERMSCs, understanding the enablers and inhibitors of transfer, strategies for addressing transfer in the classroom, and interviewing students who successfully transferred to assist faculty in learning ways in which faculty can support transfer. The full curriculum for the academy will be developed in Summer 2019 and launched in Fall 2019. Faculty designated as Transfer Agents within each student success team will coach faculty in their schools and departments to take on the role of transfer agents, they will promote transfer by organizing activities and making transfer a standing topic in schools and department meetings, and they will monitor their school's progress.*

Professional Development-*With the implementation of Guided Pathways, the Five Principles for Equity by Design, and Student Support (Re)defined framework, professional development for faculty, staff, and*

administrators is needed. We are in the process of developing ongoing equity-centered training for every constituent group on our campus through our SJRA. The plan includes detailed professional development recommendations focused on equity-minded practices. The following recommendations contained in the plan will be supported with student equity funding:

Disaggregated Data and Training- *Disaggregated data will be provided and readily available for instructional and non-instructional purposes. Faculty will be provided with disaggregated data at the program and course levels, as well as training on how to interpret and utilize said data within classes. Disaggregated data will also be provided and made readily available for programs and services to assess their effectiveness. Staff and administrators will be trained on how to interpret said data to ascertain if the programs and services are in fact achieving desired results and equitable outcomes. The CSM SJRA will also conduct trainings on how to analyze SLO data via an equity lens and how to begin addressing the equity gaps uncovered therein.*

Systems and Tools- *Faculty need systems and tools that would allow them to disaggregate all SLO data. While we currently disaggregate assessments that are conducted for General Education SLOs and for Area of Emphasis program SLOs, we do not systematically disaggregate for any other SLO assessment projects. We are currently reevaluating our existing process and the software tools we use to collect and store SLO assessment data.*

Culturally Responsive Assessment Practices-*Adopting culturally responsive assessment practices will require considerable professional development. More SLO assessment is occurring at CSM than ever before. It is critical for us to move beyond a culture of compliance and completion of SLO assessment and start thinking about what students, faculty, and staff can learn from the process. First, faculty would need specific training on culturally responsive assessment, facilitated by CSM's Social Justice Research Academy (SJRA). This would likely need to be a series of training events and an ongoing emphasis that is reinforced in every conversation about assessment. Faculty may not have thought of assessment as a component of equity gaps, so this will require a shift in our institutional culture. At least some of this professional development should center on specific assessment tools, such as portfolios, capstone projects, and rubrics that can be used to rigorously assess SLO competency across a wide range of assessment types.*

Equity-based Pedagogy Training and Support for All Faculty- (See E3T2S above)--*Innovations in student-centered teaching with an equity lens are continuously being developed but not all faculty have access to these innovations. On-going training in such innovations for full-time and part-time faculty are needed on an on-going basis. Equity-based pedagogy must be supported and encouraged through faculty mentoring, improvement of instruction, and professional development opportunities. Training for part-time faculty must not only be encouraged but also incentivized and provided when it is most convenient for their schedules.*

Professional Development-Four Pillars of Guided Pathways-*Align professional development training around the Guided Pathways four pillars framework. This framework is designed to increase the effectiveness of our college and promotes the potential for greater student completion. We will work with the RP Group to develop trainings in the following topics: Student Support Redefined-Six Success Factors, Using the Success Factors to Facilitate Pathways Planning, 10 Ways Faculty Can Support Student Success, and 10 Ways Everyone Can Support Student Success. Trainings will be offered once per term to faculty, staff, and administrators to help everyone gain an understanding of their role in increasing overall student success and closing equity gaps.*

Training and Ongoing Support for Faculty and Staff Advising- *Faculty and staff advising are key elements in the Guided Pathways model and is a characteristic of highly successful colleges and universities. Therefore, members of the Student Success Teams must be supported with initial training*

and follow-up support before they are fully launched. Create clear descriptions of expectations and time commitments for faculty advisors and staff advisors, respectively, and develop guidelines and recommendations to help facilitate effective faculty and staff advising.

Update and Provide Support for Committee Websites*-Committee websites serve as the primary avenue through which to disperse information and share training activities with all members of the institution. The Professional Development Committee and the Teaching and Learning Committee websites will be updated regularly with links to upcoming and past trainings, equity-minded instructional and noninstructional best practices, links to useful websites, and other pertinent information.*

EVALUATION PLAN AND PROCESS

We view this report as a blueprint or future success for PERMSCs because it provides a way forward for our campus to work towards and, ultimately, achieve a measure of sustainable educational equity. The Student Equity and Achievement (SEA) data provided by the California Community College Chancellor's Office (CCCCO) identified disproportionately impacted groups and has presented target goals for each indicator area: access, fall to spring retention, completion of transfer-level English and math in the first year, vision goal attainment, and transfer. The impact of CSM's activities outlined in the equity plan will be monitored at two, contiguous, levels. First, data will be collected on the impact of activities on disproportionately groups. It is our firm belief that sustainable educational equity requires a campus-wide push. Therefore, we will collect data on each of the indicators and this information will be readily available to our campus. We will do this in order to keep educational equity at the forefront of institutional college-wide conversations, and, determine if the equity plan activities are being scaled so that they are impactful. As a baseline, evaluation will be done at the end of each academic year to determine whether CSM has met its stated goal for each indicator area. The extent to which each goal is being met will be evaluated and reported in our annual review, per the guidelines of the CCCCO, and will be part of campus-wide program review reporting.

In order to make sense of the baseline data we collect and analyze, we will also collect, analyze, and discuss qualitative and quantitative evaluative data in order gauge the efficacy of our equity-centered program. This level of analysis will keep our collective eyes on the prize while we, simultaneously, engage in deeper conversations about the impediments and/or catalyst of institutional progress toward each goal. More simply put, quantitative, qualitative, and mixed-methods approaches to evaluation (within each indicator area) allows for a greater understanding of student experiences. These experiences are often elided when an analysis of student success is absent qualitative data. These secondary evaluative efforts are consistent with a cyclical approach to evaluation. We are also desirous of ways to adequately capture the efficacy of equity-centered courses, PD, trainings and workshops for our campus community. These equity-centered PD opportunities are designed to raise the collective consciousness of our campus community regarding the need for a concerted push for educational equity. Buoyed by a corpus of research, we believe that removing equity gaps for disproportionately impacted groups requires us to work with our campus community in order to help them identify and, subsequently, disabuse the thoughts and practices (both conscious and non-conscious) that they participate in which negatively impact our most vulnerable students. In order to access the efficacy of these equity efforts, we employ the principles of Design Based Research.

Assessing the efficacy of equity-centered Professional Development: Design Based Research

We are fully aware that sometimes research is detached from practice; that is, it may not account for the influence of context, the emergent and complex nature of outcomes, and the incompleteness of knowledge about which factors are relevant for prediction (the DBR, 2003). Enter DBR. DBR is interested in situated learning, and therefore seeks to address problems and issues of everyday practice. Practitioners of DBR look for novel research approaches. The goal of DBR is to address problems and potentially problematic practices in hopes of developing practical, usable knowledge (Lachman, 2002). Design-based research (Brown, 1992; Collins, 1992) is an emerging paradigm for the study of learning context to the systematic design and study of instructional strategies and tools. Proponents and practitioners of DBR argue that design-based research can help create and extend knowledge about developing, enacting, and sustaining innovative learning environments.

Design-based research exhibits the following five characteristics:
1. First the central goals of designing learning environments and developing theories of proto-theories of learning are intertwined.
2. Development and research take place to continue cycles of design, enactment, analysis, and redesign (Collins, 1992).
3. Research on design must lead to shareable theories that help communicate relevant applications to practitioners of other educational designers (CF. Brophy, 2002).
4. Research must account for how design function designs function authentic settings. It must not only document success or failure but also focus on interactions that refine our understanding of the learning issues involved.
5. The development of such accounts relies on methods that can be documented academic processes of enactment to outcomes of interest.

Design-based research is a set of analytical techniques that balances the positivist and interpretive paradigms and attempts to bridge theory and practice in education. A blend of empirical educational research with the theory driven design of learning environments, DBR is an important methodology for understanding how, when, and why educational innovations work in practice; DBR methods aim to uncover the relationship between educational theory, designed artifact, and practice. And, it zeroes in on the importance of context by examining the ways in which learning takes place in specific educational milieus (or contexts). We will use DBR to equity-centered learning by our campus community learning (e.g., staff, faculty, administrators) via equity-centered courses, PD, trainings, and workshops. If we can determine when, why, and how our campus community best learns, adopts, and implements principles of equity-centered pedagogies, then, we can use this information to design PD opportunities that hold the greatest potential to positively impact our DI student groups.

The evaluation and assessment of each program (and concomitant activities) will be conducted on an ongoing basis. These activity-specific evaluations will provide an understanding of the impact each activity is having on student success of disproportionately impacted groups. These evaluations, conjoined with robust, campus-level evaluation, will allow is to identify the extent that CSM is improving student success of disproportionately impacted groups. The evaluation schedule for the equity plan goals that pertain to the professional development of the campus community will be analyzed continuously, per the DBR framework detailed above.

COORDINATION WITH EQUITY - RELATED CATEGORICAL PROGRAMS
ASSESSMENT OF PROGRESS MADE

Table _: Equity Plan 2015 Outcomes

Metric	DI Group	2015-2016	2016-2017	2017-2018
Access	Asian	21.6%	26.6%	
	Hispanic	26.6%	31.5%	
	Veteran	2.4%	4.9%	
Course Completion (Retention)	Foster Youth	60.0%	51.9%	53.0%
	Black or African American	66.0%	68.0%	66.0%
	Native Hawaiian or Pacific Islander	67.0%	67.0%	63.0%
	Hispanic	66.0%	66.0%	66.0%
*ED Overall		72.0%	73.0%	73.0%
ESL Basic Skils (within 2 years)	Veteran	26.5%	59.4%	
	Multi-Race	32.4%	62.4%	
	White	32.9%	61.3%	
	Hispanic	34.7%	52.6%	
*ID Overall		36.5%	59.6%	
Degree and (within 3 years)	Multi-Race	27.1%	26.2%	28.2%
	Males	24.4%	26.7%	28.5%
	Filipino	22.9%	24.2%	25.7%
	Foster Youth			
	Native Hawaiian or Pacific Islander	25.0%	37.5%	16.7%
*ID Overall		25.3%	28.3%	29.5%
Transfer	Hispanic	275	293	
	Filipino	114	99	
	Students with disabilities	90	99	
	Black or African American	36	33	
*ED Overall		1295	1268	

Equity Plan 2019: Data Trends

Metric	DI Group	2015-2016	2016-2017	2017-2018	PPG
Access	Foster Youth	31.6%	28.6%	27.8%	-11.3%
	Black or African American	28.7%	35.4%	27.4%	-11.6%
	American Indian/Alaskan Native	41.7%	14.8%	14.3%	-31.3%
	Previously Incarcerated Students				
	Overall			41.3%	n/a
Persistence **Fall to Spring**	Foster Youth	58.8%	50.0%	54.9%	-7.3%
	Filipino	59.5%	62.6%	59.2%	-3.1%
	Women	62.4%	60.4%	59.1%	-3.2%
	Overall	63.8%	64.2%	62.3%	n/a
Transfer Level ME (within 2 year)	Hispanic	21.8%	25.3%	27.8%	-13.2%
	Native Hawaiian or Pacific Islander	15.4%	22.3%	11.8%	-29.3%
	Low-Income	31.8%	30.1%	30.2%	-10.7%
	Overall			41.0%	n/a
Certificate and/or **Degree Completion** (within 3 years)	Pacific Islanders	25.0%	37.5%	16.7%	-12.8%
	Low-Income	21.5%	25.3%	22.6%	-6.9%
	Students with disabilities	20.0%	27.5%	18.9%	-10.6%
*ID	Overall	25.3%	28.3%	29.5%	n/a
Transfer	Hispanic	275	293		
	Filipino	114	99		
	Students with disabilities	90	99		
	Black or African American	36	33		
*ED	Overall	1295	1268		

CSM Student Equity Expenditures
2015-2018

Object Code	Category	Expenses		
		2015-16	2016-17	2017-18
1000	*Academic Salaries*	2015-16	2016-17	2017-18
	Faculty Student Equity Coordinator	$10,953		
	WEZ Learning Community Coordinators	$121,977	$59,878	$71,900
	Director of Equity	$27,749	$105,276	$74,563
	CSM Cares Coordinator	$23,814	$9,445	
	Equity Workshop for Faculty	$1,052		
	Puente Program			$3,358
	Total	**$185,545**	**$174,599**	**$149,820**
2000	*Classified and Other Nonacademic Salaries*	2015-16	2016-17	2017-18
	Veterans Program Coordinator	$64,405	$66,122	$75,861
	Mana Program Coordinator	$32,040	$50,229	$11,170
	Learning Communities Event Support	$624	$2,316	
	Learning Communities Stud Assts/Tutors	$21,555	$6,720	
	CSM Cares Coordinators	$6,602	$4,401	
	WEZ Learning Community			$794
	Puente Program			$807
	Project Change court involved-pop			$4,206
	Health Services			$7,768
	Umoja Program			$4,229
	Total	**$125,226**	**$129,788**	**$104,835**
3000	*Employee Benefits*	2015-16	2016-17	2017-18
	Total	**$106,455**	**$119,074**	**$95,405**
4000	*Supplies and Materials*	2015-16	2016-17	2017-18
	Supplies & Materials	$283		$14,315
	Books	$3,500		
	Learning Community Supplies & Materials	$61,277	$3,076	
	Central Duplicating			$1,167
	Total	**$65,060**	**$3,076**	**$15,483**
5000	*Other Operating Expenses and Services*	2015-16	2016-17	2017-18
	Conferences	$39,484	$12,202	$15,000
	Contract Transportation	$9,587	$1,599	$2,390
	Ceremonial Events/Contracted Services	$25,994	$6,915	$25,226
	Printing Services	$1,432	$355	$3,732
	Contracts, Events and Dues	$10,167	$6,952	
	Rental/Software	$879		
	Contract Personnel			$8,850
	Total	**$87,543**	**$28,023**	**$55,199**
6000	*Capital Outlay*	2015-16	2016-17	2017-18
	Total	**$4,760**	**$0**	**$0**
7000	*Other Outgo*	2015-16	2016-17	2017-18
	Fees			$1,797
	Transport	$2,584	$23,505	$1,291
	Books	$23,373		$21,154
	Total	**$25,957**	**$23,505**	**$24,242**
Grand Total		**$600,546**	**$478,065**	**$444,983**

CSM COLLEGE EQUITY PLAN MAIN POINT OF CONTACT 2019-2022 STUDENT EQUITY PLAN WORK GROUP