

College of San Mateo - Integrated Plan

Description

COLLEGE: College of San Mateo

READ DEADLINES AND IMPORTANT INFORMATION: Yes

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EXECUTIVE SUMMARY: <http://collegeofsanmateo.edu/equity/>

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Previous Efforts

Assess Previous Effort 1a

GOAL #1: Access- Within the first three years of this plan, increase access by 10 percent for Asian, Veteran, and Hispanic or Latino students. In addition, increase by 3 percent enrollment of other historically under served populations from outside the local service area and county.

PROGRESS #1: Our targeted populations were originally identified as a targeted groups in the 2015-2016 Equity plan due to their under- representation at CSM compared to San Mateo County demographics. Comparing 2015-2016 data to data from 2016- 2017, Hispanic students from San Mateo County as a percent of the college's total enrollment has increased by 9.9% (from 21.6 % to 31.5%). While students of Asian descent have increased by 5% (from 21.6 to 26.6%). The percentage of Veterans attending CSM has also increased in relation to their San Mateo County demographics, with a percent increase of 2.5% (from 2.4% to 4.9%).

GOAL #2: Course Completion (Retention)- Within three years of this plan increase course completion rates by 5 percent for Foster Youth, Black or African American, Native Hawaiian or Other Pacific Islander, and by 3 percent for Hispanic or Latino students.

PROGRESS #2: Our targeted populations were originally identified in the 2015- 2016 Equity Plans because of a large percentage point gap from the college average. Comparing the original 2015-2016 data to data collected in 2016-2017, Black or African American course completion rate has increased from 59.1% to 66.8% (an increase of 7.7%). For current or former foster youth, the course completion rate has increased from 48.8% to 51.9% (3.1% increase). Pacific Islander students have increased their course completion rate from 62.2% to 65.3% (an increase of 3.1%) and Hispanic and Latino students have increased their course completion rate from 63.9% to 65.1% (an increase of 1.2%). While course completion rates for all identified groups have improved, some dramatically, it is important to note that college wide course completion rate has also increased by 2.3% (from 69.8% to 72.1%). The identified groups, while making progress, are still below the college course completion rate.

GOAL #3: 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 Veteran, Multi-race, White, and Hispanic or Latino students.

PROGRESS #3: Our target populations were originally defined in the 2015-2016 Equity Plans based on basic skills course completion data collected from 2010/11-2013/14. Comparing this original data to basic skills data with data collected from 2013/14-2016/17, Veteran students have increased from a 26.5 % completion rate to 59.4 % (an increase of 32.9%). Multi-race students have increased from 32.4% to 62.4% (an increase of 30%). White students increased from 32.9% to 61.3 % (an increase of 28.4%) and Hispanic/Latino students increased from 34.7% to 52.6% (an increase of 17.9%). It is important to note that during this period college wide completion rates for basic skills courses have also increased from 36.5% to 59.6% (an increase of 23.1%).

GOAL #4: Degree and Certificate Completion- Within five years of this plan, increase by 10 percent the degree and certificate rates for Multi-race, Males, Native Hawaiian or Other Pacific Islander, Some Other Race (Filipino), and Foster Youth students.

PROGRESS #4: Comparing our baseline data from the 2015-2016 Equity Plan to data compiled tracking degree and certificate completion of degree-seeking students from Fall 2014-Spring 2017, completion has increased college wide by 8.5% (from 28.1% to 36.6%). Degree and certificate completion for Multi-race students has increased by 14.5% (from 19.4% to 33.9%), for male students' completion rates have increased by 10.9% (from 23.3% to 34.2%). Degree and certificate completion for Native Hawaiian or Pacific Islander youth has increased by 10.5% (from 22.2% to 32.7%), Filipino students' completion rates have increased by 14.2% (from 24.2% to 38.4%), and completion rates for Foster youth students have increased 7.3% (from 8.3% to 15.6%).

GOAL #5: Transfer- Within three years of this plan, increase by 5 percent the transfer rates for Hispanic or Latino, Some Other Race (Filipino), Individuals with Disabilities, and Black or African American students.

PROGRESS #5: Our target populations were originally identified in the 2015-2016 Equity Plan based on data compiled from 2008/2009-2013/2014 because of the large percentage point gap in transfer rate compared to the college average. It is important to note that the college-wide transfer rate decreased by 7.1% (from 74.7% to 67.6%). Comparing the original baseline to data with 2011/2012- 2016/2017 data, Hispanic or Latino students' transfer rates have decreased by 10.8% (from 69.5% to 58.7%). Filipino students' transfer rates have slightly increased by 1.2% (from 66.7% to 67.9%). African American students' transfer rates have decreased by 7.2% (from 78.6% to 71.4%) and the transfer rates of individuals with disabilities have increased by 13.9% (from 65% to 78.9%).

GOAL #6: Activities Affecting Several Goals- Incorporation of culturally responsive teaching principles and academic strategies in the classroom will support student learning and contribute to course completion, ESL and Basic Skills Completion, Degree and Certificate Completion, and Transfer rates.

PROGRESS #6: For the majority of community college faculty, there is no requirement for completed course work on teaching and learning prior to interfacing with students. In order to address what best be described as a "pedagogy gap", CSM focused on creating opportunities for faculty and staff to engage in and with literature on educational equity theory and practice. With this in mind, we provided the following pedagogical training opportunities: • Educational Equity Workshop Series • New Faculty Institute • Faculty Lunch & Learns • Flex Day activities that center educational equity praxis In all, CSM offered more than 40 events that sought to equip administrators, faculty and staff with a better understanding of and/or the necessary tool to enact educational equity and cultural fluency. In 2016-2017, more than 800 members of the aforementioned groups participated in the varied PD offerings at CSM.

Assess Previous Effort 1b

GOAL: We believe an integral component of CSM's overall success can be attributed to the intentional coordination between student services and instruction. Imperative to all three plans is the ability for student services and instruction to combine efforts to address the needs of students. An exemplar of this process has been the integration of supplemental instruction and a counseling component within sections of pre-transfer Math. Expanding our efforts of integrating student services within instruction is how we plan to offer support on a larger scale to our target populations.

Assess Previous Effort 1c

GOAL: Encourage acceleration of Math and English sequence and use multiple measures to increase placement accuracy.

SSSP ACTIVITIES THAT SERVE THE GOAL: Provide alternate test methods for placement (i.e. SAT, AP, IB). High School transcripts are used for placement into transfer-level math and English courses.

STUDENT EQUITY ACTIVITIES THAT SERVE THE GOAL: Provide multiple modes of assessment for Asian and Hispanic students who transition to CSM from high school. High school transcript criteria has been established districtwide and placement implemented for spring, 2017 semester.

BSI ACTIVITIES THAT SERVE THE GOAL: Pilot student success initiatives have been designed to serve those from traditionally under-represented or low achieving groups of students to perform at the college average or above in course success and persistence. High school transcript criteria has been established districtwide and placement implemented for spring, 2017 semester.

Share A Success

GOAL: An integral component of CSM's overall success can be attributed to the equity-based cohort models. CSM has found that the equity-based cohort models with structured pathways leading to successful transitions are imperative in mitigating the disproportionate academic struggles of historically marginalized students. A student-centered approach predicated on cultural relevance is central to the cohort model and has shown initial success in increasing access, retention rates, transfer rates, degree completion and Basic Skill completion for our student participants. This cohort model is predicated upon celebrating out students' language, culture, and ways of being, whatever those look like, by providing spaces where their variegated cultural esthetics are integrated and celebrated. Ultimately,

we hope that the most effective components of the culturally relevant, nutritive, and sustaining educational environments that make up CSM's learning communities become institutionalized by the overall campus community. We view these cohorts as seeds, seeds that will inform the campus cultural climate such that it recognizes the value, saliency, and overall import of recognizing, celebrating, and integrating the panoply of life experiences CSM students represent.

Future Goals

Integrated Goal #1

GOAL: 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 disproportionately impacted student groups at CSM.

GOAL AREA: Access, ESL / Basic Skills

SSSP ACTIVITIES THAT SERVE THE GOAL: • Identify disaggregated matriculation pipeline data to increase student matriculation from enrollment to registration • Intentionally connect/enroll all new students to a support program or learning community • Explore/develop support program around Meta Majors/Career Pathways for all declared and undeclared majors • Utilize noncognitive assessment to gather holistic strengths of students and learn how to engage them

STUDENT EQUITY ACTIVITIES THAT SERVE THE GOAL: • Increase student participation, success, and completion in Learning Communities • Strengthen Early College, Dual Enrollment, and Concurrent Enrollment programs targeting participation among disproportionately impacted student groups • Increase the scale of Promise Program, targeting participation among disproportionately impacted student groups

BSI ACTIVITIES THAT SERVE THE GOAL: • Increase success and completion in Basic Skills course through Supplemental Instruction in all Basic Skills courses • Collaborate with AEBG block grant to increase access for ESL populations

Integrated Goal #2

GOAL: 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. This goal is in alignment with CSM's Strategic Plan Goal metric 1.4 and 1.5.

GOAL AREA: Retention, ESL / Basic Skills

SSSP ACTIVITIES THAT SERVE THE GOAL: • Continue targeted support to ELD/ESL programs • Provide counseling support, specifically for Basic Skills courses

STUDENT EQUITY ACTIVITIES THAT SERVE THE GOAL: • Provide SI and tutoring services for Basic Skills courses • Increase student participation and completion in Learning Communities that focus on Basic Skills • Increase the scale of the Promise Program, targeting participation among disproportionately impacted student groups.

BSI ACTIVITIES THAT SERVE THE GOAL: • Offer courses, programs and/or services that accelerate the completion of the Math and English sequence

Integrated Goal #3

GOAL: 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. This goal is in alignment with CSM's Strategic Plan Goal metrics 1.6-1.9.

GOAL AREA: Retention, ESL / Basic Skills, Degree & Certificate Completion

SSSP ACTIVITIES THAT SERVE THE GOAL: • Use equity-centered, proactive, cohort-based approach that encourages students to meet with counselors to provide more consistent support so that they are empowered and equipped to fully recognize their agency, knowing that this will translate into success • Develop strategies for early interventions

STUDENT EQUITY ACTIVITIES THAT SERVE THE GOAL: • Increase the number of students participating in successful equity-centered campus-wide initiatives like cohort-based models

BSI ACTIVITIES THAT SERVE THE GOAL: • Expand academic support interventions in all basic skills classes

Integrated Goal #4

GOAL: PROF DEVELOPMENT: Increase opportunities for the entire campus to engage in equity work.

GOAL AREA: Other

SSSP ACTIVITIES THAT SERVE THE GOAL: • Collaborate with faculty to gain input for creating meta-majors for guided pathways

STUDENT EQUITY ACTIVITIES THAT SERVE THE GOAL: • Through professional development, CSM will institutionalize equity-centered, proactive, cohort-based best practices. In line with this goal, CSM will provide critical pedagogical training for administrators, faculty, and staff via the New Faculty Institute, faculty-led Lunch and Learns; the Educational Equity Lecture/Workshop Series, and, The Educational Equity Training Series, which is a contiguous, semester long pedagogy course for faculty and staff

BSI ACTIVITIES THAT SERVE THE GOAL: • Provide professional development for faculty and staff supporting students in pre-transfer classes

Integrated Goal #5

GOAL: COMPLETION AND TRANSFER: Increase completion of a degree within 150% of normal time and transfer for all students by 10 % while decreasing equity gaps. This goal is in alignment with CSM's Strategic Plan Goal metrics 1.6-1.9.

GOAL AREA: Transfer, ESL / Basic Skills

SSSP ACTIVITIES THAT SERVE THE GOAL: • Increase comprehensive SEP completion targeting underrepresented student groups • Targeted educational planning with groups that are identified in SE plan as underserved • Career Programming for Undecided and Exploring students • Explore/develop College and Career Pathways for Associate Degree and Transfer students • Collaborate with Transfer support program; STEM, EOPS, Learning Communities, etc.

STUDENT EQUITY ACTIVITIES THAT SERVE THE GOAL: • Gather data/analyze transfer rates among disproportionately impacted student groups - utilize data to tailor support services • Gather data/analyze utilization of transfer services among disproportionately impacted student groups - utilize data to tailor support services

BSI ACTIVITIES THAT SERVE THE GOAL: • Offer courses, programs and/or services that accelerate the completion of the Math and English sequence • Create foundations for Guided Pathways

Integration & Coordination

INTEGRATION AND COORDINATION: By combining the Basic Skills and Equity committees, to form the Educational Equity Committee, (EEC), the college has been able to scale up student support in matriculation, instruction, and student support. In addition, an integrated planning team has been meeting since fall 2017 to ensure efforts are fully integrated across instruction and student services. This group of faculty, staff, and administrators will meet regularly to ensure these efforts are assessed on a regular basis. Initiatives funded through other grants, like HSI federal grants will be included to inform continual improvement. Furthermore, this committee will continue working with the Planning, Research, Institutional, and Effectiveness Division to ensure the programs are assessed regularly and the data is disaggregated to ensure disproportionately impacted students are served to reduce inequities. This will also entail on-going professional development to inform effective practices for the interventions identified in the integrated plan.

NONCREDIT: Not Applicable

PROFESSIONAL DEVELOPMENT: The College of San Mateo offers professional development opportunities through the Center for Academic Excellence. The success of our students is predicated on the knowledge/ability of staff and faculty to not only gain the practical skills necessary to assist students in their academic journey, but to also continuously hone their own beliefs about education. One of the activities we are offering is an Education Equity lecture/workshop Series designed to equip participants with a theoretical foundation and concomitant practical skills in at areas of pedagogy and cultural fluency. We are also providing an Equity training series to all college employees.

EVALUATING PROGRESS: Evaluation of progress towards the goals included in the integrated plan will be annual. These reports will be presented to the College's Institutional Planning Committee to inform them of the progress being made towards narrowing the identified achievement/equity gaps. Fully recognizing the importance of narrowing and ultimately eliminating existing achievement gaps, an equity lens will be used to integrate the plans and College's overall planning process.

MULTI-COLLEGE DISTRICT COORDINATION: College of San Mateo will collaborate with Cañada College and Skyline College to provide integrated professional development opportunities. To create a cohesive collaboration across the district, the coordinators on all three campuses will meet regularly for planning, implementation, and assessment. Additionally, SSSP coordinators meet regularly and discuss implementation strategy for the integrated plan. SMCCD is currently working with the Career Ladders Project and the RP group in a 3-year plan to provide district wide initiatives which include dual enrollment, multiple measures and guided pathways. We already have a well formalized structure to implement district wide initiatives and we will build upon this when collaborating for the integrated plan.

Support

CHANCELLOR'S OFFICE SUPPORT: To ensure institutional change at the college level, and to continue to integrate plans reducing opportunity gaps, the Chancellor's Office should consider: • Focus on terminology and theoretical framework to inform systemic change • Site visits similar to IEPI • Data visualization • Workshops and conferences around institutional level policy change • Workshops by experts in the field of educational equity, pedagogy, and praxis

Additional Support Documents (Not Required)

DOCUMENT TITLE	FILE NAME	COMMENT	UPLOADED
Complete plan	CSM Integrated Plan.pdf		Jan 17 2018 11:44 PM

Expenditures

OBJECT CODE - CATEGORY	BASIC SKILLS INITIATIVE	STUDENT EQUITY	CREDIT SSSP	CREDIT SSSP - MATCH	NONCREDIT SSSP	NONCREDIT SSSP - MATCH
1000 - Instructional Salaries	\$126,815	\$135,547	\$566,367	\$745,186		
2000 - Non-Instructional Salaries	\$7,000	\$103,878	\$535,420	\$400,609		
3000 - Employee Benefits	\$15,945	\$104,095	\$427,126	\$413,109		
4000 - Supplies and Materials	\$5,501	\$39,785	\$9,880	\$15,000		
5000 - Other Operating Expenses and Services	\$34,500	\$60,599	\$35,000			
7000 - Other Outgo		\$24,600				
PROGRAM TOTALS	\$189,761	\$468,504	\$1,573,793	\$1,573,904		
				MISMATCH		MATCH
					BSI, SE, & SSSP BUDGET TOTAL	\$3,805,962



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