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Summer 2019 Session begins
June 10, 2019

Parking permit requirement begins for Summer 2019
June 17, 2019

Independence Day Holiday
July 4, 2019

Sexual Misconduct & Title IX







Equity

Executive Summary of the Integrated Plan

College of San Mateo (CSM) has long championed open access, student support and student success as directed through its 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. CSM's pursuit of educational equity is interested in recalibrating the trajectory of all of students, and especially for those students that have been labeled "at risk", disengaged, incapable, etc., due, often times, to circumstances beyond their control. At CSM, we are convinced that a critical, 21st Century education is not only valuable: it is a matter of social justice.

Equity gaps were identified for eleven of fifteen target populations. The Hispanic or Latino group was represented in four of five success indicators, with African American, Native Hawaiian or Other Pacific Islander, Foster Youth, Some other race (Filipino), Veteran, and Multi-race groups identified as underserved in two success indicators. Asian, White, Males, and Individuals with Disabilities were identified as having a disparity in only one success indicator. In addition to prescribed target populations, other groups identified as underserved are incarcerated youth, LGBTQ+, and undocumented students; these student populations often contend with systemic racism, bullying, harassment, stigmatization, and marginalization. Therefore, CSM's Director of Equity in concert with CSM's Professional Development Coordinator is providing a space for faculty to explore and wrestle with pedagogy in a way that challenges faculty to reimagine teaching and learning from the vantage point of our students.

A long-term goal of the Basic Skills Committee Initiative is that all students who begin their academic journey in basic skills courses persist and achieve at levels consistent with or above the college average. Through the implementation of Supplemental Instruction, tutoring, the accelerated English project as well as increased professional development, we are progressing towards our goals. One-way BSI plans to do this is through supporting guided pathways, a student-centered approach designed to work college-wide with all students. By continuing to support professional development efforts, we are striving to build a strong structure centered on effective pedagogical practices and equity.

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 disproportionately 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.



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