EQUITY PLAN
2019

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Student Equity Plan Executive Summary 2019
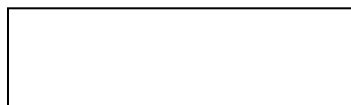
Introduction

College of San Mateo (CSM) has long championed open access, student support and student success. These hallmarks of educational equity are integral to our mission. However, we know that access is not enough. For access to be equitable, the obstacles that limit the opportunities that traditionally marginalized students have to reach their fullest potential must be identified out and, subsequently, remedied. This work is especially meaningful to us because of the diverse students that we serve. We are a Hispanic Serving Institution (HSI). Therefore, we know that 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 serving the interest of Latinx students is integral. Garcia argues that 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. However, we are confident that the principles that work to equitably enhance the college experiences for our Latinx students can be used, with the necessary adjustments, to enhance the college experience of all of the students we serve. Disproportionately, PERMSCs have been labeled academically incapable due to the widespread racist stereotyping. We know that PERMSCs do experience disproportionate academic struggles as evidenced by disproportionate academic successes outcomes. 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. It is not enough to simply arrive at this conclusion, though it is a necessary start. We know that we must (re)position ourselves as a college that operates from a social-justice centered organizational identity.

As a result of our commitment to enhancing the academic experiences of all of the students we serve, 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]) pedagogical and student support services. Here, we want to offer a quick word on pedagogy. By definition, a pedagogue is a teacher. Each "teacher" has a philosophy with connected practices that forms their pedagogy. Based on this definition, pedagogy is most readily associated with classroom teaching. However, that is not the way we are using it here. While our definition of pedagogy can and often times does include classroom teaching, we are fully are of the fact that student services personnel also function as teachers, as pedagogues, that help students navigate community college. They, too, have pedagogical principles and practices because they, too, are pedagogues. So, when we invoke the word pedagogy, it is with this definition in mind unless otherwise stated.

As a campus community, we must be willing to diversify our teaching and student support because CSM is changing; 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 both

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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.

scholastically and humanly. And, commensurate with our expressed goal, we are invested in mitigating the institutionalized opportunity gaps that disproportionately impact 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, 2008[3]). Marginalizing institutions ignore or in extreme cases totally disregard the needs of PERMSCs. PERMSCs often have specific needs, and when these needs go unmet, systemically, this lack of redress (i.e., necessary resources) amounts to educational marginalization (which mirrors societal marginalization). Throughout this Executive Summary we will use the word, hyper-marginalization. Hyper-marginalization occurs when identity contingencies (Steele, 2011[4]) and socioeconomic realities coalesce. For example, low-SES students face marginalization; ethno-racially minoritized[5] 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 blame for routine academic failure has been placed on their shoulders. This is evidenced by rhetoric that laments the achievement gap. It is our position that the achievement gap is the result of opportunity gaps that go unaddressed. So, then, our goal is to address these equity gaps so that we can positively impact all of the students we serve. In order to do this justice-centered work, we must redouble our efforts to mitigate the opportunity gaps that disproportionately affect PERMSCs.

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 PERMSCs. Additionally, this plan provides a blueprint that will guide us toward our ultimate goal of providing the necessary tools to ensure that 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 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.

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 macrostructural 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

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[3] Wacquant, L. (2008). *Urban outcasts: A comparative sociology of advanced marginality*. Cambridge: Polity.

[4] Steele, C. (2010). *Whistling Vivaldi: And other clues to how stereotypes affect us*. New York, NY: W. W. Norton.

[5] 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.

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 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; Word Jam; Reading Jam, the MANA Program for Native Hawaiian Pacific Islander (NHPI) students as well as our Umoja and Puente Programs for Black and Latinx students, respectively. Commensurate with our goal to achieve educational equity[6] campus-wide, we also feature programs for our student-veterans, the VROC 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, most of whom are 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), which is a center devoted to providing support for undocumented students. 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, if left uninterrupted, are replicated 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.

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[6] 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 because they have been afforded rigorous and rich educational opportunities that allow them work towards the realization of their full academic and human potential.

Even though CSM is a Basic Aid 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 institutionalized equity gaps on our campus 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 in moving past this kind of deficit model thinking. An equity focus is a necessary step that helps raise our institutional consciousness. When we view our students' socio-academic struggles through an equity lens, we become cognizant of the fact that PERMSCS are not, inherently, culturally or cognitively deficient. Instead, an equity-centered lens affords us the theoretical and analytical tools necessary to recognize that PERMSCs face obstacles that non-PERMSCs do not. More simply put: an equity lens reveals that the proverbial playing field is not nor has it ever been level.

Thankfully, 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 specialized programs. However, each of these indispensable programs serve hundreds of students directly through multi-year cohorts and program-associated clubs. These programs also assist in the hiring of diverse faculty and staff that influence college decision making on various levels, nurture student engagement and belonging, provides campus wide cultural awareness and professional development of best practices for engaging PERMSCs. However, it is not the responsibility or within the capacity of a few programs to reduce institutional barriers that create the need for these programs. Every area of our college is responsible for equitable outcomes from application to classroom instruction to graduation. Only an institutional effort can create institutional change.

Clearly, 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 specialized equity-centered 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 that they have been subjected to.

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. According to Steele (2010), the internalization of negative stereotyping holds the potential to become "self-fulfilling prophecies". What Steele is arguing is this: If PERMSCs are unable to locate culturally-sustaining/affirming/supportive spaces on campus, over time, they can be "duped" into becoming complicit in their oppression. PERMSCs overwhelmingly come from under-resourced, underfunded schools. Additionally, PERMSCs are 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. There is more likely explanation for the continued academic underperformance of Black students and other PERMSCs. Undoubtedly , it 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 & Stephancic, 2012[7]). 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.[8]

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[7] Delgado, R. and Stefancic, J. (2012) Critical Race Theory: An Introduction. New York University Press, New York.

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

Why a laser focus on race: Minority Diminishing Return Theory

In addition to the material effects of racism and racist ideas (Kendi, 2016[9]), 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[10]). 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. 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 in 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 engendered 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 experienced by European Americans. Admittedly, this seems bleak. However, 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. 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. Frankly, programming that is spurred by a pursuit of educational equity must account for the 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 data that determines 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 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 different socio-economic and/or cultural/ethnic backgrounds than the educators that serve them. Many European American educators are interested in working towards educational equity. Nevertheless, the differential life experiences of the majority

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

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

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 this pedagogy gap[11].

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 that exists in community college education by fostering an atmosphere predicated on socio-academic synergy (i.e., 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.

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 community during 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 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 is referred to as a critical-reality pedagogical approach. Critical-reality pedagogy[12] (C-rP) is a deliberate pedagogical modality. C-rP holds the potential to develop PERMSCs' identities with and competencies in analyzing and applying canonical course material to real-life issues that they deem important. If we do this well, this approach can increase participants' capacities to conceptualize, develop, and create linkages between course material and the amelioration of social injustice. The critical-reality pedagogical approach alloys the critical pedagogical work of Friere (1997), Giroux, Duncan-Andrade, Morrell (2008) and others, with Emdin's (2011; 2016) work on reality pedagogy.

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 PERMSCs. 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

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[11] 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 as the "Pedagogy Gap".

[12] 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.

disruptors of cyclical, macrostructural educational inequity. 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, because resources are limited, there is a feeling that an emphasis on success holds the potential to negatively impact efforts geared towards increased 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 and 77 percent of first-in-family Black and Latinx students, respectively, that attend college start their educational careers at community colleges.

Operationalizing the obligation gap
In this plan, we pay special attention to what we have identified as the obligation gap. For us, the obligation gap is the gap in what community colleges as service institutions provide vis-à-vis the actual needs of the students that these institutions serve. 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 PERMSCs; 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. 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 campus-wide.

Discussing opportunity
According to Duncan-Andrade and Morrell (2008) this is not a nation of opportunity in the truest sense. 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 limit the work that committed educators can do based on the polices that we develop, endorse and enforce. Instead of questioning our own ideological predispositions or cultural understanding, far too often, we community college practitioners unknowingly subscribe to hegemonic, stereotypical associations. This is especially true of PERMSCs because, overwhelmingly, they come from cultures different from our own. This is incredibly challenging. Nevertheless, we are unwavering in our committee not to achieving educational equity campus-wide.

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 an educational atmosphere that purposefully conjoins student voice and course material. This is 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 treated 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. This bears repeating, at CSM we paint pedagogy with a broad stroke. A pedagogue is a teacher—that is, someone that imparts knowledge into another person. This transaction is not limited to classroom spaces. So,

faculty are pedagogues, but they are not the only pedagogues on campus. People that interface with students that help them ascertain the necessary knowledge in order to navigate a given educational space, like a community college, also function as pedagogues. This means that ever member of the campus community that interfaces with students has a pedagogy. So, when we speak to pedagogical training, it is intended for all members of our campus community who interface with students.

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. Consistent 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 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.

We must keep our expectations high

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. 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 are 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. Again, this is the goal of our justice-centered work. Procedurally, our plan is to use equity-centeredness to identify the structural obstacles (the equity gaps) that PERMSCs are forced to overcome. 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.

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

E³T²S: The goal of E3T2S is to operationalize and, subsequently, spread educational equity campus-wide 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.

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.*

All of this work is designed to remove barriers that PERMSCs face. Again, it is not our position that campus community members are knowingly and maliciously placing these obstacles in front of our PERMSCs communities. Rather, our position is that these obstacles are structured into school to such a degree that they appear to be normal. This is a problem. So, we have committed ourselves to investigating the equity gaps that negatively impact the student learning outcomes for PERMSCs.

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. 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/critical-reality based pedagogies (Giroux, 2011).

Working from the frontline: Extended Opportunity Programs and Services and the MCCDC

We are confident that this innovative equity work will bear fruit. At the same time, it is only plausible because of the equity-centered campus community developed and curated by our frontline equity advocates in programs like the Extended Opportunity Programs and Services:

A history of working from the frontline: Extended Opportunity Programs and Services (EOPS)/Cooperative Agencies Resources for Education (CARE) and the MCCDC

The Extended Opportunity Programs and Services (EOPS) model was designed to address the needs of underserved student populations and create structures to promote and sustain retention while promoting student success and working to close the achievement gap, by addressing the equity gaps that negatively impact our most vulnerable students. As mentioned, the very existence of EOPS is equity-centric in nature. Through practices such as identifying and intervening with students who are experiencing difficulties, working to create pipelines to campus and community partners such as HIP Housing, the Learning Center, CSM Learning Communities, and Student Services, EOPS does the necessary work of creating a safe space for students. What is more, EOPS, simultaneously, serves as a "one stop shop" of sorts to deliver resources, rather than redirecting students away from this carefully curated space. For example, EOPS offers financial aid workshops, transfer workshops, and tutoring services. These integral services allow EOPS to be malleable and attentive to the changing needs of our students while also affording us the opportunity to shift focus from attempting to attain equitable practices in basic structures and basic programmatic practices, to attempting to address the exigent external factors and barriers that our students face. These external factors routinely delimit our students' abilities to reach their fullest potential. Additionally, EOPS has collaborated with SparkPoint to establish a "pop-up" food pantry, which serves as an accessible hub to address a desperate need by providing students with the food services.

A hand up, not simply a hand out

By design, EOPS offers support services 'over, above and in addition to' those provided to the general college population. These services are designed to increase the access, retention and success rates of low-income, often first generation college students who are enrolled full-time and meet income and education criteria. Cooperative Agencies Resources for Education (CARE) serves EOPS students who are state cash-aid recipients, and single head-of-household with dependent children.

EOPS/CARE offers eligible students assistance with counseling, priority registration, book service, tutoring, semester parking permit, grants, computer and printing access, assistance in the completion of financial aid and scholarship applications, transfer services including application and transcript fee waivers, university tours, and study skills workshops. In addition, EOPS provides targeted outreach to local high schools, ESL programs, adult education and community agencies through the program's College Readiness Workshop Series,

Summer College Readiness Program, ELD Campus Visit (in collaboration with MCCDC) and the Priority Enrollment Program (in collaboration with Counseling Services). CARE students receive all of the aforementioned EOPS support services as well as educational supplies, parenting and self-development workshops, meal cards, and assistance with childcare costs. EOPS has, historically, and continues, today, to assist the college in increasing the number of students enrolled that are affected by language, social and economic disadvantages to achieve their chosen educational objective, which may include completion of a certificate, associate degree, and/or transfer to a four-year institution.

EOPS has a storied legacy of collaboration with both internal and external partners that the program continually seeks to maintain through targeted in-reach and outreach. To sustain collaborative endeavors, the program continues to work with BSI, DIAG, SSSP, and the Educational Equity Committee.

Nearly fifty years ago, EOPS was born out of the expressed need to address and improve the student success outcomes and equity disparities that black and brown students experience in California Community Colleges. Equity is integrated and woven into the very fabric and day-to-day strategic programmatic functionality of EOPS. This remains the program's primary goal and function; and, because of this, the EOPS program identifies and addresses the innumerable barriers that exist to student success, especially the ones that are not purely academic, precisely because the impact that these barriers have towards academic success are on par with all other predictors and indicators.

Multicultural and Dream Center

The Multicultural and Dream Center is a high-quality program that provides culturally relevant and equity-minded student support services to underrepresented students and communities including AB540/Undocumented Students, Former Foster Youth, ESL, & LGBTQIA individuals. The MCCDC strives to create a student-led and student-centered space rooted in social justice and community empowerment.

Historically, the Multicultural Center (MCC) has served individuals regardless of immigration status. In September of 2017, the MCC expanded, relocated and opened its doors in building 10 room 180 as the Multicultural and Dream Center (MCCDC). This expansion was due to student and community advocacy in the face of a hostile social and political climate. This aligned with state and district support including the Board of Trustee's "Resolution Affirming the San Mateo County Community College District's Commitment to Protecting Undocumented Students and Student Privacy," and support issued by the California Community College Chancellor's Office for Undocumented individuals. With its opening, the MCCDC was also granted innovations funds to hire a full-time retention specialist to work with all MCCDC students and specialize in serving undocumented students. (2018-2019 programing staffing includes three part-time counseling faculty, one program services coordinator, one retention specialist, and six MCCDC Scholar Interns (part-time student assistants.)

MCCDC Services & Programs

Every students or community member that comes through the MCCDC has access to academic & personal support, counseling, the MCCDC food pantry, computer lab, library, & a space to study and/or socialize. Detailed support is found below.

- Campus & Community Consultation Provides support to on campus programs & off campus communities on how to better serve, integrate policy and procedure that affect the MCCDC student populations including AB540, Undocumented Students, LGBT+ Students, Foster Youth, first generation, & low-income students.
- Academic/Personal Counseling Our specialized counseling experience to underserved student populations has helped improve student success, support student aspirations and promote academic excellence. Currently we have 3 part-time counselors
- MCCDC Additional Services Program: We have developed responsive, high quality, programs and services such as the MCCDC Additional Services program through Student Equity funding, which provides support services in addition to counseling, since Spring 2016, to a caseload of 45 students who meet criteria consistent with underrepresented students identified in the Student Equity Plan.
- MCCDC Scholar Internship Program: Our MCCDC Scholar Internship Program is intended to build peer-to-peer empowerment through culturally relevant and equity-minded student support services.

Activity: LGBT+ SafeZone Committee
The mission of the College of San Mateo SafeZone committee is to actively advocate for the emotional, physical, and intellectual safety of all LGBTQIQ (lesbian, gay, bisexual, transgender, queer, intersex, questioning) members of the CSM Community. CSM SafeZone promotes an inviting and inclusive campus environment and provides ongoing training for a network of allies, including students, faculty, staff, and administrators, so they may better support the LGBTQIQ community.

Gaps and Recommendations

LGBT+: The CSM campus has locally identified equity gaps and student populations. The chancellor's office data is binary and thus not reflective equity gaps amongst non-binary & Trans students. LGBT+ students transition and come out at different parts of their college career; the data used in the equity report does not adequately capture the nuance in this experience and, therefore, does not capture student success in a comprehensive manner. LGBT+ students may also feel uncomfortable sharing their sexualities on ccapply when they first apply; many students get support from numerous individuals (college staff, counselors, peers, etc.) and they might not be able to disclose this information in the initial application. There are no full-time staff or programs that addresses the needs of LGBT+ students. To resolve these issues affecting LGBT equity gaps at CSM, we advise the campus to develop systems to provide accurate data on LGBT+ students. Relatedly, we must invest in professional development to provide more PD activities in regards to LGBT+ populations. And, we must invest in programs and events supporting LGBT Communities on campus including the CSM Professional Development, MCCDC, and LGBT+ SafeZone Committee.

- *Undocumented students:* The data does not reflect students without social security numbers, students not filling out the CA Dream Act or categorize undocumented students as a student population with equity gaps. However the following is an indication that this population also faces equity gaps. In Fall 2017, CSM had 250 AB540/undocu students (73% Hispanic, 11% Asian, API, Filipino & 8% Multi-race) and then in Fall 2018, we dropped almost 25% in enrollment to 190 CA Dream Act students. One of our sister colleges, Skyline College, was able to work with A&R and found that though 819 students applied and were coded non-residents, of those 819, only 126 registered. What we are seeing is that one of the biggest issues that comes for our undocumented students is the matriculation process (Financial aid & Residency Issues are some of the biggest concerns). Often, due to policy changes and the political climate, there is lack of information, which causes miscommunication. To resolve these issues, we advise the campus to invest in programs events supporting our undocumented student population.

- *Foster Youth:* There are no full-time staff and/or program to address the unique needs of the Foster Youth population at CSM. Often these students face many basic needs issues including housing insecurity, and food insecurity. Foster students face obstacles irrespective of their ethnoracial designation. For example, they are overrepresented in the prison industrial complex and grossly underrepresented in spaces of higher learning. We must work to develop deeper partnerships with County Agencies that allow for the Foster Students needs to be addressed. In addition, to resolve these issues, we advise the campus to expand and invest in programs and events that meet the needs of Foster Youth including MCCDC, and Sparkpoint.

STUDENT CATEGORIES

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.

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 - Continue to support and expand the Multicultural and Dream Center (MCCDC) and EOPS
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 - Continuing support of high-performance cohort programs - Continue to support and expand Project Change - Expand and diversify the number of 4-year campuses who visit the campus

In addition to the activities listed in the table above, 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. Equity focused 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.

Transfer Level English-

> **_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.*

Word Jam

Word Jam is a one-week English language program for new and returning multilingual students that is currently offered the week before classes start in August. It's designed to welcome students, especially those from San Mateo Adult School, as they review language skills, meet faculty, visit campus resource centers, and participate in assessments that can help verify their placement.

Transfer Level Math- *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 (TBD) of all faculty, full-time and part-time, 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	Foster Youth	60.0%	51.9%	53.0%
(Retention)	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	Veteran	26.5%	59.4%	
(within 2 years)	Multi-Race	32.4%	62.4%	
	White	32.9%	61.3%	
	Hispanic	34.7%	52.6%	
*ID Overall		36.5%	59.6%	
Degree and	Multi-Race	27.1%	26.2%	28.2%
(within 3 years)	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	

CSM Student Equity Expenditures
2015-2018

Object Code	Category	Expenses		
	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
1000	CSM Cares Coordinator	$23,814	$9,445	
	Equity Workshop for Faculty	$1,052		
	Puente Program			$3,358
	Total	**$185,545**	**$174,599**	**$149,820**
	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	
2000	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**
	Supplies and Materials	*2015-16*	*2016-17*	*2017-18*
	Supplies & Materials	$283		$14,315
4000	Books	$3,500		
	Learning Community Supplies & Materials	$61,277	$3,076	
	Central Duplicating			$1,167
	Total	**$65,060**	**$3,076**	**$15,483**
	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
5000	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**
	Other Outgo	*2015-16*	*2016-17*	*2017-18*
	Fees			$1,797
7000	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

NOVA Survey

Equity Plan from Nova Survey

DETAILS

- *Outline a process and schedule for evaluating the progress made toward meeting your student equity goals.*
  Evaluation of progress towards the goals included in the Equity Plan will be annual. These reports will presented to the College's Institutional Planning Committee, Academic Senate and Classified Senate to inform them of the progress being made towards narrowing the identified achievement/equity gaps. Full recognizing the importance of narrowing and ultimately eliminating existing achievement gaps, the Student Equity Plan will be incorporated as part of the College's overall planning process including its Educational master Plan, Program Review, and institutional effectiveness goal setting.

- How will your college ensure coordination across student equity-related categorical programs or campus-based programs?
  By combining the Basic Skills and Equity committees to form the Educational Equity Committee (EEC),the college has been able to coordinate initiatives on campus that support students across campus. Membership on the EEC includes representatives from all divisions as well as committee members from the campus' HSI STEM grant. Additionally the goals from the Equity Plan will be incorporated into the college's Educational Master Plan and used as a guiding document. Both the Equity Director and the Basic Skills Coordinator will continue to present information, and seek input/feedback related to the Equity Plan, at Division Meetings, IPC, Student Services Council, Academic Senate, Student Senate, and Classified Senate.

DISPOPORTIONATELY IMPACTED GROUPS

Metric	Demographic
Certificate/Degree Completion	
	LGBT
	Foster Youth
	Filipino
	Black or African American
	Native Hawaiian or Pacific Islander
Completed Transfer-level Math and English within a year	
	LGBT
	Black or African American
	Native Hawaiian or Pacific Islander
	Disabled
	Hispanic or Latino
	Economically Disadvantaged
	Veteran

Transfer to a 4-year	
	Foster Youth
	Some other race
	Native Hawaiian or Pacific Islander
	Previously Incarcerated Students
Retention from Fall-to-Spring	
	Black or African American
	Economically Disadvantaged
	Filipino
	White (women)
	Hispanic of Latino
	Foster Youth
Access: Enrolled in same community college	
	Black or African American
	Some other race
	White (male)
	LGBT
	Foster Youth
	Undocumented Students

ACTIVITIES

Instructions: Explain what efforts (Activities) your college will employ to promote student success for your general population, as well as to address achievement gaps for the DI groups you have selected to target. When entering an Activity, you may select multiple groups (overall populations and DI groups) that will be impacted by the activity efforts. You may create as many Activities as you need.

1. Expand Culturally Relevant Professional Development
   Expand professional development opportunities for all staff, faculty, and administrators on culturally relevant pedagogy. Opportunities like New Faculty Institute, Faculty Lunch and Learns, and Enacting Educational Equity Training Series are working to address what is best described as a "pedagogy gap." It is our belief that incorporation of culturally responsive teaching principles and academic strategies will support student learning in the classroom and contribute to increased course completion, certificate/degree completion, and transfer rates.

2. Expand Dual-Enrollment
   Continue to expand dual enrollment and concurrent enrollment programs to encourage early enrollment at CSM.

3. Caseload Model
   Explore caseload strategies for counseling to support students' progress.

4. Guided Pathways

Our goal with Guided Pathways is for programs to map all of their courses and create easily accessible maps on their websites so students will understand what courses are necessary to complete a program or qualify for transfer, how long completion will take, and what opportunities for employment or further education they will have at the end of the program. Working with counseling, Guided Pathways will be designed to increase transfer and degree completion. Guided Pathways enable targeted counseling support for students to identify a career path within first year of college.

5. Peer Academic Support
   Continue to expand peer academic support programs in math and English, specifically the use of embedded tutors and supplemental instruction to include courses that enroll large numbers of disproportionately impacted students. The main impediment to transfer is course completion, especially for our DI group. Providing academic support to students in targeted classes will enhance course completion and thus progress towards transfer.

6. Thematic Composition Courses
   Explore composition classes targeted for meta-majors (Ex: a composition class based around STEM topics).

7. Promise Scholars and EOPS
   Encourage students to participate in Promise Scholars Program and/or EOPS. Both programs provide full-time students support with counseling, financial support, and textbook support, and retention support.

8. Parent Orientation Workshops
   Expand/Create parent orientation workshops that are offered in person and recorded online to provide information on financial aid, work/school ratio, expectations, and ways to support their students- multiple times a year.

9. Expanded Office Hours
   Have English, Math and Library faculty hold office hours/drop-in hours in the Village, EOPS, DRC, and MCCDC.

10. Math Faculty for DI groups
    Hire math instructor(s) that will specifically work with disproportionately impacted student populations, make sure that is outlined in the job posting (e.g., posting for working with men of color).

11. Learning Communities and Math
    Explore adding a math track to learning community course offerings.

12. Expanding Honors Programming
    Strategic marketing to change the mindset of who is an "Honors" student and who belongs in the program.

13. Outreach and Marketing
    Direct outreach activities, marketing materials, and PEP to target disproportionately impacted student populations, specifically Foster Youth and Previously incarcerated students.

14. Promote Financial Aid

Expand partnerships with financial aid office to promote and encourage FAFSA/DA/BOG completion. Data shows students receiving aid persist at a greater rate.

15. Free Textbooks or textbook vouchers
    Continue to work across campus to decrease textbook costs. For DI groups, work with Learning Communities to provide textbook vouchers and/or have more textbooks on reserve. Specific plans in progress for Fall 2019 include a book-loaner program for the Mana Learning Community, Umoja Learning Community and expansion of EOPS loaner program.

16. Continuing support of high-performance cohort programs
    Continued support and expansion of high-performance programs like EOPS, Mana, Puente, Umoja, Year One, and Project Change.

17. Continue to support and expand Project Change
    A need for intentional programming and support for previously incarcerated on community college campuses is evident as students who have participated in the Project Change program at CSM have discussed. In interviews with students, they have shared that support provided through Project Change helped them transition to CSM, despite the fact that many had not initially viewed themselves as college students.

    Many incarcerated youth are denied educational experiences while incarcerated, if they have completed a high school diploma or equivalent. Findings from our internal studies at CSM suggest that even those students allowed to go to school while incarcerated may disengage from school once they are released due to their negative experiences with recycled education. One way Project Change has actively sought to support students' education is to offer a "Keys to Success" course as students' introductory college course. The course explores the historical origins of the school-prison nexus, encourages students to (re)create their own college identities through educational maps and activities, and allows them to explore career options. Exposing incarcerated youth to college courses while incarcerated allows for students to begin to see themselves as college students.

    Once students are ready to enroll in community college, Project Change's wrap-around services within the community college can ease the transition for previously incarcerated students. Providing knowledgeable financial aid and academic counseling support will be key in helping students succeed within community college. Support-services for previously incarcerated students on campus need to focus on supporting students academically, and scaffolding to ensure students are successful in their early post-secondary coursework. Support mechanisms can include mentoring, supplementary instruction, and tutoring.

    While first year success if important for all students, for PIY the stakes are higher. Intentional programmatic support within their first-year of community college can mitigate challenges that might disrupt them from their educational trajectories. A knowledgeable and caring program can help students feel at home within the college and strengthen their sense of belonging as well as their college identity.

18. Continue to support and expand the Multicultural and Dream Center (MCCDC)
    The Multicultural and Dream Center is a high-quality program that provides culturally relevant and equity-minded

student support services to underrepresented students and communities including AB540/Undocumented Students,
Former Foster Youth, ESL, & LGBTQIA individuals. Additionally the MCCDC staff and faculty partner the Professional Development Coordinator to provide trainings to the campus, which include Undocu-Ally, SafeZone trainings, and presentations on equity and intersectionality. The MCCDC strives to create a student-led and student-centered space rooted in social justice and community empowerment.

Participants within the MCCDC are provided wrap-around services which include academic and personal counseling, computer lab, space to study as well as additional program services. MCCDC follows a caseload model and provides targeted support to 45 students per semester who meet criteria consistent with underrepresented students identified in the Student Equity Plan. These 45 students receive textbook support, school supplies, participate in student success, career and/or social-justice workshops, and are required to meet with MCCDC counselors twice a semester.

While the MCCDC is a support to all of their participants (all of which are from historically underserved populations), for the purposes of the Equity Plan we will discuss activities that specifically target the DI populations of those who identify as either foster youth/former foster youth and members of the LBGTQi+ community.

Dream Center Resources: Services and referrals include DACA renewal workshops, Legal Clinic referrals, Dream Act Workshops, trips to conferences about undocumented concerns and resources, and a weekly space for undocumented concerns and events called Undocu-Circle. Additionally, the MCCDC has helped to create the SMCCD Dream Center Taskforce which collaborates on events and works to advocate for district-wide policies that support undocumented students.

MCCDC Scholar Internship Program: The MCCDC Scholar Internship Program is intended to build peer-to-peer empowerment through culturally relevant and equity-minded student support services. Scholar Interns include a focus on the following areas: Undocumented Community Intern, Foster Youth Community Intern, LGBT+ community intern, and a Basic Needs Intern.

19. Four-Year College/University Visits
Increase and diversify the number of 4-year campuses who visit the campus. Also, ensure that 4-year college representatives are housed in a variety of places on campus, including EOPS, the Village, and MCCDC.

20. Contact dropped students
Contact students who are dropped for non-payment to encourage re-enrollment.

21. Continue to strengthen partnership with ILP
The disjointed educational experiences of former foster youth are amplified within community college as former foster youth are housing insecure. In order to close equity gaps for former foster youth, the economic needs of foster youth need to be addressed. College of San Mateo MCCDC currently is in partnership with San Mateo County's Independent Living Programs (ILP). The program works with foster youth K-12 and continues to support this group of students once they transition to community college. Programming includes partnerships with social workers, job placement, and housing support.