

# 2025-2028 Student Equity and Achievement Plan (SEAP)

First Draft

David Galvez, Director of Equity

Oct 13, 2025

# Agenda

01

OVERVIEW

02

BASELINE DATE,  
KEY DI  
POPULATIONS, AND  
TARGET METRICS

03

EQUITY GAPS AND  
ROOT CAUSES

04

SEAP PRIORITIES  
AND GOALS

05

COORDINATION  
WITH EXISTING  
PLANS

# 2025 CSM SEAP Plan: Overview

25-28 CSM SEAP First Draft

# Overview

The 2025-2028 CSM SEAP plan outlines **FOUR** major goals:

**1. Close equity gaps** for DI student populations:

1. Black or African American (Successful Enrolment)
2. Latinx (Transfer Level Math and English)
3. Filipinx (Transfer)
4. Economically Disadvantaged Female (Transfer Level Math and English)
5. First Generation (Transfer Level Math and English, Persistence, Completion)
6. DSPS (Transfer Level Math and English and Completion)
7. Female (Transfer-Level Math and English)
8. Male (Completion)

**2. Improve sense of belonging, engagement, and academic success** for DI student populations.

**3. Strengthen academic and student support service infrastructure** for DI student populations.

**4. Build institutional capacity for equity-centered professional learning.**

2025 CSM SEAP Plan:  
Baseline Date, Key DI  
Populations, and Target  
Metrics

25-28 CSM SEAP First Draft

# Before we Begin: Disproportionate Impact



## Disproportionate Impact (DI)

Disproportionate impact refers to a situation in which a subgroup of students (e.g. by race, gender, disability status, etc.) attains a particular outcome at a **substantially lower** rate than a reference group (or the system-wide rate), that suggests inequitable practices, policies, or barriers.

**In other words:** some students are *“disproportionately impacted”* when their access, progress, or success is impeded relative to peers, not explainable by legitimate differences.



## Measurement

The CCCCCO (Chancellor’s Office) provides guidance on standard methods to detect disproportionate impact, for example:

- The **80% rule** (a subgroup’s rate is less than 80% of the best-performing group)
- The **point-gap method** (percentage point difference vs. overall or reference rate)

# Before we Begin: Equity Gap

## Equity Gap

- An equity gap is the magnitude of the disparity in outcomes between a subgroup and a reference or benchmark level (often the system average or highest group).
- It captures **how far behind** a subgroup is. In CCC's framework, the "*Percentage Point Gap minus 1 (PPG-1)*" method is commonly used to compute equity gaps.
- **In short: while DI flags that a group is significantly underperforming, the *equity gap* quantifies how much improvement would be needed to bring that group up to *parity* (or to eliminate the disparity).**
- Use in planning:
  - After identifying DI groups, colleges use equity gap measures to set more ambitious goals: not just eliminating DI but narrowing and ultimately eliminating the gap.
  - **Closing the equity gap is often framed as a longer-term or aspirational goal beyond immediate corrective actions.**

## 25-28 CSM SEAP Plan: Disproportionate Impacted Student Populations (General Overview)

| Student Population                | Successful Enrollment | Transfer-Level Math & English | Persistence   | Completion | Transfer      |
|-----------------------------------|-----------------------|-------------------------------|---------------|------------|---------------|
| Black or African American         | *X                    | Eliminated DI                 |               |            |               |
| DSPS                              |                       | * X                           |               | * X        | Eliminated DI |
| Economically Disadvantaged Female |                       | X                             | Eliminated DI |            |               |
| Female                            |                       | X                             |               |            |               |
| Latinx                            |                       | *X                            |               |            | Eliminated DI |
| Latinx Male                       |                       |                               |               | *X         |               |
| Male                              |                       |                               |               | X          |               |
| First Generation                  |                       | X                             | X             | X          |               |
| Asian                             | X                     |                               |               |            | X             |
| White                             | X                     |                               |               |            |               |

*\*DI for same metric area in 22-25 SEAP plan*

*Foster Youth: Eliminated DI for Successful Enrollment (22-25 CSM SEAP)*



## Successful Enrollment

| SEAP Metric           | DI Student Population  | 2023 Baseline | 2028 SEAP Baseline Goal: <i>Eliminating DI</i> | 2028 SEAP Target Goal: <i>Eliminating Equity Gap</i> |
|-----------------------|------------------------|---------------|------------------------------------------------|------------------------------------------------------|
| Successful Enrollment | Black/African American | 12%           | 20%                                            | 23%                                                  |
| Successful Enrollment | <sup>1</sup> Asian     | 18%           | 21%                                            | 23%                                                  |
| Successful Enrollment | <sup>1</sup> White     | 18%           | 24%                                            | 26%                                                  |

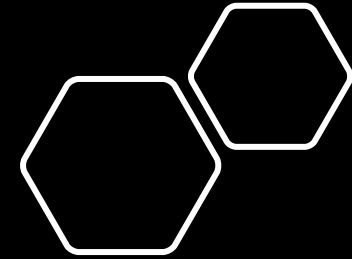
<sup>1</sup> Awaiting National Student Clearinghouse/SMHSD data to confirm the number of high school applicants who applied to CSM and entered a four-year institution in 2022–2023

25-28 CSM SEAP Plan:

DI Student Populations, Baseline Data, and Baseline and Target Goals

### Completed Both Transfer-Level Math and English

| SEAP Metric                                        | DI Student Population             | 2023 Baseline | 2028 SEAP Baseline Goal:<br><i>Eliminating DI</i> | 2028 SEAP Target Goal:<br><i>Eliminating Equity Gap</i> |
|----------------------------------------------------|-----------------------------------|---------------|---------------------------------------------------|---------------------------------------------------------|
| Completion: Transfer-Level Math <i>and</i> English | DSPS                              | 16%           | 19%                                               | 24%                                                     |
| Completion: Transfer-Level Math <i>and</i> English | Economically Disadvantaged Female | 20%           | 21%                                               | 25%                                                     |
| Completion: Transfer-Level Math <i>and</i> English | Female                            | 21%           | 24%                                               | 26%                                                     |
| Completion: Transfer-Level Math <i>and</i> English | First-Generation                  | 16%           | 23%                                               | 26%                                                     |
| Completion: Transfer-Level Math <i>and</i> English | Latinx                            | 20%           | 23%                                               | 25%                                                     |



### Persistence: First Primary Term to Secondary Primary Term

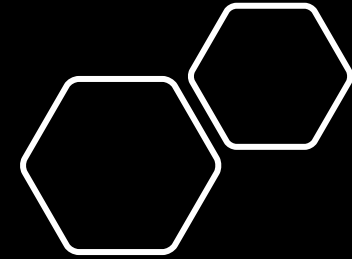
| SEAP Metric | DI Student Population | 2023 Baseline | 2028 Baseline Goal:<br><i>Eliminating DI</i> | 2028 Target Goal:<br><i>Eliminating Equity Gap</i> |
|-------------|-----------------------|---------------|----------------------------------------------|----------------------------------------------------|
| Persistence | First-Generation      | 66%           | 68%                                          | 72%                                                |

### Completion

| SEAP Metric | DI Student Population | 2023 Baseline | 2028 Baseline Goal:<br><i>Eliminating DI</i> | 2028 Target Goal:<br><i>Eliminating Equity Gap</i> |
|-------------|-----------------------|---------------|----------------------------------------------|----------------------------------------------------|
| Completion  | DSPS                  | 13%           | 13.5%                                        | 18%                                                |
| Completion  | First-Generation      | 13%           | 16%                                          | 19%                                                |
| Completion  | Latinx Male           | 13%           | 14.5%                                        | 18%                                                |
| Completion  | Male                  | 16%           | 17%                                          | 19%                                                |

### Transfer to a Four-Year

| SEAP Metric | DI Student Population | 2023 Baseline | 2028 Baseline Goal:<br><i>Eliminating DI</i> | 2028 Target Goal:<br><i>Eliminating Equity Gap</i> |
|-------------|-----------------------|---------------|----------------------------------------------|----------------------------------------------------|
| Transfer    | Asian                 | 13%           | 33%                                          | 37%                                                |



Equity Gaps and Root  
Cause

25-28 CSM SEAP First Draft

# Analysis and Root Cause

- **Persistent Gaps Identified (2025–2028):**

- Continued disparities for *Pacific Islander, Black/African American, Filipinx, and Latinx* students in enrollment, persistence, completion, and transfer.

- **Root Causes**

- Inconsistent access to culturally responsive counseling and instruction
- Financial insecurity and complex onboarding systems
- Structural silos limiting coordination and accountability
- Insufficient integration of student voice in institutional decisions

- **Student-Driven Insights**

- Focus groups emphasized the impact of identity-based learning communities and caring, equity-minded faculty relationships.

- **Action Response**

- SEAP invests in *equity-centered infrastructure, professional learning, and data-informed evaluation* to transform systemic conditions, not just program outcomes.

# Analysis and Root Cause

- **Key Institutional Findings (CSM-based data & surveys)**
  - In 2021–2022, CSM conducted **antiracism surveys** of students, faculty, and staff to assess perceptions of race equity, inclusion, and institutional culture. [College of San Mateo+1](#)
  - The **campus climate survey (Spring 2022; external ModernThink)** unearthed challenges in *diversity, inclusion & belonging, communication, and confidence in senior leadership* as priority areas for growth. [College of San Mateo](#)
  - CSM’s **EMP “Reflection & Growth”** process explicitly cites feedback from community listening tours and climate/antiracism surveys, highlighting concerns that “policies, practices, and curricula ... have not led to equitable outcomes” and need re-examination. [College of San Mateo+1](#)
  - Prior student equity planning documents note that **LGBTQ+ / nonbinary students** have been historically undercounted or left unrecognized in data due to constraints in state MIS (which is binary by default), limiting visibility of their equity gaps. [College of San Mateo](#)

# Analysis and Root Cause

- **Identified Root Causes (per CSM and student feedback)**
  - **Institutional & Structural Barriers**
    - Inconsistent access to culturally responsive mentorship, counseling, and academic support (especially for DI groups)
    - Siloed program structures and limited cross-divisional coordination reduce accountability for equity outcomes
    - Policies and resource allocations often fail equity impact review, perpetuating status quo inequities
  - **Curricular & Pedagogical Factors**
    - Incomplete integration of culturally sustaining or liberatory pedagogies into standard curricula
    - Lack of consistent professional development, training, and accountability around antiracism and equity for faculty/staff
  - **Student Experience & System Navigation**
    - Complex onboarding, enrollment, financial aid, and registration systems pose barriers (especially for first-gen, nontraditional, multilingual students)
    - Financial insecurity, work–school balance, housing/transportation constraints reduce persistence
    - Students report insufficient representation, mentoring, and responsive support for overlapping identities (e.g. race + queer identity, veteran status)
  - **Data & Voice Gaps**
    - Gaps in how student identity is collected (e.g. MIS limitations regarding LGBTQ+ identities) reduce visibility of some equity gaps [College of San Mateo](#)
    - Uneven use of disaggregated data, student voice, and feedback loops in decision making
    - Underutilization of qualitative feedback (listening sessions, focus groups) as a complement to quantitative data

25-28 CSM SEAP Goals  
and Priority Strategies

25-28 CSM SEAP First Draft



## 25-28 CSM SEAP Goals

### 2025-2028 SEAP Goals

1. **Close equity gaps** for identified DI student populations.
2. **Enhance sense of belonging, engagement, academic mindset and performance** for DI student populations.
3. **Strengthen academic and student support infrastructure** to better serve DI student populations.
4. **Build institutional capacity** for equity-centered professional learning and continuous improvement.

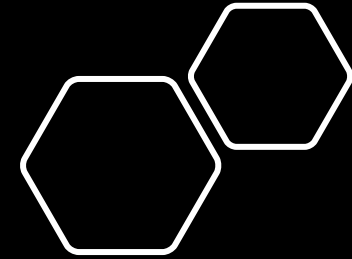
## 25-28 CSM SEAP Priority Strategies

### 2025-2028 SEAP Priority Strategies

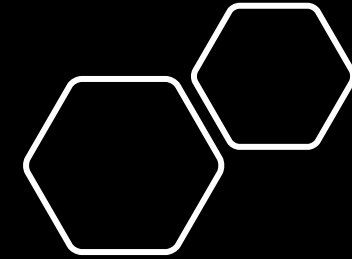
1. Strengthen **culturally sustaining pedagogy** and coordination across learning communities.
2. Expand **mentorship and counseling** opportunities across DI populations.
3. Redesign **onboarding and outreach strategies** to improve equitable access and address successful enrollment gaps.
4. Implement **equity-focused evaluation** using Office of Equity dashboards and student voice data.
5. Integrate **professional development** for classified professionals, faculty, and student staff to strengthen equity competencies.

**2025-2028 CSM SEAP Funded Goals and Strategies:**

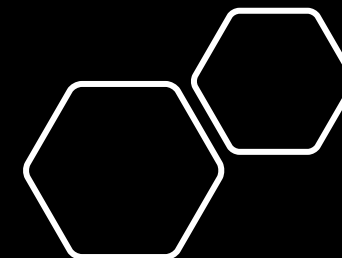
| Program                             | SEAP Funded Strategies and Support            | SEAP Goals                                                 | Connection to EMP Goals (EMP Alignment)                                                                                                                                                                                    |
|-------------------------------------|-----------------------------------------------|------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Undocumented Community Center (UCC) | Program Services<br>Coordinator Support       | Outreach, Access, Persistence, Completion                  | Advances EMP goals on <i>Equity and Student Success</i> by increasing access for undocumented students, improving persistence through identity-affirming support, and promoting inclusive pathways to completion.          |
| Katipunan (KTP)                     | Faculty Coordination and Counseling Support   | Outreach, Access, Persistence, Completion, Transfer        | Aligns with EMP goals on <i>Equity and Academic Excellence</i> through culturally sustaining pedagogy and transfer-focused pathways for Filipinx and DI students. Strengthens sense of belonging and academic achievement. |
| Writing in the End Zone (WEZ)       | Instruction, Program Coordination and Support | Persistence, Math/English Completion, Transfer, Completion | Directly supports EMP goals on <i>Academic Excellence and Student Success</i> by increasing gateway course completion and transfer-level achievement through contextualized and culturally responsive instruction.         |



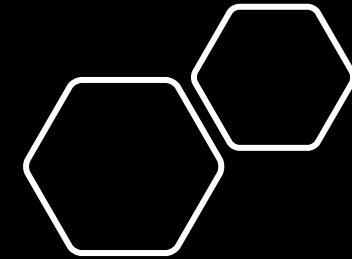
| Program                    | Strategies/Support                                                          | SEAP Goals                                                                   | EMP Alignment                                                                                                                                                                             |
|----------------------------|-----------------------------------------------------------------------------|------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Math in the End Zone (MEZ) | Program Coordination and Support                                            | Persistence, Math/English Completion, Transfer, Completion                   | Connects to EMP goals on <i>Equity and Academic Excellence</i> by addressing DI gaps in math completion through learning community collaboration and equitable curriculum design.         |
| IX in Action               | Instruction, Faculty Coordination, Program Coordination and Support         | Persistence, Math/English Completion, Transfer, Completion                   | Advances EMP commitments to <i>Inclusive Pedagogy and Equity-Minded Instruction</i> by integrating culturally relevant curriculum and supporting academic persistence for DI populations. |
| MANA                       | Program Services Support                                                    | Outreach, Access, Persistence, Completion, Transfer                          | Strengthens EMP goals on <i>Sense of Belonging and Equity</i> by advancing Native Hawaiian and Pacific Islander student success through community-based mentorship and holistic support.  |
| Puente                     | Instruction, Faculty Coordination, Program Coordination, Counseling Support | Outreach, Access, Persistence, Math/English Completion, Transfer, Completion | Embodies EMP goals on <i>Equity and Educational Excellence</i> through culturally sustaining instruction, mentorship, and transfer pipelines for Latinx students.                         |



| Program                            | Strategies/Support                                    | SEAP Goals                                                               | EMP Alignment                                                                                                                                                                                         |
|------------------------------------|-------------------------------------------------------|--------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Multicultural Center (MCC)         | Program Services<br>Coordinator Support               | Outreach, Access,<br>Persistence, Completion,<br>Transfer                | Directly fulfills EMP goal of fostering an <i>Inclusive Campus Culture</i> by serving as a central hub for belonging, cultural representation, and equity-focused programming.                        |
| Brothers Empowering Brothers (BEB) | Program Coordination<br>Support                       | Outreach, Access,<br>Persistence, Completion,<br>Transfer                | Aligns with EMP goals on <i>Equity and Belonging</i> by supporting male students of color through mentorship, leadership development, and community building that enhance persistence and completion. |
| Umoja                              | Program Coordinator<br>Support, Counseling<br>Support | Access, Persistence,<br>Math/English Completion,<br>Transfer, Completion | Advances EMP and Solidarity Statement goals on <i>Antiracism and Educational Justice</i> by empowering Black students through culturally grounded instruction and belonging-centered support.         |



| Program                         | Strategies/Support                                             | SEAP Goals                                                               | EMP Alignment                                                                                                                                                                                                                                         |
|---------------------------------|----------------------------------------------------------------|--------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Veterans Resource Center (VROC) | Program Services<br>Coordinator Support,<br>Counseling Support | Outreach, Access,<br>Persistence, Completion,<br>Transfer                | Supports EMP priorities on <i>Student Success and Inclusive Excellence</i> by improving retention and completion for veteran and military-affiliated students through targeted academic and wellness services.                                        |
| Coastside                       | Counseling Support                                             | Access, Persistence,<br>Math/English Completion,<br>Transfer, Completion | Advances EMP goals on <i>Equity in Access and Community Partnership</i> by expanding CSM's educational reach to Half Moon Bay, addressing equity for coastal and farmworker communities through local counseling, outreach, and curriculum alignment. |



# SEAP Strategies and Goals CSM Coastside: Building Equity on the Coast

- **Context & EMP Referenced Realities**

- **Coastside is Historically Underserved:** The EMP calls out the Coastside region (Half Moon Bay, Montara, Moss Beach, El Granada, Princeton, Miramar) as “distinct ... under-resourced” due to geography, limited transportation, and agriculture-based economy. [College of San Mateo+1](#)
- **Economic & Resource Disparities:** The EMP highlights that many Coastside neighborhoods have median incomes below \$100K and lower rates of bachelor’s degree attainment, creating outreach gaps. [College of San Mateo](#)
- **Physical & transportation barriers:** Some students residing on the coast must travel up to 20 miles one way to reach the main campus, complicating access to in-person services. [College of San Mateo](#)
- **Agriculture and migrant labor context:** The EMP emphasizes an agricultural economy and presence of migrant farmworker population in Coastside, which informs barrier dynamics in enrollment, scheduling, and support services. [College of San Mateo+1](#)

## CSM Coastside: Building Equity on the Coast on the Coast

- **Key Equity Focus Areas (Tied to EMP Realities)**
  - **Careers & Workforce Pathways for Coastside**  
Develop and align academic and CTE pathways tailored to local industries (agriculture, sustainable food systems, coastal/environmental sectors) to bridge education and local economy.
  - **Targeted Outreach to Migrant & Farmworker Communities**  
Use multilingual, place-based outreach, flexible scheduling, and support services recognizing EMP's identification of migrant labor communities as underrepresented.
  - **Coastside-Relevant Curriculum**  
Offer courses reflecting the coastal, agricultural, and environmental context, increasing relevance and student engagement for Coastside learners.
  - **Enhanced Access & Recruitment**  
Strengthen partnerships with Coastside high schools, community organizations, and local media to reduce distance and awareness barriers. In line with EMP's goal to better serve underrepresented neighborhoods.
  - **Equity-Centered Counseling & Support at Coastside**  
Embed counseling, academic advising, financial aid, and student support on-site or through hybrid models to mitigate geographic and resource constraints.



# SEAP Strategies and Goals: CSM SEAP Mini-Grants

- **Purpose**
  - Introduce a flexible, *non-personnel* funding mechanism that **empowers academic departments, identity centers, learning communities, and student-facing offices** to launch innovative, equity-focused initiatives.
  - Advance the **2025–2028 SEAP** and **Educational Master Plan** goals by strengthening collaboration, equity-minded innovation, and institutional learning.
- **Alignment with IEPI & EMP**
  - Builds on the **IEPI Grant’s professional learning model** and CSM’s Educational Master Plan by fostering innovation, collaboration, and sustainability in equity-driven practice.
- **(Some) Focus Areas for 2025–2028:**
  - **Equity-Focused Professional Development:** Continue and expand micro-courses, workshops, and coaching launched through the IEPI Grant.
  - **Language Access & Translation Services:** Improve equity in communication by funding **translation, outreach, recruitment, and marketing materials** in multiple languages to reach historically underserved communities.
  - **Outreach & Enrollment Equity:** Update enrollment forms, promotional materials, and digital outreach tools to better reflect CSM’s diverse communities.
  - **Data-Informed Pilot Projects:**  
Support innovative, evidence-based projects that use disaggregated data and student voice to test scalable equity solutions.

# SEAP Strategies and Goals: CSM SEAP Mini-Grants

- **Intersectional & Coalition-Building Criteria**
- Mini-grant proposals will be **prioritized** if they:
  - **Center Equity and Antiracism through an Intersectional Lens:**  
Address multiple, overlapping systems of marginalization (race, gender identity, sexuality, disability, veteran status, socioeconomic class, immigration experience, etc.).
  - **Foster Coalition-Building and Collaboration:**  
Encourage partnership between programs or communities that don't often intersect (e.g., collaborations between the Pride Center, VROC, Umoja, and MCC).
  - **Uplift Historically Underrecognized DI Populations:**  
Create intentional visibility, programming, and research around communities not currently named in SEAP metrics, such as **LGBTQIA2S+ students, veterans, foster youth, adult learners, etc.**
  - **Promote Institutional Belonging:**  
Contribute to a campus culture where all students, staff, and faculty see themselves represented in the college's equity ecosystem.
  - **Demonstrate Sustainable, Scalable Impact:**  
Pilot ideas that can later be institutionalized or replicated across other programs or divisions.

# Coordination with Existing Campus Plans

25-28 CSM SEAP First Draft

## SEAP and EMP

- **Operationalizes EMP's core institutional commitments** to *Antiracism & Equity, Teaching & Learning*, and *Accessible Student-Focused Support* through measurable goals focused on closing equity gaps and eliminating disproportionate impact (DI).
- **Antiracism as an Institutional Framework**
  - Embeds antiracist practices into teaching, counseling, and student support. Directly aligned with EMP objectives to dismantle systemic inequities and address anti-Blackness.
- **Guided by Culturally Sustaining Pedagogy**
  - Learning Communities support advance culturally sustaining pedagogy that values students' lived experiences, reflecting the EMP's call to integrate *identity, belonging, and justice* into all learning environments.
- **Capacity Building for Continuous Equity Work**
  - Through IEPI-funded professional development and SEAP Mini-Grants, the plan strengthens equity competencies among faculty, staff, and administrators, fulfilling the EMP's goal of fostering an inclusive campus culture and data-informed improvement.

# SEAP and our Solidarity Statement

- **Centering BIPOC Student Success**
  - Prioritizes Pacific Islander, Black/African American, Filipinx, and Latinx students reflecting the Solidarity Statement's commitment to address anti-Blackness and dismantle systemic inequities affecting Students of Color.
- **Commitment into Action**
  - The SEAP Plan gives life to the Solidarity Statement's call for *institutional accountability, racial healing, and justice* by embedding antiracism into funding priorities, programs, and evaluation.
- **Investing in Identity-Based Centers**
  - SEAP-funded centers (e.g., Multicultural Center, Undocumented Community Center, Umoja, BEB) embody solidarity through spaces that cultivate belonging, representation, and leadership.

## SEAP and Other Plans

- **IEPI & Professional Development**
  - SEAP and IEPI jointly build equity-centered capacity and professional learning for faculty, classified staff, and student employees.
- **Districtwide Vision 2030 & Strategic Plan**
  - Reinforces district priorities for equitable access, completion, and workforce preparation.
- **Guided Pathways Integration**
  - SEAP embeds equity across *connection, entry, progress, and completion*, enhancing student journey redesign.
- **Basic Needs & Financial Wellness**
  - Collaboration with SparkPoint ensures holistic student support through integrated academic and financial wellness resources.