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Addiction Studies Program full-time tenured faculty position/Director (Coordinator)

Rationale and Motivation for Request: I am submitting this request for a new Addiction Studies Program full-time tenured faculty position/Director (Coordinator) at the College of San Mateo (CSM). Currently and for decades, there has been no full-time faculty member in this department, which is untenable given the program's scope, accreditation needs, and the pressing societal issue of addiction. This request is critical to ensure the program's success, sustainability, and continued accreditation, as well as to meet the increasing and dire demand for addiction professionals.

1. Brief Overview:

- **Program Scope:** The Addiction Studies Program offers 15 college-transferable courses, a dedicated Associate's degree, 3 specialty certificates, and state-required courses for Addiction Counseling Certification with a new addition of classes for a State Certified Peer Support Specialist. A program of this magnitude and importance would typically require 3 full-time faculty members to ensure comprehensive oversight of instruction, curriculum development, and student advising.
- **Current Faculty Structure:** Despite the program's extensive responsibilities, there are only 4 adjunct faculty members, which includes the current Director (Coordinator). Adjuncts are expected to handle tasks such as curriculum updates, program reviews, and resource requests—areas they are not fully prepared to manage. This makes the current faculty structure unsustainable, placing an overwhelming burden on adjuncts and the Addiction Studies Director (Coordinator). Please note that the Coordinator role carries the title "Addiction Studies Program Director" externally, and is the recognized title in the community, County, State, and regulatory bodies. Hence, references to the title will be seen in this form as "Addiction Studies Director (Coordinator)".
- **Hiring and Evaluation Challenges:** College policies require that full-time faculty evaluate adjunct faculty in the classroom, and that the dean and a full-time faculty member are responsible for hiring new adjunct faculty. As a result, adjunct faculty hiring and evaluations are currently conducted by full-time instructors from unrelated departments who lack expertise in the field of addiction. This is not an appropriate or effective way to evaluate program faculty or make key hiring decisions, further emphasizing the need for a full-time faculty member with the necessary expertise.

2. Severe Addiction Epidemic and Community Impact:

- The United States continues to face a severe addiction epidemic, particularly related to opioids and fentanyl, which is contributing to high overdose deaths and impacting public health on a national level. CSM's Addiction Studies Program plays a vital role in training professionals to address this crisis.
- Since the appointment of the current Addiction Studies Director (Coordinator), the program has expanded significantly, with course offerings increasing from 3-4 classes per semester to 7-8, along with the addition of summer courses each year. This growth reflects the heightened demand for addiction professionals, but also further highlights the strain placed on the current adjunct faculty model.
- The program was once a very large program during the tenure of the previous Director and Professor, Angela Stocker, producing many of the current addiction treatment leaders in the community. Its contributions extend beyond the classroom, as it prepares professionals who work in local clinics, rehabilitation centers, and community organizations throughout San Mateo County and the Bay Area. Without full-time leadership, the program's ability to meet these critical needs will be severely compromised.

3. Accreditation, Compliance, and State Mandates:

- **CAADE Accreditation:** The program is accredited by the California Association for Alcohol/Drug Educators (CAADE). The College of San Mateo's reaccreditation application was approved in June 2025, following extensive work and support to achieve this status. CAADE expressed concerns that CSM's Addiction Studies program lacks the presence of at least one full-time faculty member, including reassigned time to function in the capacity of the Program Director. This is vital for the purposes of program continuity and stability. The continued absence of a full-

time faculty member could result in future loss of accreditation and may lead to provisional approval in the short term.

- **State and National Compliance:** The Addiction Studies Director (Coordinator) must ensure that the program remains in compliance with state regulations and industry standards, while also attending relevant local and state meetings, including but not limited to:
 - CA State Department of Health Care Services,
 - CA State Department of Education,
 - CA State Department of Human Services,
 - CA State Department of Rehabilitation, and more,
 - San Mateo County Behavioral Health and Recovery Services.

These tasks require continuous, dedicated leadership, something that is not possible without a full-time faculty member.

4. Faculty Retirements and Program History:

- The program was founded by Angela Stocker, who dedicated over 60 years to CSM and established the Addiction Studies Program in the fall of 1993 and is considered a state, industry, and field education/curriculum leader. After her retirement 21 years ago, she continued to serve as an Addiction Studies Professor and Director (Coordinator) on a minimal stipend until an appropriate successor, Maggie de Vera, LMFT was identified and appointed in 2022. The current Addiction Studies Professor and Director (Coordinator) was forced to accept the same minimal stipend and an unsustainable work structure due to the college's lack of a fair and realistic infrastructure for supporting the program's leadership.
 - From the fall of 2007, Angela has received a stipend for her role as the Program Director in the amount of \$8000 per year. At that time, the amount that was paid to her was the equivalent of .2 FTE.
 - Until this Fall 2025 semester, the stipend remained the same/unchanged, and Maggie de Vera was receiving the same \$8000 stipend (the same amount from 2007) which was equivalent to .08 FTE; though the amount of work she provides and the program's needs is far beyond that amount of time.
 - After significant advocating and protesting from students and faculty related to class cutbacks and unrealistic leadership work conditions, the role was increased to is equivalent to a 3-unit course, reassigned time paid at a special rate. This amount of time is still insufficient to effectively run the program and respond to the needs of the students, program, community, the field of addiction, other county and state regulations, and more.
- This historical program, once considered a model curriculum, continues to be at risk due to the absence of full-time leadership stability. The lack of consistent leadership threatens both the program's reputation and its operational capacity, placing its long-standing contributions to the community in jeopardy.

5. Addiction Studies Director (Coordinator)'s Duties and Responsibilities:

The responsibilities of the Director (Coordinator) are extensive and critical to the program's success, including but not limited to:

- **Field Studies and Internships:** Coordinating student placements at clinics, ensuring legal agreements are in place, maintaining compliance with regulatory bodies, and fostering relationships with site supervisors and programs.
- **Student Advising:** Providing guidance on course selection, program requirements, and career opportunities, while clarifying state certification processes. In addition, support students who have addiction-related lived experience; are in recovery (or striving for), and also struggle with mental health issues and significant disabilities.
- **Accreditation and Compliance:** Staying updated on state and federal regulations, ensuring that the curriculum aligns with industry needs, and preparing accreditation and program review reports.
- **Curriculum Development and Expansion:** Updating curriculum regularly to reflect changes in the addiction field, developing new courses, and submitting new course offerings for state approval (e.g., Peer Support Specialist). The

Addiction Studies Professor and Director (Coordinator) has overseen significant program expansion, increasing course offerings from 3-4 per semester to 7-8, plus adding summer courses.

- **Program Administration:** Participating in managing adjunct hiring, participating in college outreach efforts, providing input on course scheduling, submitting grant and resource requests, and representing the program at county and state meetings.
- **Course Instruction:** Teaching two courses per semester and one summer course each year.
- **Faculty support and mentorship/coordination.**
- **Supporting and responding to student/program issues:** Working closely with the Dean and faculty to respond to student issues and program conflicts; advising students regarding program requirements, mentoring, and supporting students.

6. Enrollment Growth and Program Data:

- Over the past four years, the program has seen a healthy enrollment growth, reflecting an increasing need for trained professionals in addiction counseling. Program Review data for 2023-2024 shows consistent demand, underscoring the need for dedicated faculty leadership.
- The Addiction Studies Professor and Director (Coordinator) has facilitated this growth by advocating to expand the number of courses offered each semester, from 3-4 to 7-8, and adding summer courses to meet rising student interest. This level of growth necessitates a full-time faculty member to handle the increased academic and administrative workload.
- **Data from 2022-2024:**
 - Fall 2022: 51
 - Spring 2023: 61
 - Summer 2023: 21
 - Fall 2023: 78
 - Spring 2024: 97
 - Summer 2024: 22
 - Fall 2024: 90
 - Fall 2025: 99
- **Annual enrollment trends:**
 - 2021-22: 97
 - 2022-23: 133
 - 2023-24: 197
- **Program Load and Faculty Ratios:**

As of fall 2024, the program load is 205 and the overall FTEF is 1.2

The program load has fluctuated between a high of 237 in 2021-22, 203 in 2022-23, and a low of 172 in 2022-23.

The decrease in load was due to an increase in course offerings, in order to ensure that students complete their program requirements in two years.

The full-time faculty FTEF is 0, since there are no full-time faculty

The ratio of full-time to part-time faculty is 0% full-time and 100% part-time.

The adjunct FTEF has increased over the past few years.

2021-2: 1.4

2022-3: 1.6

2023-4: 3

7. Health, Safety, and Community Impact:

- The Addiction Studies Program is essential in addressing critical public health challenges, including the opioid epidemic and related substance use disorders. The program works closely with San Mateo County Behavioral Health and Recovery Services and other local agencies to ensure students receive real-world experience through internships and field studies. Maintaining these relationships is a key responsibility of the Addiction Studies Director (Coordinator).
- The program plays an integral role in preparing professionals who can make a meaningful and vital impact in their communities, from local clinics to broader regional public health initiatives. Without full-time leadership, the program's ability to fulfill this mission is at risk.

8. Master Education Plan Alignment:

- The College of San Mateo's **Vision** is to deliver a liberatory education that inspires individual achievement and generational impacts. The Addiction Studies Program is a perfect example of this vision, equipping students with the skills to address one of the most critical public health crises of our time.
- The **Mission** of CSM is to create access and inclusion, foster academic excellence, and ensure equitable outcomes so students can realize their full potential. By producing addiction treatment professionals, the Addiction Studies Program directly supports this mission and serves some of the community's most vulnerable populations.
- **Values** such as excellence, personal and professional growth, inspiration, innovation, and solidarity are embedded in the Addiction Studies Program's approach to education. The program not only helps students achieve academically but also empowers them to contribute meaningfully to the community.
- **Strategic Initiatives** of the college focus on teaching and learning, supporting antiracism and equity work, fostering community partnerships, and utilizing innovative technology. The Addiction Studies Program aligns with these initiatives by preparing professionals who address addiction's disproportionate impact on marginalized communities, fostering partnerships with local agencies, and providing education that supports the personal and professional growth of both students and faculty.

Thank you for your consideration and all support provided.

Art faculty with expertise in 3D Art (ceramics, sculpture, 3D design) Preferred: Sculpture expertise in various media including glass. Experience in the management of 3D facilities/studio

The 3D Art program is in critical need of a full-time faculty to replace Rory Nakata, the only full-time faculty, who retired in 2022. At that time, the department had one adjunct faculty. Since then, we hired two more adjunct faculty to teach courses in ceramics. The full-time new faculty in 2D Art teaches one sculpture class, but is not assigned to 3D Art. A full-time faculty is needed to: Maintain safe studio spaces, uphold safety protocols Collaborate on major renovations impacting the program Lead the department and represent its interests on campus

Foster community partnerships and organize student art exhibits Oversee program reviews, resource requests, and curriculum updates Coordinate SLO (Student Learning Outcomes) assessments

A full-time faculty member would provide ongoing leadership in safety protocols equipment management, and instructional continuity across all ceramics and sculpture courses. This role is essential to maintaining a professional, safe learning environment, supporting adjunct faculty, and advancing long-term departmental goals such as curriculum development, facility improvements, and student engagement.

3D Program Overview

The 3D Arts program supports CSM college goals by satisfying the 'General Education Requirement in Arts and Humanities for an A.A. Degree. 3D courses are fully transferable to the CSU, UC, and Art Schools. 3D courses fulfill the entrance requirement for art therapy programs at most private universities. The 3D program also accommodates students interested in personal or career enrichment. Faculty teach a total of nine different courses in ceramics, sculpture, and 3D design. A part-time lab coordinator provides support to faculty and students in the classroom. CSM has invested in a large renovation in the 3D area, which is currently underway. This includes many long-overdue facility upgrades to improve health and safety. The renovation will allow us to increase class sizes and develop community partnership opportunities. However, it is critical to have a full-time 3D Art faculty to ensure the safe and efficient management of our studios and facilities and develop community partnerships.

Critical Safety Considerations

The 3D Art program is different from general education lecture classes, since it requires dedicated studio spaces for ceramics and sculpture. The faculty and lab coordinator have to ensure a safe working environment and safety protocols during class. Dust from ceramic clay has to be minimized in order to prevent lung disease. Daily cleaning of the space is essential, as well as the safe operation of various kilns to fire ceramic pieces. These kilns operate at very high heat, and any accident can be hazardous. Teaching sculpture involves specialized equipment, tools, and materials that demand consistent oversight, maintenance, and student training to meet safety standards and college compliance requirements.

Safety protocols relate to the handling of glazes and the disposal of hazardous waste generated by both sculpture and ceramics classes. Faculty need to be present, vigilant and focused when students use a combination of power and hand tools to prevent accidents, injuries and potential liabilities. We also have to ensure compliance with the County inspections related to fire safety, hazardous waste, signage and drainage system with clay traps.

Previously, the full-time faculty was responsible for ensuring the safe operation of equipment, in close collaboration with the lab coordinator. The lab coordinator works only 18 hours per week/4.5 hours per day. He does not have enough hours available outside of his routine work to ensure the continued safety and viability of the program without a full-time faculty member. It is unreasonable for him to be responsible for the health and safety of the entire 3D area. A full-time faculty member with discipline expertise and solid knowledge of safety protocols is needed to ensure the safety of the program and prevent any potential liability issues for the college.

The 3D classes use two natural gas and four electric kilns at high temperatures for ceramics and glass, and numerous power tools for sculpture. Multiple glaze chemicals are used to mix high fire glazes. There are 24 electric pottery wheels and a large slab roller. Hazardous waste needs to be disposed of properly, and proper ventilation is needed to reduce airborne dust. There is an outdoor “patio” area where a belt sander, drill press, dust extractor, spray booth, and sandblaster are housed, and a pugmill is used for the clay recycling program. This equipment is required for effective teaching and learning and requires a faculty member who can oversee the safety requirements and manage the area. It is crucial that the 3D Art Area is represented by a full-time faculty member who has the knowledge and training to manage all studio operations. Full-time faculty will be on-site regularly to oversee and maintain safety protocols involving gas and electric kiln firings, large power tools, managing glaze chemicals, reduction of clay dusts in the studios, proper waste management, clay recycling, maintenance, usage and proper storage of tools and glass equipment etc. A group of adjuncts cannot devote the time required nor properly coordinate to ensure that safety standards are being maintained nor can they engage fully in long-term planning for studio upgrades and improvements.

Summary

A full-time 3D Art faculty member is essential to achieving program goals, maintaining safety standards, expanding course offerings, providing enhanced student support, and building community partnerships. Without this position, the program can only sustain its current classes and lacks the capacity for growth or self-assessment. A full-time faculty member would bring the ability to implement innovative practices, guiding the program toward its full potential. This request aligns with the values outlined in the Education Master Plan, including a commitment to educational excellence and innovation as a path to improvement.

Support Documentation

FULL-TIME 3D Faculty Position Support Documentation

FALL 2025

Art Department Overview

- **FTEF (Full-Time Equivalent Faculty) = 9.15**
 - This is the **highest in the CASS Division** (Creative Arts & Social Sciences), meaning the Art Department has the largest total teaching load (measured in instructional hours).
 - It reflects both full-time and adjunct faculty teaching contributions.
- **Faculty Composition**
 - **3 full-time faculty**
 - **17 adjunct faculty**
 - This shows a **heavy reliance on adjunct instructors** (17 part-time vs. 3 full-time).

3D Art Program Growth

- **Enrollment increased by 22%** between academic years **2023–24** and **2024–25**.
 - **2023–24:** 147 students
 - **2024–25:** 180 students

- This is significant growth, suggesting **strong student interest and demand** for 3D art courses.
- **8 new class sections** were added in 2024–25.
 - The program not only expanded the number of classes but also **improved student outcomes**:
 - **Success rate:** ↑ 4%
 - **Retention rate:** ↑ 2.8%
 - This means **more students are completing and staying enrolled in courses**, even as offerings increased.

Faculty Situation (Critical Issue)

- The 3D program's **only full-time faculty member, Rory Nakata, retired in May 2022**.
- Since then, the program has had **no full-time faculty for three years**.
- **Current staffing:**
 - 2 adjunct (part-time) faculty, 1 full-time from 2D department
 - 1 part-time 3D studio/lab coordinator
 - **0 full-time faculty**
- This indicates a **major staffing gap**. The program is running entirely on part-time faculty despite enrollment growth and expanded offerings—**an unsustainable situation** if continued long-term.

Course Offerings

- The 3D program provides a **comprehensive curriculum**:
 - Beginning, intermediate, and advanced **sculpture** and **ceramics**
 - Specialized courses such as **glazing techniques**
- This range supports both **introductory and continuing students**, suggesting a well-structured progression but dependent on part-time faculty coverage.

Equity and Demographics

These figures highlight **who is enrolling** and where there may be **equity gaps**—differences in access or success among groups.

By Ethnicity (Low Enrollment Groups)

- Asian–International: 3%
- Black: 4%
- Filipino: 10%
- Native American: 1.8%

- Pacific Islander: <1%
→ These are relatively low percentages, indicating **underrepresentation** in the 3D program among these groups.

By Income

- **2023–24:**
 - Low Income: 26 students
 - Not Low Income: 121 students
- **2024–25:**
 - Low Income: 21 students
 - Not Low Income: 159 students
→ The proportion of **low-income students decreased**, which may indicate **financial barriers** to participation in 3D art courses (materials, lab fees, etc.).

By Gender

- **2023–24:**
 - Female: 99
 - Male: 39 (26%)
 - Nonbinary/Unrecorded: 9
- **2024–25:**
 - Female: 129
 - Male: 35 (19%)
 - Nonbinary/Unrecorded: 16
→ The gender balance is **heavily female**, and male participation has **declined proportionally**. Nonbinary/unrecorded identities are increasing slightly, possibly indicating improved inclusivity in reporting or participation.

Full-time Biology Instructor (General Biology)

Faculty Position Rationale and Motivation

Recent changes to the biology faculty have shifted the department's need for a new full-time faculty in General Biology. Paul Hankamp has taken on primary responsibilities for BIOL 220 (Botany) after Tania Beliz's retirement. Due to this change, the department no longer has a full-time instructor whose primary responsibility is to teach BIOL 110 and 100 (Introduction to Biology). Additionally, the department has lost several adjunct faculty who taught introductory biology.

How the faculty position will help

Introductory biology is used as a GE requirement by non-majors and has a large proportion of students taking biology. There are numerous lab sections for BIOL 110 that are taught by different instructors. A committed General Biology instructor is crucial to coordinating lab schedules with the biology lab coordinator and other instructors, updating the course curriculum, and contributing to the management, coordination, and reporting of SLO assessment. Introductory biology is also a preparatory course for biology majors who may need additional coursework before taking the 200-level biology majors' sequence and can serve as a prerequisite for BIOL 240 and BIOL 250. The General Biology instructor is also expected to be able to teach in one or more other biology disciplines: Anatomy and Physiology, Botany, Cell Biology, Microbiology, Zoology.

Full-Time Communication Studies Faculty

Despite running with only three full-time faculty members, Communication Studies has greatly impacted our College of San Mateo's mission to "Advance and sustain a culture that fosters a sense of belonging, values critical consciousness and the interrogation of systems, and addresses barriers for advancing anti-racism, equity, accessibility and inclusion." We serve our student community at large including teaching Dual Enrollment at Hillsdale for the last 5 years and offering courses at our Half Moon Bay satellite location. We have also served the following learning communities: Mana, Umoja, Puente, Honors, Project Change, Promise Scholars, and the Hillcrest Juvenile Hall. Moreover, we work with the football team along the lines of "Communication in the Endzone" without reassigned time, nor compensation, but in the spirit of contribution to student success and the student-first philosophy at College of San Mateo. Without additional Full-Time hires we will not be able to continue to participate in Dual Enrollment or teaching at our satellite school in Half Moon Bay. This position is not a new hire rather a request to cover Yaping Li's position when she retires in Spring 2026.

Although our department now has three members, only two are tenured since one has just begun the tenure review process with limited duties. There are now only two Full-Time faculty members (Fermin Irigoyen and Briana Avila) to shoulder all of the department faculty evaluations, write two program reviews, and serve on Tenure Committees. Fermin is currently chairing two Full-Time Tenure committees, one here at CSM and one at Canada. Tenured faculty are responsible for developing, updating, and maintaining curriculum and ensuring academic programs are current and transferable to four-year institutions. With IGETC and CalGETC, we have struggled to keep up. However, the transfer pathways of ALL students rely on COMM to maintain steady and relevant courses for enrollment, transfer, and 4-year pathway student engagement.

The Communication Studies Department must sustain our four-person faculty model to maintain our COMM Lab, three-college collaboration in matters of evolving curriculum and transfer changes, with the IGETC and CalGETC updates, and the incredible impact that technology has on our curriculum, from student speech modalities, presentation platforms, of course, AI integration into effective communication practices. For the upcoming academic year, we will be back to a three-person department, which is the same position we were in last year when we received a full-time hire, This replacement will be to fill Yaping's position. It is important to note we have only had two hires since 1995. Briana Avila was the first hire in 25 years and Alex Mata the second one this year who replaced Kate Motoyama.

The Communication Studies department fulfills all four of the goals in the CSM Education Master Plan and a new hire will meet specific goals in the upcoming year's plan:

1. **TEACHING & LEARNING:** Communication Studies prepares students for success in any career. Because we are part of the Golden Four, and in the GE pathway, we see students from every major and with diverse goals. Whether through curricula that fosters healthy interpersonal relationships or professional presentations, communication skills are consistently rated by employers in the most desirable (LinkedIn, 2024; Harvard Business Review, 2024). Our full-time faculty consistently innovate our courses, SLOs, affordable and current textbook exploration, and to collaborate to include current social, technological, and political issues to ensure we are developing critical thinking skills to support students so that they can effectively reach their goals.
2. **ANTI-RACISM:** courses inherently develop critical thinking skills around social justice, accessibility, systemic inequalities, and bring diverse perspectives to the forefront due to the nature of our assignments and subject matter (examples include student speeches, interpersonal and intercultural communication curriculum). Sustaining our current full-time faculty would allow us to continue to align, through program and curriculum review and course offerings, as well as affordable textbooks, our campus' commitment to elevating our culture of anti-racist and equitable consciousness in our classrooms and labs.
3. **ACCESSIBLE STUDENT-FOCUSED SUPPORT:** Our full-time faculty contribute to our campus' sense of belonging and equitable access to consistent academic advising, mentorship, and support through our COMM Lab,

particularly for first-generation and disproportionately impacted students. We are often the faculty that helps students prepare for job interviews, college applications, and provide letters of recommendation that highlights student's communication skills and interpersonal relationships. Our faculty consistently support our students outside of the classroom. A consistent full-time faculty supports a holistic experience for the college experience.

4. TRANSFORMATIVE COMMUNITY PARTNERSHIPS: When our campus initiate community partners, COMM is one of the first to be called. For example, we have contributed to the Hillcrest Juvenile Hall project, taught classes at Half Moon Bay, and fill classes at Hillsdale High School. Additionally, many of our class assignments ask students to reflect on their communities (like through persuasive speeches for local reform or elections) or encourage students to get involved in their communities (such as by attending local events), for example. With full-time faculty, our discipline is particularly geared towards maximizing the impact CSM is having on our local communities.

We are looking to expand our department in support of our institutional goals in our antiracism/equity goals. In the area of professional development, our department is deficient due to our current full teaching loads, the lack of reassigned time, and management of the Communication Studies Lab while running a Golden Four department.

Currently, COMM does not get to participate in institutional shared governance because we are stretched so thin. This can impact students who need COMM to graduate/reach their goals, but may suffer without COMM being able to advocate for the needs of our lab, student support, articulation agreements, class size, etc. Students will suffer if our courses are not equipped to aid in students' successful completion.

More stable faculty leads to better student outcomes. Full-time faculty are more available to students for guidance and support, both in and out of the classroom. Because COMM is required for most transfer pathways, we need a stable faculty body to support every GE student who will be required to take our courses. As we grow, we need to ensure our faculty body remains consistent and available for students to succeed and our courses to meet the high academic rigor/requirements in our articulation agreements (number and time of speeches required, availability for instructors to help students practice and prepare, in Comm lab and beyond, etc.).

Full-timers provide academic stability and quality to disciplines, lead to improved student success, and strengthen institutional effectiveness and governance through their long-term commitment to the college/discipline due to their deep involvement in curriculum development, student support, and campus-wide decision-making, roles not typically filled by part-time instructors. For a discipline that has seen consistent growth year-over-year, COMM must sustain the faculty support they currently provide to the 1,150 students we serve.

Katipunan Counselor/Coordinator

Justification

Position type: New position for existing program with demonstrated need or growth.

Job role: The KTP Counselor/Coordinator will support the KTP learning community, which provides academic and personal support to empower Katipunan students to reach their educational and career goals as well as foster a safe space for career, major, and personal exploration and reflection. KTP also cultivates spaces for students to actively participate within the classroom, on the CSM campus, and most importantly, in the communities with which they identify. This position also directly supports the ongoing CSM AANHPI grant and AANIPISI designation.

Duties and responsibilities:

- Provide comprehensive counseling services to students including academic, career and personal counseling on a drop-in and appointment basis both day and evening.
- Provide group counseling sessions, orientations, workshops, and other activities to support students getting information and support related to college success.
- Assist students to understand educational options, clarify educational goals, engage in educational and career planning, participate in the development of student educational plans (SEPs) and course selection.
- Event and Program coordination of 9 major on and off campus events/year, including college tours, cultural events, FilGrad, and Family Night.
- Recruitment and Outreach - High school visits, targeted outreach, participation on college outreach events.
- Responsible for cohort upkeep - Tracking counseling appointments, student academic progress, coding students.
- Student retention - Intentional coordination with fellow KTP faculty to create student support and intervention plans in order to support student retention.
- Support KAMP (student mentorship program), including recruitment, training, and planning with student mentors; Recruitment and mentorship of mentees, and Community building to support retention and success.
- Coordination with AANHPI and AANAPISI grant administrators to support events and activities.

Connection to CSM EMP, College/District Priorities, and Program Review:

CSM Vision: Deliver a liberatory education that inspires individual achievement and generational impacts. Katipunan (KTP) fosters individual achievement and generational impact through culturally sustaining pedagogy and intentional community building. It offers a year-long cohorted counseling and English sequence, which helps students persist and succeed.

CSM Mission: CSM...ensures equitable outcomes so students can realize their full potential. KTP demonstrates equitable outcomes with a 90% persistence rate from fall to spring, 16% higher than non-KTP Filipinx students, ensuring these students realize their full potential.

EMP Identified opportunities to: ensure all populations are being served equitably; provide adequate resources to operational areas to create stability; invest in antiracism as our Solidarity Statement claims (EMP pg. 24). KTP serves

the Filipino/Filipino-American student population, a key underserved group. The program is funded through AANAPISI and AANHPI grants, providing essential resources. KTP embodies antiracism through its commitment to culturally responsive education.

Integrated plans, Student Services: Improve student services access to underserved populations (EMP pg. 105); Create a student retention plan (EMP pg. 105). KTP improves access for Filipino students with targeted counseling, mentorship through the Katipunan Academic Mentorship Program (KAMP), and tailored support services. KTP's 90% persistence rate and focus on retention support this priority.

Integrated plans, Equity: Identify student needs with partners that are key to equitable student outcomes (EMP pg. 105); Work with campus partners to implement target outcomes & bridge equity gaps (EMP pg. 106); Collaborate with campus teaching & learning partners to bridge equity gaps (EMP pg. 106); Assess target outcomes & goals for persistence, access, transfer & graduation (EMP pg. 108). KTP collaborates with AANAPISI and AANHPI initiatives and external community organizations, focusing on equitable outcomes. The program's high persistence rate and culturally responsive curriculum bridge equity gaps for Filipino students.

CSM College Priority: Antiracism/Equity and Student-Focused support - CSM focuses on teaching and learning, and prioritizes student-focused support, especially relating to antiracism/equity work that supports access and success for students most in need. KTP's commitment to antiracism and equity is evident through its student-centered approach, including peer mentorship, culturally relevant curriculum, and direct support of AANAPI students. The program's persistence rates demonstrate its success in supporting students most in need.

SMCCCD District Priority: Develop and strengthen educational offerings, interventions, and support programs that increase student access & success. KTP strengthens educational offerings and support through its cohort-based model, mentorship, and partnerships with external organizations. The program's persistence rates highlight increased student access and success.

Program Review. The 2022-23 Program Review for KTP identified the need for full-time faculty to support the success and longevity of the program.

Narrative evidence: Created in 2019 and institutionalized in Fall 2022, Katipunan (KTP) at College of San Mateo is a Filipino/Filipino-American student organization and learning community that aims to strengthen our community and embrace each other's individual narratives. KTP offers a year-long cohort counseling and English sequence for students, along with peer mentorship and a student organization. At CSM, our Filipino student population is about 855 students, representing 6% of the overall student population. The current KTP cohort is 116 active students. KTP had a 90% persistence rate from fall to spring.

Katipunan aims to **strengthen persistence and retention of Filipino/Filipino-American students** at College of San Mateo semester-to-semester and year-to-year all the way through to degree/goal completion. Ultimately, KTP aims to facilitate the growth of critically conscious individuals through **culturally sustaining pedagogy and intentional relationship building** with community organizations beyond CSM.

Katipunan directly supports **AANHPI students** and CSM's programming and services to increase support and improve outcomes for this student population. KTP is also actively involved with the AANHPI state funding, which aims to empower Asian American, Native Hawaiian, and Pacific Islander communities. In 2022, CSM received **AANAPISI** designation through a grant with SFSU. KTP and Mana are a significant part of CSM's justification. KTP is also one of the founding members of the **Filipino California Community College Collaborative** which aims to create a statewide Filipino Learning Community.

Katipunan's faculty, curriculum and programming wholeheartedly **embody the campus' vision, mission, and values of CSM**. Institutional investment in KTP is an investment in **generational transformation** for the Filipino community. KTP faculty and student leaders **model authentic care, critical reflection, empowerment and solidarity**.

Undocumented Community Center Counselor

Position type: New position (UCC) for existing program with demonstrated need or growth.

Job role: The Undocumented Community Center will focus on providing academic, career, and personal counseling to the undocumented student population at CSM. Targeted support and knowledge of rapidly changing legislation and state and local policies is needed so fully support the academic goals of our undocumented students, most of whom are ineligible to participate in other academic focused student support programs.

Duties and responsibilities:

- Provide comprehensive counseling services to students including academic, career and personal counseling on a drop-in and appointment basis both day and evening in English and Spanish.
- Provide group counseling sessions, orientations, workshops, and other activities to support students getting information and support related to college success
- Assist students to understand educational options, clarify educational goals, engage in educational and career planning, participate in the development of student educational plans (SEPs) and course selection.
- Target academically underprepared, underrepresented, and educationally disadvantaged students for transfer and student success services and support.
- Collaborate with both instructional and counseling faculty and staff to assist students in understanding and using counseling, college success services, and resources.
- Develop, implement, or collaborate with initiatives related to student success and collaborate with programs such as Learning Communities, CalWORKS, EOPS/CARE, DSPS, and Promise Scholars Program to maximize student success
- Proactively meet with students to monitor academic progress.

Extensive knowledge regarding educational pathways and career plans that are accessible to Undocumented Students.

- Assist in planning and providing personalized academic and personal support, such as workshops, study groups, and tutoring.

Connection to CSM EMP, College/District Priorities, and Program Review:

CSM Vision: Deliver a liberatory education that inspires individual achievement and generational impacts. A dedicated academic counselor for undocumented and Coastside students would directly support CSM's vision by providing tailored guidance to one of the most vulnerable student populations, ensuring they achieve their academic goals despite systemic barriers, as well as greatly expand access to services.

CSM Mission: CSM...ensures equitable outcomes so students can realize their full potential. The recent 45.7% increase in undocumented students at CSM and the fact that 71.1% are not connected to support programs reveals a significant equity gap. A dedicated counselor would help close this gap, providing these students with necessary resources to reach their full potential.

EMP Identified opportunities to: ensure all populations are being served equitably; provide adequate resources to operational areas to create stability; invest in antiracism as our Solidarity Statement claims (EMP pg. 24). Undocumented students face distinct challenges, including ineligibility for many support programs. Providing a dedicated counselor

would ensure that these students are equitably served, reflecting CSM's commitment to antiracism and equitable resource allocation.

Integrated plans, Student Services: Improve student services access to underserved populations (EMP pg. 105); Create a student retention plan (EMP pg. 105). A counselor in the UCC would ensure that undocumented students, who currently face significant barriers, gain access to the academic and personal support needed to improve retention and success, directly enhancing student services for an underserved population.

Integrated plans, Equity: Identify student needs with partners that are key to equitable student outcomes (EMP pg. 105); Work with campus partners to implement target outcomes & bridge equity gaps (EMP pg. 106); Collaborate with campus teaching & learning partners to bridge equity gaps (EMP pg. 106); Assess target outcomes & goals for persistence, access, transfer & graduation (EMP pg. 108). Undocumented students have unique needs that require specialized knowledge and support. A dedicated UCC counselor would collaborate with other campus partners to address equity gaps, ensuring these students persist through challenges and reach graduation or transfer goals.

CSM College Priority: Antiracism/Equity and Student-Focused support - CSM focuses on teaching and learning, and prioritizes student-focused support, especially relating to antiracism/equity work that supports access and success for students most in need. With over 90% of undocumented students being students of color and 64% being first-generation, the addition of a UCC directly addresses CSM's commitment to antiracism and equity by focusing on students facing multiple systemic barriers to success. It also supports CSM as an HSI.

SMCCCD District Priority: Develop and strengthen educational offerings, interventions, and support programs that increase student access & success.

The UCC counselor would strengthen educational support for undocumented students who often face barriers in housing, food insecurity, immigration, and mental health, improving their access to critical resources and ensuring success in their educational journey.

Program Review. The 2022-23 Program Review for UCC identified the need for full-time faculty to support the success and expansion of the program. Due to expanded access & resources which has increased the number of undocumented students there is also a gap with staffing & capacity, especially in comparison to our UCC counterparts at Skyline & Cañada.

Narrative Evidence: This request has clear **equity implications**. According to Martin Marquez in the UCC, CSM currently has approximately 430 reported undocumented students, which is relatively stable in the last year, and ostensibly more who are not formally identified as undocumented. The UCC student population is composed of over 90% students of color and at least 64% first-generation students. Recent CSM/SMCCCD policy changes (6 or Fewer Units Waiver & SB 893) have led to a 45.7% increase in enrollment of CSM's undocumented student population from Fall 2021 to Fall 2023. For Fall 2023, of the 322 enrolled undocumented students on campus, only 93 were connected to either EOPS and/or PSP, meaning the majority of our undocumented student population (229; 71.1%) are currently *not* connected to an academic support program that offers academic counseling and other critical direct services (key indicators in helping a student reach their transfer/completion goals). A major reason for this growing **equity gap** is because many CSM undocumented students are ineligible for a number of our academic support programs targeted for disadvantaged and historically underrepresented students due to AB540/Financial Aid ineligibility, part-time unit enrollment, and the fact that over one-third of undocumented students are re-entry students, not transitioning directly from high school. Undocumented students and students from mixed status families require a specialized set of support, skills and knowledge which is why we are submitting a resource request for a specific academic counselor to serve CSM undocumented students. Securing an academic counselor for CSM's UCC will not only help address and **bridge growing equity gaps** for one of our most disproportionately impacted student populations on campus, but position CSM as a leader in helping the California Community College Chancellor's Office reach its goal of increasing the number of undocumented students transferring to a UC or CSU from 99,000 to 120,000 by 2024.

The mission within the UCC is to be dedicated to social justice and racial equity including anti-racism. The aim has always been to **support students holistically**, especially because undocumented students have unique needs and face more barriers that impact them disproportionately such as housing & food insecurity, immigration issues, mental health issues, and more.

[1] See <https://asccc.org/resolutions/establish-title-5-regulations-counselor-student-ratios> “Establish Title 5 Regulations on Counselor to Student Ratios. Fall 2022. Resolution Number 07.07. ASCCC recommends a counselor to student ratio (1:370).

Distance Education Coordinator and Benefits

This position institutionalizes the role of the DE Coordinator by focusing on teaching and learning in the online modalities (CSM Intuitional Priority). Further, this role would address each of the 4 goals of the CSM DE Strategic Plan. With the substantial increase of faculty teaching with online modalities and students enrolling on distance education courses, a faculty role focused specifically on online education

English FT Faculty

Retirements:

The English Department has recently had three full-time faculty retirements—in 2021, 2023, and spring 2025. Given that we’ve only made one full-time, tenure-track hire since 2018, we are still down **two** full-time, tenure-track positions from our baseline in 2021.

Enrollment Gains in English:

While overall college enrollment may be declining, English enrollments have risen for the last four years, for a 31.1% gain since 2021 (3,328 in 2021-22 to 4,363 in 2024-25).

Coastside Support:

If we are to “reduce the barriers facing Coastside student access to CSM” (CSM 2023-2028 Education Master Plan, 12), we need to ensure a strong, consistent, engaged, resourced, and supported presence in one of the core general education sequences, English reading and composition. If we can offer the full English course sequence at Coastside each semester, students will be able to reliably complete their educational plans and not have to wait out a semester for their next required course to become available. Even better, students will be able to move through the sequence in a cohorted community. And while all of these courses could technically be staffed in an ad hoc manner, as they are currently, it would strongly benefit students if the English Department and College could collaborate on a deliberate staffing strategy to make those full curricular offerings possible, ideally with night class options.

Full-time faculty at Coastside would be keyed into learning communities and initiatives on the main CSM campus, and benefit from the stability of employment, professional development, and mentoring networks that enable excellent teaching over the long term. Contingent faculty assignments equate to contingent academic progress for students. If we are to create a durable Coastside academic program, recruiting not just students but families who entrust their education to CSM and persist in their educational plans, we ought to invest in core academic programing and put full support behind the faculty teaching there.

Relatedly, we note an “emerging priority” of CSM’s Education Master Plan: “To recruit and retain passionate, highly qualified faculty who reflect the diversity of our student body” (20). A more diverse English faculty would enhance teaching and learning, and this would be a top priority of recruitment efforts for the new position.

Film faculty with expertise in production, screenwriting and world cinema

We are requesting a full-time Film position, with general expertise in film studies, and specialized areas of expertise/experience in screenwriting, international cinema and film production.

A new, second full-time Film faculty member will greatly benefit the department, the division and the college in a variety of ways. This position is ripe for enacting the district's commitment to enhanced teaching and learning, given the thrilling opportunity to hire an innovative, cutting-edge faculty member who looks like our students, who speaks their language (at least figuratively, possibly literally), and who can meet them inside the constantly evolving digital mediascape they frequent. Film envisions a new faculty hire who can offer our students vital, critical media-making skills, so they can positively impact and transform their worlds, both real and virtual.

Please note: This position request has been given top priority by the Language Arts Division in 2004, 2018, 2023 and 2024. Yet there has been no new FT position granted by the college since the 1995 hiring of the current full-time instructor, despite the consistent growth and expansion of the program.

1. GROWTH:

Over the past four years (2020-2024), Film has seen the following growth and enrollment increases:

WSCH, 2499 to 3234 (30% increase)

Headcount, 691 to 979 (42% increase)

FTES, 83.3 to 107.8 (30% increase)

LOAD, fall 25, 541 (compared to division total average, 337)

Number of sections offered:

20-21: 18

21-22: 21

22-23: 23

23-24: 25

24-25: 31

Our justification for a second FT Film instructor is further demonstrated by FTEF data:

Total FTEF has risen from 5.1 to 6.9 (35%)

The full-time percent of this Total FTEF has dropped from 23% to 18%

Meanwhile, adjunct FTEF has increased from 3.9 to 5.6 (44% increase)

From another angle, for the Fall 24 term, informal LAD division data collection reveals:

Communication Studies

31 sections / 17 taught by adjunct (54%)

ESL

36 sections / 16 taught by adjunct (44%)

English

98 sections / 48 taught by adjuncts (48%)

Film

15 sections / 13 taught by adjuncts (86%)

From yet another data/pedagogy angle, consider the following:

Digital Media and Ethnic Studies are very much comparable programs to Film. Not just the course content, but how the courses count for GE and transfer credit.

Digital Media has 3 FT instructors / Fall 25, 28 classes offered

Ethnic Studies has 3 FT instructors / Fall 25, 24 classes offered

Film has 1 FT instructor / Fall 25, 15 classes offered

To reiterate: in those programs, for every FT faculty, there are 8-9 courses

In Film, for every FT faculty, there are 15 courses.

In other words, to diversify our program and accommodate our enrollment growth (in a manner equitable with Digital Media and Ethnic Studies), our expanded curriculum needs a permanent film instructor with expertise in areas that will exceed and supplement those of our current full-time professor. Over the past eight years, Film course topics have more than doubled (see below) – all CSU/UC transferable, and part of the Film-TV-Electronic Media (FTVE) AD-T degree, as well as the Film AA degree. Our expanded curriculum likewise clearly reflects a commitment to equity, diversity and new media technologies and cultures.

Courses, 2010

New courses, since 2017

Film 100 (intro)

Film 122 (history focus)

Film 120 (history1)

Film 123 (documentary: studies and practice)

Film 121 (history2)

Film 130 (directors)

Film 153 (screenwriting)

Film 154 (expanded screenwriting)

Film 200 (studies focus)

Film 135 (genres)

Film 215 (new digital film)

Film 140 (world cinema)

Film 145 (quality tv & film)

Film 277 (film and literature – unbanked)

Please note: many of our courses have recently converted to 4 units, thus requiring fewer courses to make a full load. Additionally, class caps have been adjusted, resulting in more sections offered.

2. SCREENWRITING:

Film 153 Screenwriting is not one of our new courses, but always proves a rock-solid offering that consistently fills and that students clearly desire and need – it is a core requirement of the FTVE degree. We have recently added the new Film 154 Expanded Screenwriting course, to further address this need and give students the opportunity and setting to either continue developing their script projects and skills, or explore a variety of media venues for various short-format digital scripts.

These courses are always taught by adjuncts.

3. PRODUCTION:

Many of our film courses have been incorporating various film production assignments, exercises and units. Film 215 Film and New Digital Media and Film 123 Documentary Film: Studies and Practice, both integrate studies and production. Even the standard film studies courses (100, 130, 135, etc.) are now able to offer some students the option of doing production coursework. Such coursework development is on track to fulfill one of our previous Program Review goals.

Part of the reason for moving in this direction is that many of our adjuncts are accomplished, practicing filmmakers. But a more pressing reason is that film production technology in the digital/internet era has become much more accessible and affordable for students (not to mention the ever-increasing “visualization” of everyday culture, i.e., mobile screen devices, etc.). The Film dept has been gradually building up its production equipment resources, more of which will include mobile phone camera enhancements. A FT Film instructor with production skills could spearhead a Film Workforce Certificate--in Applied Production Skills, for example. Such an expansion of Film’s faculty would not only incorporate current industry innovations and professional development, but would also directly and concretely benefit student success, by carving out pathways to community partners in the surrounding media/tech industries.

In a telling current development, demonstrating the extra-curricular edges of the pressing academic need for this position, several film majors have started a dynamic student club, the Film and Production Club. These students are serious, super-bright, and motivated. And they are sparked to action, having already planned and scheduled the first CSM Summit Student Film Festival, for February. They do Instagram, fliers, tabling, classroom visits--all driven by a vision that directly reflects the urgency of this position request: to create a venue for CSM students to express themselves, and see themselves, through digital film art.

Please note: our Film courses involving production are distinct from yet complementary to, DGME video production courses. Theirs are geared toward technical skills, craft, and industry preparation; ours are grounded in aesthetics, personal experimentation and film studies/history. Such potential productive collaboration—productive for students--across the two programs leads precisely into our concluding section, on Partnerships.

4. PARTNERSHIPS:

We store our equipment in the Digital Media lab, an indication of Film's partnership with DGME, since we share many students (the FTVE AD-T degree is comprised of DGME and FILM courses). A FT Film instructor with expertise in production would further bolster this partnership, yielding all kinds of fruitful possibilities—including collaboration with the college's recent commitment to workforce education, via the new Office of Strategic Initiative and Economic Development. Such collaboration would involve developing student internships and other professional skills opportunities and experiences for students. Both the equipment and potential workforce education partnership with Digital Media, grows directly out of two of our previous Program Review goals.

Additionally, over the past several years, Film has been partnering with other learning communities and programs, such as Mana and International Education. We have offered film courses in topics such as Pacific Islander Cinema and Asian Pop Cinema, courses that have been hard-linked to these programs, and populated by their student cohorts. Our previous Program Review goals articulated our desire to move in this collaborative direction. Given the clear commitment of the college (and district) to international students, immigrant students, global studies, study abroad and overall an integrated and mutually supportive community of diversity, a FT Film instructor with some expertise in international cinema would lead to Film's further and more intensive engagement – all to the benefit of a variety of programs and students.

Lastly, Film is currently working with CSM's Instructional Design team to pilot our first ZTC (Zero Textbook Cost) degree pathway. This effort, which perfectly embodies the district's commitment to equity-minded access and services, is being lead and supported by several adjunct film instructors.

Learning Disability Specialist (50%)/DRC Counselor (50%) Faculty position- paid for with DSPS Categorical Funds

Title 5 Requirements and DSPS Services (CSM DRC)

Title 5 of the California Code of Regulations requires community colleges to provide academic adjustments, auxiliary aids, and specialized services to students with disabilities through Disabled Student Programs and Services (DSPS). These services must ensure equal access to education and are subject to specific funding and reporting requirements.

Programs funded under Education Code Section 84850 must comply with Title 5 regulations and follow implementing guidelines issued by the Chancellor’s Office. These guidelines include updated terminology, clearer definitions, and standardized procedures for service delivery.

A core requirement of Title 5 is timeliness: services must be provided promptly to ensure equal access to instruction and support. DSPS offices are expected to have procedures in place to assess student needs and deliver services without delay. Failure to provide timely services may constitute discrimination under federal law. The Chancellor’s Office Implementing Guidelines (revised in 2019) emphasize that delays in service delivery undermine educational access and violate Title 5.

Growing Demand at CSM

The DRC population at CSM continues to grow each year, increasing pressure on timely service delivery:

- **2022–23:** 1,060 students
- **2023–24:** 1,202 students
- **2024–25:** 1,266 students

A recent PRIE report revealed lower success rates for DRC students in many mathematics courses compared to the overall CSM population:

CSM Course Success Rates

Course	DRC	General Population
MATH 130	22%	51%
MATH 115	40%	75%
MATH 200	50%	64%
MATH 270	43%	71%

Baseline data from the CSM 2025–28 SEAP Plan further shows that in 2023, only **16% of DRC students** completed transfer-level Math and English, highlighting a significant equity gap.

Broader Context

A 2024 U.S. Government Accountability Office (GAO) report found that many K–12 schools lack the staff and resources—such as psychologists and counselors—needed to assess and support students with disabilities. This leads to delays in identification and service delivery, particularly in underfunded districts.

Similarly, the National Center for Learning Disabilities (NCLD) notes that neurodivergent students are often limited not by ability, but by insufficient funding, accommodations, and trained personnel. Delays or absence of proper assessments for conditions such as dyslexia or dyscalculia are common.

Challenges at CSM DRC

- **Learning Disability (LD) Assessment:**
Since losing a full-time LD Specialist in 2016, CSM has relied on two adjunct LD Specialists, providing only about 75% of prior service levels. Meanwhile, the student population has grown from 919 in 2016 to 1,266 in 2024–25.
 - **2016:** 800 hours of LD assessment (full-time specialist)
 - **2025–26:** 608 hours of LD assessment (two adjunct specialists)

LD Specialists not only conduct assessments to qualify students for services but also work individually with students to develop strengths-based learning strategies. Expanding assessment capacity would help address inequities that begin in K–12 and persist into higher education.

- **Counseling Services:**
Counseling availability has also declined. In 2024–25, CSM offered 1,600 hours of DRC counseling. With one full-time counselor now serving as interim director and only one adjunct counselor added, availability has dropped to 1,088 hours. Counselors are essential for determining eligibility, providing disability-related and academic counseling, and helping students overcome barriers to success.

Proposed Solution

To meet growing demand, restore service levels, and allow staffing to provid targeted services to address the intersectional identities of the student population, CSM DRC proposes adding one new faculty position—**LD Specialist/DRC Counselor**—funded through DSPS categorical funds.

- **50% LD Services:** Expand assessment capacity and provide individualized learning strategies.
- **50% Counseling:** Restore counseling hours and ensure timely, disability-related academic support.

Over the past three years, DSPS funds have had "carryover" at levels sufficient to support this additional faculty member. This position would allow CSM DRC to continue high quality services with the addition of more intensive, targeted services that directly improve student success in critical areas such as English and Math.

Summary of Alignment

Framework	Key Priorities	Alignment of New Position
CSM Education Master Plan	Equity, student success, holistic support	Expands LD/Counseling services to close equity gaps in math/English and improve student success
SMCCD Strategic Plan	Student success & equity, inclusion, innovation	Ensures equitable access, fosters belonging, and uses innovative dual-role staffing
CSM DRC Goals & Outcomes	Access, accommodations, self-advocay, persistence	Provides timely LD assessments, counseling, and strategies that improve retention and success

EOPS/NextUp Counselor

Background

In Spring 2023, the California Community Colleges Chancellor's Office expanded NextUp funding to campuses that had not previously offered a NextUp program, with the mandate that it be housed within existing EOPS/CARE programs. In response, College of San Mateo's EOPS/CARE program was tasked with establishing and implementing additional strategic support services for current and former foster youth.

Prior to this expansion, CSM did not have a dedicated program serving foster youth. To meet this new requirement and support this population effectively, the EOPS/CARE team conducted a needs assessment and identified several critical gaps. We recognized the need to:

- Develop a comprehensive system to identify and engage potential NextUp participants.
- Create a two-year program implementation plan aligned with state mandates.
- Prioritize the hiring of staff with experience serving foster youth and providing trauma-informed care.
- Build on-campus and community partnerships to support coordinated services.
- Develop a sustainable budget plan and establish a program evaluation process.

Temporary Staffing Solution and Initial Outcomes

Although state funding was made available, the existing EOPS/CARE Counselor/Coordinator was already overextended, as they were also responsible for coordinating the CalWORKs program. Recognizing the additional responsibilities required to launch and manage the NextUp program, we received approval to hire a full-time temporary EOPS/NextUp Counselor, who began in Spring 2025.

In just one semester, the impact of having a dedicated counselor has been significant. The number of NextUp students served doubled, alongside improved engagement and retention outcomes. The counselor has:

- Built strong partnerships with county agencies and community-based organizations serving foster youth.
- Established a clear network of on- and off-campus resources and referral processes for NextUp students.
- Provided trauma-informed counseling and case management tailored to the unique needs of this population.
- Reduced caseloads for the EOPS/CARE Counselor/Coordinator, allowing more effective support across all programs.
- Strengthened coordination between EOPS, CARE, CalWORKs, and NextUp, fostering a more integrated student support model.

Rationale for Permanent Position

To sustain and expand this progress, it is essential that the EOPS/NextUp Counselor position be made permanent. A permanent counselor will ensure continuity of care, stable program leadership, and full compliance with the state mandate to provide comprehensive services for current and former foster youth.

Without a permanent position, the gains made in program development, community partnerships, and student engagement risk being lost, and CSM may not be able to meet the state's requirements or the demonstrated needs of our students.

The NextUp program embodies CSM's commitment to equity, student success, and serving disproportionately impacted populations. By institutionalizing the EOPS/NextUp Counselor position, we affirm our responsibility to provide consistent, high-quality support to foster youth—helping them achieve their educational and personal goals while strengthening our college's equity mission.

Educational Master Plan: The EMP highlights CSM's focus on "improving student access and experience, through integrated holistic academic and student support programs" and to "reach out to currently underserved communities" (Pg. 1). It also notes the opportunity to "provide adequate resources to operational areas to create stability" (Pg.24) "A key part of CSM's plan is to ensure we are sufficiently serving the students from historically disinvested and under-resourced neighborhoods, and to reach out to those we are not yet serving."(Pg. 11)

College/District Priorities: CSM focuses on teaching and learning, and prioritizes student-focused support, especially relating to antiracism/ equity work that supports access and success for students most in need.

Program Review. 2022-23, Program Review identified the challenge of insufficient personnel to implement NextUp programming.

The hiring of a permanent EOPS/NextUp Counselor will assist the college in providing additional "student focused support" to former foster youth and "provide adequate resources to operational areas to create stability". This position will also be fully funded through NextUp and EOPS/CARE.

Promise Scholars Program, Adjunct Counselor

This request is to maintain current program structure: The request of **\$202,754** covers 2 adjunct counselors at Step 5 with 20 hours of counseling each and 10 hours of coordination each, plus 15% benefits.

The Promise Scholars Program (PSP) launched the full-scale replication of the City of New York University's (CUNY) reputable program called ASAP in 2018. Through replication of the ASAP program, PSP has been required to serve students at CSM by maintaining fidelity to the ASAP model through creation of infrastructure, wrap-around services for students, and collaboration with campus & district partners.

Currently the Promise Scholars Program employs 2 adjunct counselors, in addition to 5 tenured Promise Scholars Program Counselors. The funding for the 2 adjunct counselors was provided from the district in Fall 2021 as part of the Free College Initiative funds. This funding was one-time use, intended to be seed money to support expansion of the Promise Scholars Program in 2021-2022 from 750 students to 980 students (this expansion was successful and has been maintained since Fall 2022).

The two adjunct counseling roles each have a caseload serving approximately 130 Promise Scholars and are critical roles to ensure the full implementation of the Promise Scholars Program. In addition to counseling, the adjunct roles contribute to the program by running monthly topical workshops or hosting program-wide one-off events. The budget augmentation is requested to continuing the funding for these 2 adjunct counseling roles.

Current Staffing Model, serving on average 950 - 980 students annually:

- o 50% director
- o Program Manager
- o 5 tenured counselors
- o 2 adjunct counselors (each employed for 20 hours counseling, 10 hours ancillary duties)
- o 1 Program Services Coordinator
- o 1 Financial Aid Program Services Coordinator
- o 2 Retention Specialists

The Promise Scholars Program has served as a critical training ground for adjunct faculty. Of the 4 prior adjunct counselors who have held the adjunct counseling role, all 4 have moved on to tenured track counseling roles within the district (3 CSM, 1 Skyline). The investment in this role is an investment in our future workforce.

The request of **\$202,754** covers 2 adjunct counselors at Step 5 with 20 hours of counseling each and 10 hours of ancillary duties each, plus 15% benefits. Through collaborative planning, the MESA program agrees to fund 25% of one adjunct counselor who serves our shared students (Promise & MESA students). This is already baked into the calculation.

Please also note, that we are also in discussion with MESA to kick off our formal counseling partnership in Spring 2026. They will contribute 25% of the funding required to fund one adjunct counselor in Spring 2026, offering a cost savings on our prior Fall 2024 request.

Without these two roles, Promise will only be able to serve 650 students maximum in future semesters.

Connection to CSM EMP, College/District Priorities, and Program Review:

EMP: Academic support comes from a proactive approach to recruitment and meeting student needs through support for Dual Enrollment, services for first-generation and marginalized students, participation in the Promise Scholars Program (p. 21)

The Promise Scholars Program has become the largest student services program on campus. The program on-average receives 800 applicants each fall and onboard half of those students. The program staff work closely with high school partners, adult school partners, the Welcome Center & the outreach department to ensure students have access to Promise. Promise Scholars Program Counseling ratio of 1 counselor to 130 students is a cornerstone of the program, and the low student-to-counselor ratio provides counselors the space, time and approach to connect authentically and build relationships with students on their caseload. This directly reflects the efforts of a proactive approach to meeting students' needs.

EMP: Dual Enrollment, Guided Pathways, and the Promise Scholars Program are highly coordinated to afford students every opportunity to succeed in completing their degree or certificate goals (p. 41)

The Promise Scholars Program requires all students to participate in monthly activities and monthly counselor appointments. The Promise Center is the hub for students to attend events and also the front desk to receive students for counseling appointments with a Promise Counselor. Each requirement of the program serves as a benchmark to help students work towards their goal of degree/certificate obtainment. The request for continued funding for 2 adjunct ensures every student has a counselor who is available and accessible to meet and support the student in meeting academic milestones. Without the 2 adjunct counselors, the Promise Scholars Counselors will have to take on additional students, exceeding the CUNY ASAP required ratios.

SMCCCD District Priority: Develop and strengthen educational offerings, interventions, and support programs that increase student access & success

The Promise Scholars Program (PSP) embodies a proactive, equity-centered model that provides wrap-around counseling, academic support, and intentional engagement for nearly 1,000 students annually—many of whom are first-generation or from historically marginalized backgrounds. Maintaining the two adjunct counseling positions is essential to preserve the program's low counselor-to-student ratio (1:130), a cornerstone of the CUNY ASAP model that has proven effective in improving retention, persistence, and completion rates. These counselors ensure every student receives individualized guidance and access to program resources that support timely degree completion. Additionally, this investment sustains a proven pipeline for developing future full-time counseling faculty within the district, aligning with the district's commitment to building capacity and advancing student-centered success initiatives.

CSM College Priority: Antiracism/Equity and Student-Focused support - CSM focuses on teaching and learning, and prioritizes student-focused support, especially relating to antiracism/ equity work that supports access and success for students most in need.

The program's success in serving marginalized students, including Latinx and first-generation students, supports CSM's focus on antiracism and equity. The Promise Scholars Program provides consistent, individualized counseling for up to three years, ensuring equitable access to support services and success. PSP offers a wide range of workshops based on the needs of student, ranging in topics from: academic planning, mental health, bonding & community building, holiday & special celebrations.

Cost Breakdown of 2 Adjunct Counselors at Step 5

	20 Counseling Hours	10 Ancillary Hours	Total for 1 Counselors	Total for 2 Counselors with 1 counselor receiving 25% funding support from MESA
Calculations at Step 5 (2 counselors)	Step 5 = \$103.42/hr * 20 hours per week * 36 weeks per academic year = \$74,463	Step 5 = \$75.10 * 10 hours per week * 36 weeks per academic year = \$26,285	= \$74,463 + \$27,036 = \$100,747	\$115,860 – 1 counselor with 15% benefits \$86,895 – 1 counselor who also received 25% funding from MESA, and 15% benefits Total Request = \$202,754