

College of San Mateo
2025–2028 Student Equity and Achievement Plan (SEAP)
Executive Summary

2025–2028 Student Equity and Achievement Plan (SEAP)

Submission Deadline: November 30, 2025

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Section I: Overview

The 2025–2028 Student Equity and Achievement Plan (SEAP) builds upon the College of San Mateo’s longstanding commitment to advancing equity, access, and belonging across all student experiences. This plan reflects the college’s mission to empower students from all backgrounds to achieve their educational goals while addressing structural barriers that have historically limited opportunities for disproportionately impacted (DI) students.

Drawing from quantitative data provided by the California Community Colleges Chancellor’s Office and qualitative insights from student focus groups, identity centers, learning communities, and CSM’s Educational Equity Committee, this SEAP cycle identifies persistent gaps for *Pacific Islander, Black/African American, Filipinx, and Latinx students* across metrics such as successful enrollment, persistence, transfer-Level English and math completion, and transfer.

The 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. Pacific Islander (Transfer)
 5. Economically Disadvantaged Female (Transfer Level Math and English)
 6. First Generation (Transfer Level Math and English, Persistence, Completion)
 7. DSPS (Transfer Level Math and English and Completion)
 8. Female (Transfer-Level Math and English)
 9. 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.

Each goal is grounded in the college’s *Educational Master Plan (EMP)*, *Guided Pathways* redesign, and *Solidarity Statement*, and is supported through SEAP-funded initiatives that integrate culturally sustaining pedagogy, identity-based learning communities, student voice, and professional learning for faculty, classified professionals, and administrators. Together,

these efforts represent a holistic, campuswide approach to achieving equitable outcomes and transforming institutional culture. The 2025–2028 CSM SEAP Plan also aligns with SMCCCD’s districtwide strategic priorities and Vision 2030 goals by embedding equity across student access, completion, and workforce preparation. It serves as a roadmap for progress and a commitment to transparency, accountability, and continuous institutional learning.

Section II: Baseline Data, Key DI Populations & Target Metrics (2025–2028)

The tables below summarize baseline data (2023) and 2028 targets for CSM’s identified disproportionately impacted (DI) student populations across each SEAP metric. Data reflects preliminary cohorts from Data Vista (2023) and will be updated upon validation by the Chancellor’s Office. ¹

Successful Enrollment

SEAP Metric	DI Student Population	2023 Baseline Metric	2028 CSM SEAP Baseline Goal: <i>Eliminating DI</i>	2028 CSM SEAP Target Goal: <i>Eliminating Equity Gap</i>
Successful Enrollment	Black/African American	12%	20% (+8%)	23% (+11%)
Successful Enrollment	¹ Asian	18%	21% (+3%)	23% (+5%)
Successful Enrollment	¹ White	18%	24% (+6%)	26% (+8%)

¹ 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

Completed Both Transfer-Level Math and English

SEAP Metric	DI Student Population	2023 Baseline	2028 SEAP Baseline Goal: <i>Eliminating DI</i>	2028 SEAP Target Goal: <i>Eliminating Equity Gap</i>
Completion: Transfer-Level Math <i>and</i> English	DSPS	16%	19% (+3%)	24% (+8%)
Completion: Transfer-Level Math <i>and</i> English	Economically Disadvantaged Female	20%	21% (+1%)	25% (+4%)
Completion: Transfer-Level Math <i>and</i> English	Female	21%	24% (+3%)	26% (+5%)
Completion: Transfer-Level Math <i>and</i> English	First-Generation	16%	23% (+7%)	26% (+10%)

Completion: Transfer-Level Math and English	Latinx	20%	23% (+3%)	25% (+5%)
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Persistence: First Primary Term to Secondary Primary Term

SEAP Metric	DI Student Population	2023 Baseline	2028 Baseline Goal: <i>Eliminating DI</i>	2028 Target Goal: <i>Eliminating Equity Gap</i>
Persistence	First-Generation	66%	68% (+2%)	72% (+6%)

Completion

SEAP Metric	DI Student Population	2023 Baseline	2028 Baseline Goal: <i>Eliminating DI</i>	2028 Target Goal: <i>Eliminating Equity Gap</i>
Completion	DSPS	13%	13.5% (+0.5%)	18% (+5%)
Completion	First-Generation	13%	16% (+3%)	19% (+6%)
Completion	Latinx Male	13%	14.5% (1.5%)	18% (5%)
Completion	Male	16%	17% (1%)	19% (3%)

Transfer to a Four-Year

SEAP Metric	DI Student Population	2023 Baseline	2028 Baseline Goal: <i>Eliminating DI</i>	2028 Target Goal: <i>Eliminating Equity Gap</i>
Transfer	Asian	13%	33% (20%)	37% (24%)

Section III: Equity Gaps and Root Cause Analysis

During the 2022–2025 SEAP cycle, the College of San Mateo (CSM) made measurable progress in reducing disproportionate impact (DI) in several key areas, including transfer-level Math and English completion for Black/African American students, persistence for economically disadvantaged female students, and transfer outcomes for DSPS and Latinx students. However, the 2025–2028 cycle reveals persistent and emerging equity gaps that continue to impact access, belonging, and completion outcomes for several disproportionately impacted (DI) student populations.

Persistent Equity Gaps (2025–2028)

Quantitative data and qualitative feedback identify continued disparities for Pacific Islander, Black/African American, Filipinx, and Latinx students across multiple SEAP metrics, including

successful enrollment, persistence, completion, and transfer. These inequities also extend to First-Generation and Economically Disadvantaged students, reflecting systemic challenges related to institutional access, culturally responsive instruction, and resource distribution.

Key Institutional Findings

Data from CSM's **2021–2022 Antiracism Surveys and Spring 2022 Campus Climate Study** (ModernThink) highlight ongoing challenges in diversity, inclusion, and institutional communication, particularly among racially minoritized students and employees.

- *Antiracism Surveys:* College of San Mateo (2021–2022). *CSM Antiracism Survey Summary Findings.*
- *Campus Climate Study:* ModernThink (2022). *College of San Mateo Campus Climate Survey Executive Summary.*

The Educational Master Plan (EMP) Reflection and Growth process further emphasizes that “policies, practices, and curricula have not led to equitable outcomes,” underscoring the need to operationalize antiracism and culturally sustaining pedagogy across institutional systems.

- [EMP Reflection & Growth Section:](#) College of San Mateo (2022). *Educational Master Plan 2022–2027.*

Prior Student Equity and Achievement (SEAP) documentation also notes that LGBTQ+ and nonbinary students have been historically undercounted or unrecognized due to state-level Management Information System (MIS) constraints, limiting the visibility of equity gaps for gender-diverse student populations.

- *CSM Student Equity Plans:* [\(2019-2022\)](#) (2022–2025)

Root Causes of Persistent Gaps

Institutional and Structural Barriers

- Inconsistent access to culturally responsive counseling, mentoring, and academic support for disproportionately impacted student groups.
- Structural silos across divisions that reduce coordination and shared accountability for equity outcomes.
- Policies and resource allocations that lack Equity Impact Reviews, perpetuating uneven access to opportunities and services.

Curricular and Pedagogical Factors

- Incomplete integration of culturally sustaining and liberatory pedagogies across disciplines.
- Limited and inconsistent professional development on antiracism, equity-mindedness, and trauma-informed teaching and learning.

Student Experience and System Navigation

- Complex onboarding, financial aid, and registration systems that create barriers, particularly for first-generation, multilingual, and working students.
- Financial insecurity, housing instability, and work–school balance challenges that negatively impact persistence and completion.
- Limited access to representation, mentorship, and culturally affirming spaces that strengthen belonging and engagement.

Data and Voice Gaps

- Incomplete identity data collection and disaggregation (e.g., limited recognition of intersectional and LGBTQIA2S+ identities).
- Uneven use of disaggregated data and qualitative student voice feedback in institutional planning and decision-making.

Student-Driven Insights

Student focus groups, climate surveys, and identity-based learning communities consistently emphasize that belonging, representation, and caring faculty relationships are central to student success. Students report that culturally responsive instruction, peer mentorship, and identity-affirming environments significantly improve persistence and academic motivation. Their feedback underscores that student voice is a critical driver of institutional change when meaningfully integrated into program design and evaluation.

Action Response and Systems Change

The 2025–2028 SEAP Plan addresses these root causes through both structural and cultural interventions designed to transform institutional systems, not just program outcomes. Key actions include:

- Investing in equity-centered infrastructure such as identity-based centers (e.g., Multicultural Center, Pride Center, Undocumented Community Center, MANA, Umoja).
- Expanding professional learning for faculty, classified professionals, and student staff through SEAP and IEPI-funded micro-courses focused on antiracism, belonging, and student-centered design.
- Strengthening data-informed evaluation and student feedback loops to guide continuous improvement and equitable decision-making.
- Embedding SEAP Equity Impact Reviews in budget planning, hiring, and policy evaluation processes to ensure alignment with institutional equity priorities.

These efforts position the SEAP Plan as a catalyst for systemic transformation by aligning institutional practices with CSM’s EMP, Solidarity Statement, and the California Community Colleges Vision 2030 framework. Collectively, they advance a campuswide culture of equity, belonging, and accountability, ensuring that every student, particularly those from historically marginalized communities, can thrive and complete their educational goals.

Section IV: 2025-208 SEAP Priority Strategies and Goals

CSM’s SEAP strategies are informed by evaluation of prior cycle outcomes and emerging student needs. The following goals and strategies guide the 2025–2028 implementation period.

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.

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	CSM SEAP Funded Strategies and Support	CSM SEAP Goals	Connection to CSM EMP Goals (EMP Alignment)
Undocumented Community Center (UCC)	Program Services 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.
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.
Multicultural Center (MCC)	Program Services Coordinator Support	Outreach, Access, Persistence, Completion, 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 Support	Outreach, Access, Persistence, Completion, 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 Support, Counseling Support	Access, Persistence, Math/English Completion, 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.
Veterans Resource Center (VROC)	Program Services Coordinator Support, Counseling Support	Outreach, Access, Persistence, Completion, 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, Math/English Completion, 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.

Section V: Proposed 2025-2028 SEAP Initiatives

During campus feedback sessions, faculty, staff, and students identified several equity-focused initiatives that align with SEAP metrics but are not currently funded in the 2025–2028 draft plan.

These proposed efforts represent CSM's continued commitment to addressing persistent equity gaps and supporting disproportionately impacted (DI) populations through innovation, outreach, and student-centered design.

Successful Enrollment

To increase equitable access and strengthen culturally responsive outreach, several initiatives were proposed to expand support for Black/African American and other DI student populations:

- **Black Student Success Initiative Funding:** Support for coordinated, culturally relevant outreach, onboarding, and first-year transition programs that build belonging and confidence among Black students.
- **Targeted Outreach to DI Populations:** Development of multilingual, identity-based, and affinity group-specific outreach strategies, focusing on Pacific Islander, Latinx, Filipinx, and LGBTQIA2S+ students.
- **Program Outreach and Recruitment Evaluation:** Data-informed assessment of outreach strategies to identify which efforts most effectively connect DI students to key academic and support resources.
- **Expanded Recruitment & Retention Strategies:** Strengthen campus partnerships with local high schools, community organizations, and affinity networks to close access gaps.

Completion of Transfer-Level Math and English

Several initiatives were proposed to improve persistence and success in transfer-level Math and English—metrics where equity gaps remain for First-Generation, DSPS, and Economically Disadvantaged students:

- **Focused Hiring for Embedded Tutors:** Recruit and retain tutors who reflect the cultural and linguistic backgrounds of DI students to create a more inclusive learning environment.
- **Asynchronous and Accessible Learning Resources:** Develop flexible academic support options (e.g., online workshops, peer-led study modules) that reflect diverse learning styles and work schedules.
- **Improved Pipelines to the Math Resource Center:** Establish stronger faculty partnerships and proactive referral systems to ensure DI students are connected early to math support networks.

Persistence

Proposed persistence-focused initiatives aim to improve term-to-term retention by enhancing communication, mentorship, and engagement for First-Generation and DI students:

- **Enhanced Outreach and Support for First-Generation Students:** Design targeted communications and workshops that address system navigation, time management, and campus resource awareness.
- **Dedicated Staff for First-Generation Student Support:** Create a permanent coordination role to oversee first-generation programming and cross-department collaboration.
- **Follow-Up Outreach for Non-Persisting Students:** Implement data-informed re-engagement campaigns (Fall → Spring) to identify barriers and proactively connect students to counseling, tutoring, and financial support.

Completion and Transfer

To sustain student progress through completion and transfer, faculty and staff identified the following unfunded opportunities:

- **Re-Engagement Campaign for Students with 30+ Units:** Contact and support students who have stopped out before degree completion to facilitate re-enrollment and pathway completion.
- **Expanded Transfer Center Services:** Increase counselor and program coordinator capacity to better serve DI populations and improve transfer advising.
- **Targeted Support for Students on Academic Notice:** Provide early academic intervention, personalized success coaching, and equity-focused advising to address barriers before probation or dismissal.
- **Alumni Network Initiative:** Build a mentoring network connecting graduates and near-graduates to provide peer support, transfer navigation guidance, and career readiness coaching.

Looking Ahead

The proposed initiatives above reflect the continued momentum of CSM's equity movement—anchored in the principles of access, belonging, persistence, and completion. While not yet funded, these initiatives embody CSM's readiness to expand the reach of SEAP's mission through innovation, collaboration, and sustainable community partnerships. As new funding opportunities emerge, these proposals will serve as a roadmap for future SEAP allocations, grant integration, and cross-divisional planning.

Section VI: Emerging Institutional Priorities: Expanding Equity on the Coast and Across Communities

CSM Coastside

Context and EMP Reference

The *Educational Master Plan* identifies the Coastside region (Half Moon Bay, Montara, Moss Beach, El Granada, Princeton, and Miramar) as a “*distinct and historically under-resourced area*” due to geography, limited transportation infrastructure, and an agriculture-based economy (CSM EMP 2022: Coastside Section).

- **Economic and resource disparities:** Median household income in many Coastside communities falls below \$100,000, and bachelor's degree attainment rates are lower than county averages, signaling inequities in higher education access.
- **Physical and transportation barriers:** Some Coastside students travel up to 20 miles each way to attend in-person classes on the main campus, creating barriers to participation in student life and essential services.
- **Agricultural and migrant labor dynamics:** The Coastside's agricultural workforce includes seasonal and migrant farmworker communities identified in the EMP as underserved in outreach and enrollment.

Key Equity Focus Areas:

- **Careers & Workforce Pathways for Coastsides**
Develop and align CTE and transfer pathways connected to local industries such as sustainable agriculture, coastal resource management, and environmental sciences.
- **Targeted Outreach to Migrant and Farmworker Communities**
Implement multilingual, culturally responsive outreach and flexible scheduling to improve enrollment and persistence for migrant and working-class families.
- **Coastside-Relevant Curriculum**
Offer courses and programs reflecting coastal, agricultural, and environmental themes to increase relevance and engagement.
- **Enhanced Access & Recruitment**
Strengthen partnerships with Coastsides high schools, community organizations/non-profit's, and local media to increase awareness of academic and support opportunities.
- **Equity-Centered Counseling & Support**
Provide hybrid or in-person counseling, academic advising, financial aid, and tutoring services at the Coastsides Center to mitigate distance barriers.

Supporting Documentation:

- *College of San Mateo Educational Master Plan (2022 – 2027), "Environmental Scan" and "Coastsides Region" Sections.*
https://collegeofsanmateo.edu/emp22/03_environmentalscan.php
- *CSM SEAP 2022 – 2025 Plan, Coastsides Access Summary.*
https://collegeofsanmateo.edu/equity/docs/CSM_SEP.pdf

Pride Center

Context and EMP Reference

CSM's *Educational Master Plan* and *Solidarity Statement* reaffirm the college's commitment to LGBTQIA2S+ inclusion as an essential component of educational equity and belonging. The EMP's "Campus Culture and Student Experience" section calls for *expanded identity-based centers and support for underrepresented communities* ([EMP 2022, Section 5: Reflection & Growth](#)).

Emerging Needs and SEAP Alignment

The CSM Pride Center serves as a critical access and belonging hub for LGBTQIA2S+ students, staff, and allies. However, consistent with findings from CSM's *2021–2022 Antiracism Survey* and *Campus Climate Study* (Antiracism Survey; Climate Study), students continue to report limited visibility of LGBTQIA2S+ representation in curriculum, leadership, and institutional data systems and would benefit from an increase in student support infrastructure.

Key Equity Focus Areas:

- **Intersectional Belonging and Visibility**
Expand identity-affirming programs and professional learning that address intersections of race, gender identity, sexuality, and ability.
- **Policy and Data Inclusion**
Collaborate with PRIE and district partners to enhance the collection of sexual orientation and gender identity (SOGI) data, ensuring more accurate equity analysis.

- **Capacity Building and Training**
Integrate LGBTQIA2S+ allyship and antiracism content into SEAP/IEPI micro-courses for faculty, staff, and administrators.
- **Community Partnerships and Resource Networks**
Strengthen collaborations with local organizations such as *San Mateo County Pride Center*, CORA, and *OUT4STEM* to expand student support, leadership, and career pathways.

Supporting Documentation:

- *CSM Antiracism Survey (2021–2022):*
- *CSM Campus Climate Study (2022):*
- *CSM EMP Reflection & Growth Section (2022):*
https://collegeofsanmateo.edu/emp22/05_reflection.php

Looking Forward

The Coastside and Pride Center initiatives represent two CSM emerging areas in need for equity-focused infrastructure, addressing both *place-based* and *identity-based* barriers. Each initiative extends SEAP’s mission from programmatic investment toward systemic transformation, ensuring that geographic location, gender identity, or sexual orientation no longer predict access, persistence, or completion outcomes.

Section VII: SEAP Innovation and Institutional Learning Strategies: The CSM SEAP Mini-Grant Program

CSM SEAP Mini-Grants

The **SEAP Mini-Grant Program** introduces a flexible, non-personnel funding model that empowers academic departments, identity centers, learning communities, and student-facing offices to launch innovative, equity-centered initiatives. These short-term, high-impact projects are designed to strengthen collaboration, test scalable ideas, and advance equity goals outlined in CSM’s 2025–2028 SEAP Plan and Educational Master Plan (EMP 2022–2027).

Purpose and Alignment

Mini-grants serve as incubators for innovation that:

- **Advance CSM’s equity and antiracism goals** through collaborative, data-informed projects.
- **Build capacity for institutional learning** through reflection, coaching, and professional development.
- **Support IEPI integration**, sustaining CSM’s culture of equity-centered practice and continuous improvement.

2025–2028 Innovation Focus Areas

- **Equity-Focused Professional Development** – Expand micro-courses, workshops, and coaching models launched through the IEPI Grant.

- **Language Access & Translation** – Fund multilingual outreach, recruitment, and marketing materials to reach underserved communities.
- **Outreach & Enrollment Equity** – Redesign enrollment and promotional tools to reflect CSM’s diverse student population.
- **Data-Informed Pilot Projects** – Use disaggregated data and student voice to test and refine scalable equity solutions.

Intersectional and Coalition-Building Priorities

Mini-grant proposals will be prioritized if they:

- **Center intersectional equity and antiracism** (race, gender, sexuality, ability, veteran status, class, immigration).
- **Foster collaboration across communities**, such as partnerships between the Pride Center, VROC, Umoja, and MCC.
- **Uplift underrecognized DI populations**, including LGBTQIA2S+, veterans, foster youth, and adult learners.
- **Promote institutional belonging** through visibility, representation, and inclusive program design.
- **Demonstrate scalable, sustainable impact** that informs future SEAP and EMP initiatives.

Implementation and Evaluation

Administered through the Educational Equity Committee and the Office of Equity, mini-grants will follow an annual proposal cycle. Funded projects will submit reflection summaries demonstrating:

- Connection to SEAP metrics (enrollment, persistence, completion, transfer).
- Collaborative partnerships and lessons learned.
- Evidence of equity impact and potential for institutionalization.

These findings will directly inform SEAP planning, budget alignment, and campuswide equity evaluation processes.

Summary

The SEAP Mini-Grant Program deepens CSM’s commitment to innovation as a form of equity leadership, empowering faculty, staff, and students to co-create solutions that advance belonging, transform systems, and ensure every student has equitable access to success.

ties emerge, these proposals will serve as a roadmap **for** future SEAP allocations, grant integration, and cross-divisional planning.

Section VIII: Coordination with Other Campus Plans

The 2025–2028 SEAP Plan aligns with *Guided Pathways* by embedding equity across the student journey, especially in areas of connection, entry, progress, and completion. SEAP-funded efforts support simplified onboarding, proactive academic and counseling support, and culturally sustaining learning communities that foster belonging and persistence for disproportionately impacted (DI) students.

The SEAP Plan also aligns with the *College of San Mateo Educational Master Plan (EMP)*, which identifies equity, academic excellence, and student success as institutional priorities. SEAP initiatives advance the EMP by strengthening culturally sustaining pedagogy, expanding holistic student support, and promoting collaborative evaluation practices that close opportunity gaps. The plan also contributes to the EMP's goal of fostering an inclusive campus culture through data-informed decision-making and cross-divisional collaboration.

Aligned with CSM's *Solidarity Statement*, the SEAP Plan reinforces the college's commitment to antiracism, inclusion, and social justice, particularly in closing opportunity gaps for Black/African American, Indigenous, and other Students of Color (BIPOC). SEAP operationalizes this commitment by funding programs and professional development that challenge systemic inequities, uplift marginalized voices, and cultivate belonging. Through investments in identity-based centers, staff training, and student voice initiatives, SEAP gives action to the Solidarity Statement's call for institutional accountability, racial healing, and sustained equity-driven change.

SEAP further integrates with *Basic Needs* and *Financial Wellness Initiatives* by connecting students to food, housing, emergency aid, and textbook assistance. Much of CSM's Learning Communities support is co-located with *SparkPoint*, the college's Basic Needs Support Office, improving coordination between academic and financial resources. The plan complements *Strong Workforce*, *Adult Education*, and the *IEPI Grant* by advancing equitable access, re-entry pathways, and professional learning that sustains a culture of continuous improvement. SEAP implementation also aligns with *SMCCCD's Strategic Plan*, ensuring a consistent focus on equitable access, student success, and financial wellness. Together, these plans position SEAP as the framework that unites equity, effectiveness, and student achievement across CSM's institutional ecosystem.

Section IX: Implementation Timeline

The following timeline outlines key milestones for implementation, assessment, and continuous improvement of SEAP initiatives across the three-year cycle.

2025–26: Baseline data validation, staffing alignment, and implementation of 2025–2028 CSM SEAP initiatives.

2026–27: Mid-cycle 2025-2028 CSM SEAP evaluation and progress reporting to IPC, Cabinet, Classified Senate, Academic Senate, the Educational Equity Committee, and the Chancellor's Office. Use of qualitative and quantitative data, disaggregated by student group.

2027–28: Final assessment, outcome validation, and preparation for 2028–2031 plan cycle. Feedback and reporting processes through the Educational Equity Committee, Cabinet, IPC and campus forums. Use of qualitative and quantitative data, disaggregated by student group.

Section X: 2025-2028 SEAP Budget Summary

The 2025–2028 CSM SEAP budget reflects ongoing investment in programs that directly serve disproportionately impacted students. Funding supports personnel, instruction, counseling, program coordination, programming, and strategic professional development aligned with SEAP goals. All allocations are reviewed annually through SEAP governance and the Educational Equity Committee to ensure accountability and alignment.

Office of Equity

Program	Name	Position Control: FTE (Salary and Benefits)	Description	Non-Position Control: Ongoing
Equity	David Galvez	1.0	Management/Operations Support	n/a
Equity	Kohya Lu	1.0	Management/Operations Support	n/a
Equity	Martin Marquez	1.0	Coordination Support	n/a
Equity	Paola Mora Paredes	1.0	Coordination Support	n/a
Totals		Totals pending Business Office validation (as of Oct 2025)		n/a

Puente

Program	Name	Position Control: FTE (Salary and Benefits)	Description	Non-Position Control: Ongoing
Puente	Jennifer De La Cruz	.3 (ASLT)	Coordination Support	n/a
Puente	Jennifer De La Cruz	.7 (Counseling)	Counseling Support	n/a
Puente	Michael Sherer	.2	Instruction/ Coordination Support	n/a
Puente	Angel Pilar	.2	Instruction/ Coordination Support	n/a
Puente	Anthony Scoggins	.2	Instruction/ Coordination Support	n/a
Puente	Manny Delgado-Salazar	n/a	Faculty Coordination	\$30,000

Puente	Puente MOU Commitment	n/a	MOU Fiscal Commitment	\$20,000
Puente Totals		Totals pending Business Office validation (as of Oct 2025)		\$50,000

Writing in the End Zone (WEZ)

Program	Name	Position Control: FTE (Salary and Benefits)	Description	Non-Position Control: Ongoing
WEZ	Jon Kitamura	.2	Instruction/ Coordination Support	n/a
WEZ	Katherine James	.2	Instruction/ Coordination Support	n/a
WEZ	Hansen Sekona	.2	Instruction/ Coordination Support	n/a
WEZ	Brett Pollack	.2	Instruction/ Coordination Support	n/a
WEZ	WEZ Programming	n/a	Programming Support	\$8,000
Totals		Totals pending Business Office validation (as of Oct 2025)		\$8,000

Katipunan (KTP)

Program	Name	Position Control: FTE (Salary and Benefits)	Description	Non-Position Control: Ongoing
KTP	Doris Garcia	n/a	Learning Community Coordination	\$50,000
KTP	Abby Mallari	n/a	Counseling Support	\$25,000
Total		n/a		\$75,000

Brothers Empowering Brothers (BEB)

Program	Name	Position Control: FTE (Salary and Benefits)	Description	Non-Position Control: Ongoing
BEB	Warren Shelby	n/a	Community Coordination	\$33,000 (total for 2 staff)

BEB	Andy Gomez	n/a	Community Coordination	Community Coordination included on total above.
BEB	BEB Programming	n/a	Programming	\$7,000
Total		n/a		\$40,000

Veterans Resource Center (VROC)

Program	Name	Position Control: FTE (Salary and Benefits)	Description	Non-Position Control: Ongoing
VROC	Michael Vargas	.5	Counseling Support	n/a
VROC	Baluyut-Hand, Marcos	1.0	Coordination Support	n/a
Total		Totals pending Business Office validation (as of Oct 2025)		n/a

UMOJA

Program	Name	Position Control: FTE (Salary and Benefits)	Description	Non-Position Control: One-Time Approval
UMOJA	TBD	n/a	Counseling Support	*\$40,000
Total		n/a		\$40,000

**One-time approval for the academic year. For ongoing support, the program must submit a proposal and receive approval through the SEAP Governance Process.*

Coastside

Program	Name	Position Control: FTE (Salary and Benefits)	Description	Non-Position Control: One-Time Approval
Coastside	TBD	n/a	Counseling Support	*\$35,000
Total		n/a		\$35,000

**One-time approval for the academic year. For ongoing support, the program must submit a proposal and receive approval through the SEAP Governance Process.*

Math in the End Zone (MEZ)

Program	Name	Position Control: FTE (Salary and Benefits)	Description	Non-Position Control: One-Time Approval
MEZ	Mike Dovenberg	n/a	Coordination Support	*\$40,000

Total		n/a		*\$40,000
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**One-time approval for the academic year. For ongoing support, the program must submit a proposal and receive approval through the SEAP Governance Process.*

Diversity in Action Group (DIAG)

Program	Description	Position Control: FTE (Salary and Benefits)	Non-Position Control Ongoing
DIAG	Programming Support	n/a	\$6,000
Total		n/a	\$6,000

Section X: Next Steps and Sustainability

As CSM moves into the 2025–2028 SEAP cycle, the college will focus on institutionalizing equity by shifting from program expansion to systemic sustainability. Next steps include launching a *SEAP Evaluation Framework* with CSM’s Office of Planning, Research, Innovation, and Effectiveness (PRIE) and the Office of Equity to monitor progress and close DI gaps, expanding *Equity Impact Reviews* to assess how policies and resource allocations support equity, and strengthening use of data dashboards and student voice feedback loops to drive continuous improvement.

Partnerships through the *IEPI Grant* will further embed equity-centered professional learning through micro-courses, coaching, and campuswide capacity-building. Cross-divisional collaboration among *Student Services*, *Instruction*, and *Administrative Services* will ensure SEAP goals are reflected in program review, hiring, and budget processes.

Sustainability will be achieved by integrating SEAP objectives into governance structures such as the Institutional Planning Committee (IPC), Educational Equity Committee (EEC), Professional Development Committee (PDC), and the district-wide Employment Opportunity Advisory Committee (EEOAC) and Antiracism Council (ARC). Through transparent evaluation, shared leadership, and ongoing professional learning, equity goals will remain a standing institutional priority. By 2028, SEAP outcomes will inform the next cycle of institutional planning, ensuring that equity remains a living, measurable, and evolving campus priority.

Section XI: Commitment to Equity

Equity is foundational to the College of San Mateo’s mission and culture. Guided by the *Educational Master Plan*, *Solidarity Statement*, and *2021 and 2023 Antiracism Surveys*, CSM affirms its responsibility to dismantle systemic inequities, address anti-Blackness, and close opportunity gaps for Black/African American, Indigenous, and other Students of Color, LGBTQ+ students, undocumented students, students with disabilities, and other historically marginalized populations. The CSM SEAP Plan advances this commitment through collaborative leadership, authentic student engagement, and professional learning that integrates equity-minded practices across divisions. Every member of the CSM community (i.e., faculty, classified

professionals, administrators, and students) shares responsibility for ensuring equitable outcomes and fostering a culture of belonging.

Through alignment with *Guided Pathways*, *Basic Needs initiatives*, and the *IEPI Grant*, CSM SEAP efforts extend beyond compliance toward transformative and sustained change. CSM's ongoing commitment ensures that equity is not an isolated initiative but a defining principle shaping how the college serves, supports, and celebrates all students. The 2025–2028 SEAP Plan reflects a continuing commitment towards building a college where every student feels seen, supported, and empowered to thrive.

Appendices

Appendix A: Baseline Cohort Data (from NOVA/Data Vista)

2023 Report or Baseline Year General Admit Cohort Data By Metric Available for 2025-2028 SEP

Availability of 2023 Report or Baseline Year Data by Metric for 2025-28 SEP

Metrics	Available data by cohort starting year for 2025-28 SEP				
Starting Academic Year of Cohort	2018-19	2019-20	2020-21	2021-22	2022-23
Successful Enrollment in the First Year (300C1)	n/a	n/a	n/a	n/a	2023 Baseline
Completed Both Transfer-Level Math and English in the First Year (501C1)	n/a	n/a	n/a	n/a	2023 Baseline
Persisted from First Primary Term to Subsequent Primary Term (453C1)	n/a	n/a	n/a	2023 Baseline	n/a
Attained Vision Goal Definition of Completion within Three Years (619C3)	n/a	2023 Baseline	n/a	n/a	n/a
Transferred to a Four-Year within Three Years (620C3)	2023 Baseline	n/a	n/a	n/a	n/a

Appendix B: SEAP FOAP Summary Table

Office of Equity

Program	Name	Fund	Org	Account	Program
Equity	David Galvez	31216	4145	1270	662000
Equity	Kohya Lu	31216	4145	2120	662000
Equity	Martin Marquez	31216	4145	2130	639009

Equity	Paola Mora Paredes	31216	4145	2130	639009
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Puente

Program	Name	Fund	Org	Account	Program
Puente	Jennifer De La Cruz	31216	4421	1258	632002
Puente	Jennifer De La Cruz	31216	4340	1251	632002 (Puente) 639009 (MCC)
Puente	Michael Sherer	31216	4421	1258	632002
Puente	Angel Pilar	31216	4421	1258	632002
Puente	Anthony Scoggins	31216	4421	1258	632002
Puente	Manny Delgado-Salazar	31216	4421	1458	632002
Puente	Puente MOU Commitment	31216	4421	4510	632002

Writing in the End Zone (WEZ)

Program	Name	Fund	Org	Account	Program
WEZ	Jon Kitamura	31216	4421	1258	493016
WEZ	Katherine James	31216	4421	1258	493016
WEZ	Hansen Sekona	31216	4421	1258	493016
WEZ	Brett Pollack	31216	4421	1258	493016
WEZ	WEZ Programming	31216	4421	4525	493016

Math in the End Zone (MEZ)

Program	Name	Fund	Org	Account	Program
MEZ	Mike Dovenberg	n/a	n/a	n/a	n/a

Katipunan (KTP)

Program	Name	Fund	Org	Account	Program
KTP	Doris Garcia	31216	4421	1458	611003
KTP	Abby Mallari	31216	4340	1451	611003

Brothers Empowering Brothers (BEB)

Program	Name	Fund	Org	Account	Program
BEB	Warren Shelby	31216	4421	2341	619009
BEB	Andy Gomez	31216	4421	1458	619009
BEB	BEB Operations	31216	4421	4525	619009

Veterans Resource Center (VROC)

Program	Name	Fund	Org	Account	Program
VROC	Michael Vargas	31216	4340	1251	631000
EOPS	Marcos Baluyut-Hand	31216	4333	2130	648001

MANA

Program	Name	Fund	Org	Account	Program
MANA	TBD	31216	4421	2130	639011

Umoja

Program	Name	Fund	Org	Account	Program
Umoja	TBD	31216	4340	1451	649010

Coastside

Program	Name	Fund	Org	Account	Program
Coastside	TBD	31216	4340	1451	631000

Diversity in Action Workgroup (DIAG)

Program	Description	Fund	Org	Account	Program
DIAG	Programming Support	31216	4421	4510	676000

Appendix C: IEPI Deliverables and Professional Development Outputs

Area of Focus	Objective	Responsible Person	Target Date for Achievement	Action Steps	Measure of Progress	Status (for Visit 3) As of Date:
A. Create a strategic equity and justice-focused professional development plan that focuses on Classified Professionals and includes managers, faculty, and student employees: Initial Planning and Assessment	1. Establish a diverse and effective Project Team and accurately assess current knowledge levels and gaps in equity, justice, and service excellence.	Project Leads: Tri-Chair Project Lead Model: Exec Leadership: Andrea Vizenor, Executive Director, Strategic Initiatives and Economic Development, Academic Senate (Todd Windisch) and Classified Senate Presidents (Fauzi Hamadeh) or their designee Project Teams: Research, Design, Training, Communications Teams - Comprising representatives from faculty, staff, student services, and administration, campus committees and specialty programs.	Fall 2024	a. Finalize Project Team membership with diverse representation. b. Conduct a need and interests' assessment to determine current levels of understanding and gaps in equity, justice, and service excellence knowledge.	a. Project Team formed, and meetings conducted. b. Needs and interest assessment completed and analyzed.	a. b.
B. Create a strategic equity and justice-focused professional development plan that that focuses on Classified Professionals and includes managers, faculty, and student employees:	1. Create a comprehensive and inclusive professional development plan for this project that addresses the needs and levels of Classified and Management employees.	Project Leads: Tri-Chair Project Lead Model: Exec Leadership: (David Galvez, Director of Equity– Academic Senate (Todd Windisch) and Classified Senate Presidents (Fauzi Hamadeh) or their designee Project Teams: Research, Design, Training, Communications Teams - Comprising representatives from faculty, staff, student	Spring 2025	a. In collaboration with Campus Project Teams, design a comprehensive professional development plan for this project. b. Incorporate feedback from the needs and interests' assessment into the plan. c. Ensure the plan includes tailored modules for different employee roles with a keen focus on Classified Employees	a. Draft of the professional development plan created. b. Feedback from needs and interests' assessment incorporated. c. Modules for different employee roles developed.	a. b.
C. Create a strategic equity and justice-focused professional development plan that includes that focuses on Classified Professionals and includes managers, faculty, and student employees: Design Training	1. Develop a detailed and resource-backed training sequence and curriculum for each employee type.	Project Leads: Tri-Chair Project Lead Model: Exec Leadership Andrea Vizenor, Executive Director, Strategic Initiatives, Academic Senate (Todd Windisch) and Classified Senate Presidents (Fauzi Hamadeh) or their designee . Project Teams: Research, Design, Training, Communications Teams - Comprising representatives from faculty, staff, student services, and administration, campus committees and specialty programs.	Spring/Summer 2025	a. Explore Menu of Options resources to be leveraged. b. Research team shares those resources and additional ideas and resources to consider. c. Design training sequence for each employee type. d. Design or identify curriculum for each experience and determine supplies and materials needed. e. Conduct "Train the Trainers" f. Create budget for each session and overall program.	a. Resources explored and considered. b. Sequence of Training and Pathway designed for each employee type. c. Curriculum established for each experience. d. Budget created with clear understanding of resources needed.	a. b.
D. Create a strategic equity and justice-focused professional development plan that that focuses on Classified Professionals and includes managers, faculty, and student employees: Implementing Training Programs	1. Execute the professional development plan effectively, ensuring high engagement and continuous support.	Tri-Chair Project Lead Model: Exec Leadership (Andrea Vizenor, Executive Director, Strategic Initiatives and Economic Development, Academic Senate (Todd Windisch) and Classified Senate Presidents (Fauzi Hamadeh) or their designee	Summer-Fall 2025	a. Schedule and conduct training sessions, workshops, and seminars. b. Utilize cutting-edge technology and resources to facilitate training. c. Provide ongoing support and resources for participants.	a. Number of training sessions conducted. b. Technology utilized as specified. c. Support and resources provided as needed. d. Participant attendance and engagement levels. e. Initial feedback obtained from participants on training effectiveness.	a. b.

Area of Focus	Objective	Responsible Person	Target Date for Achievement	Action Steps	Measure of Progress	Status (for Visit 3) As of Date:
E. Create a strategic equity and justice-focused professional development plan that focuses on Classified Professionals and includes managers, faculty, and student employees. Monitoring and Evaluation	1. Continuously assess the impact of the training and make necessary adjustments to improve effectiveness.	Project Leads: Tri-Chair Project Lead Model: Exec Leadership David Galvez, Director of Equity– Academic Senate (Todd Windsch) and Classified Senate Presidents (Fauzi Hamadeh) or their designee Project Teams: Research, Design, Training, Communications Teams - Comprising representatives from faculty, staff, student services, and administration, campus committees and specialty programs.	Summer-Fall 2025	a. Develop metrics to measure the impact of the training on campus culture and employee performance. b. Conduct regular surveys and feedback sessions to assess progress. c. Adjust the professional development plan based on feedback and evaluation results.	a. Metrics for impact assessment developed. b. Regular surveys and feedback sessions conducted. c. Adjustments made to the plan based on evaluation data.	a. b.
F. Create a strategic equity and justice-focused professional development plan that focuses on Classified Professionals and includes managers, faculty, and student employees. Sustaining and Scaling the Initiative	1. Ensure the longevity and scalability of the professional development efforts to maintain continuous improvement.	Project Leads: Tri-Chair Project Lead Model: Exec Leadership David Galvez, Director of Equity– Academic Senate (Todd Windsch) and Classified Senate Presidents (Fauzi Hamadeh) or their designee Project Teams: Research, Design, Training, Communications Teams - Comprising representatives from faculty, staff, student services, and administration, campus committees and specialty programs.	Summer-Fall 2025	a. Create a long-term strategy for sustaining the professional development efforts. b. Seek additional funding and resources to expand the initiative. c. Foster a culture of continuous improvement and learning among employees.	a. Long-term sustainability plan developed and implemented. b. Additional funding and resources secured. c. Evidence of a continuous improvement culture through regular updates and new training sessions.	a. b.

Appendix D: Glossary of Key Terms and Acronyms

The following glossary defines key terms, frameworks, and acronyms used throughout this plan to promote consistency and clarity across campus and statewide stakeholders.

Acronyms

CSM – College of San Mateo

One of three colleges within the San Mateo County Community College District (SMCCCD), serving a diverse student population through transfer, career education, and foundational learning programs.

BIPOC – Black, Indigenous, and People of Color

Refers to communities historically marginalized through systemic racism and inequity. CSM's SEAP Plan prioritizes closing opportunity gaps for BIPOC students.

DI – Disproportionately Impacted

A designation from the California Community Colleges Chancellor's Office (CCCCO) identifying student groups whose outcomes in key metrics (e.g., persistence, transfer) fall below institutional averages.

EMP – Educational Master Plan

A long-term strategic document that outlines the college's mission, vision, and institutional priorities, emphasizing equity, academic excellence, and student success.

IEPI – Institutional Effectiveness Partnership Initiative

A statewide professional development and improvement program that provides resources, peer collaboration, and funding to help colleges strengthen institutional effectiveness and equity capacity.

IPC – Institutional Planning Committee

A CSM governance body that oversees integration of planning, budgeting, and assessment processes to ensure alignment with the college mission and equity goals.

PRIE – Planning, Research, Innovation, and Effectiveness Office

CSM’s research and planning office responsible for data collection, evaluation, and reporting that informs institutional decision-making and continuous improvement.

SEAP – Student Equity and Achievement Program

A state-funded program that consolidates prior categorical initiatives (Student Equity, Basic Skills, and SSSP) to improve access, course completion, and success for all students, with emphasis on eliminating equity gaps for DI populations.

DSPS — Disabled Student Programs and Services**VROC — Veterans Resource Center****SMCCD—San Mateo Community College District****SMHSD—San Mateo Union High School District****Key Terms****Antiracism Framework**

An institutional approach that actively works to dismantle policies and practices that perpetuate racial inequities. CSM’s framework emphasizes addressing anti-Blackness and advancing racial justice throughout all campus systems.

Basic Needs

Refers to essential supports such as food, housing, transportation, technology, and financial assistance that enable students to meet personal and academic responsibilities. CSM’s Basic Needs services are coordinated through *SparkPoint*.

Belonging

A student’s sense of inclusion, validation, and connection to the campus community. Increasing belonging is a central goal in SEAP and Guided Pathways implementation.

Culturally Sustaining Pedagogy

An instructional approach that values and incorporates students’ cultural identities, languages, and lived experiences into teaching and learning to foster deeper engagement and academic success.

Equity Impact Review

A structured process that examines policies, procedures, and programs to determine whether they create or perpetuate equity gaps and to recommend corrective actions.

Equity-Minded Practices

Behaviors and strategies that recognize systemic inequities and take intentional action to redesign instruction, services, and structures to close opportunity gaps.

Guided Pathways

A California Community Colleges framework that organizes programs and support services around four key student experience phases—connection, entry, progress, and completion—to improve clarity, support, and completion rates.

Identity-Based Centers

Campus spaces such as the Pride Center, Multicultural Center, Mana, Umoja, Katipunan (KTP), and the Undocumented Community Center that provide culturally relevant support, programming, and community for historically marginalized students.

Institutional Effectiveness

The systematic process of using data, evaluation, and reflection to assess how effectively the college fulfills its mission and achieves equitable outcomes.

Learning Communities

Collaborative academic and social programs that link courses, counseling, and mentorship to create a supportive and culturally relevant environment for student success.

Persistence

A key student success metric that measures the percentage of students who continue from one term to the next, often linked to belonging and engagement.

Solidarity Statement

CSM's institutional declaration affirming its commitment to antiracism, inclusion, and social justice. It calls for dismantling systemic inequities, addressing anti-Blackness, and supporting the success of BIPOC students and communities.

SparkPoint

CSM's Basic Needs and Financial Wellness Office offering holistic services such as financial coaching, food assistance, and community resource referrals to support student well-being.

Student Voice

The intentional inclusion of student perspectives, experiences, and feedback in institutional decision-making to ensure programs and policies reflect the needs of the campus community.

Transfer-Level Math and English Completion

A statewide metric measuring the percentage of students who complete transfer-Level math and English within their first year, an indicator of academic readiness and equitable access to degree or transfer pathways.