



# Student Equity Plan 2019

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College of San Mateo

### Planning Committee and Collaboration

The Educational Equity Committee (EEC) is an institutional committee charged with developing the Student Equity Plan (SEP). The committee consists of two members from each instructional division, two student services representatives, a classified staff member, and two student representatives. In addition the EEC partnered with the METAS and MESA programs on campus to co-write the plan.

Through participatory governance the EEC built awareness of the evolving plan, and sought input and feedback from various college constituencies. For example, the co-chairs presented iterations of the plan to Academic Senate, Institutional Planning Committee (IPC), President’s cabinet, Student Council, and division meetings. It is important to note that we consider this plan a working document. While our plan has been approved, as a campus we continue to examine data, programs, and policies through an equity-lens with the goal of eradicating equity gaps.

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## Introduction

College of San Mateo (CSM) has long championed open access, student support and student success. These hallmarks of educational equity are integral to our mission. However, we understand that access is not enough. For access to be equitable, obstacles that limit opportunities must be identified and, subsequently, remedied. As a Hispanic Serving Institution (HSI), this work is especially meaningful to us because of the diverse students that we serve. We know that CSM's pursuit of educational equity must be committed to recalibrating the trajectory of all of students, and especially our hyper-marginalized students. According to Garcia (2017<sup>1</sup>), developing an organizational identity that is dedicated to serving the interest of Latinx students is integral. Garcia argues that an organizational identity that is simply Latinx-enrolling is insufficient:

Latinx-enrolling represents an organizational identity constructed by members to mean that the institution simply enrolls a minimum of 25% Latinx students but does not produce an equitable number of legitimized outcomes for Latinx students and does not have an organizational culture for supporting Latinxs on campus (Garcia, 2017, p.119s).

Garcia offers this definition of a Latinx-enrolling institution in juxtaposition to an equity-centered Latinx-serving identity, which is optimal. In addition to enrolling a minimum of 25% Latinx students, Garcia states that a Latinx-serving identity is contingent upon creating a college culture that “enhances the educational and racial/ethnic experience of Latinx students as well as one that “produces an equitable number of outcomes for Latinx students” (pg. 114).

While it is true that we serve many students who are not Latinx, we believe that the work to address entrenched educational inequity will enhance the college experience of all of the students we serve. Disproportionately, hyper-marginalized students of color have been labeled as academically incapable due to the widespread racist stereotyping. We know that hyper-marginalized students do experience disproportionate academic struggles as evidenced by disproportionate academic successes outcomes. However, most of these struggles are due to circumstances beyond their control. Therefore, we are convinced that a critical, 21st Century education is not only valuable: it is a matter of social justice. We know that we must (re)position ourselves as a college that operates from a social-justice centered organizational identity.

As a result of our commitment to enhancing the academic experiences of all of the students we serve, the College of San Mateo Student Equity Plan (SEP) was designed to advance the college's mission of providing equitable opportunities, and outcomes for all of our students. As a campus community, we must be willing to diversify our teaching and student support because CSM is changing; our college is increasingly diverse both ethno-racially and socioeconomically. Our goal is to foster a campus climate that encourages, empowers, and equips all of our students to reach their fullest potential both scholastically and humanly. And, commensurate with our expressed goal, we are invested in mitigating the institutionalized opportunity gaps that disproportionately impact hyper-marginalized students of color.

It is important to note that while we readily acknowledge that there are student groups that have been and continue to be traditionally marginalized and underserved, there is a noteworthy difference between marginalization and hyper-marginalization (Wacquant, 2008<sup>3</sup>). Marginalizing institutions ignore or in extreme cases totally disregard the needs of hyper-marginalized students of color. Hyper-marginalized students of color often have specific needs, and when these needs go unmet, systemically, this lack of redress (i.e., necessary resources) amounts to educational marginalization (which mirrors societal marginalization). Throughout this Executive Summary we will use the word, hyper-marginalization. Hyper-marginalization occurs when identity contingencies (Steele, 2011<sup>4</sup>) and socioeconomic realities coalesce. For example, low-SES students face

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<sup>1</sup> Garcia, G. A. (2017). Defined by outcomes or culture? Constructing an organizational identity for Hispanic-Serving Institutions. *American Educational Research Journal*. 54(1S), 111S-134S.

<sup>3</sup> Wacquant, L. (2008). *Urban outcasts: A comparative sociology of advanced marginality*. Cambridge: Polity.

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

marginalization; ethno-racially minoritized<sup>5</sup> students face marginalization; LGBTQI+ students face marginalization. When these identity contingencies intersect with other extenuating factors, like poverty, the end result is hyper-marginalization.

Sadly, instead of addressing the opportunity (or equity) gaps that characterize the education of hyper-marginalized students, the blame for routine academic failure has been placed on their shoulders. This is evidenced by rhetoric that laments the achievement gap. It is our position that the achievement gap is the result of opportunity gaps that go unaddressed. With that in mind, our goal is to address these equity gaps so that we can positively impact all of the students we serve. In order to do this justice-centered work, we must redouble our efforts to mitigate the opportunity gaps that disproportionately affect hyper-marginalized students.

The Student Equity Plan serves to provide important supports for hyper-marginalized students, which includes basic skills completion, degree and certificate completion, career and technical education and transfer opportunities. This plan will help us consolidate and, consequently, focus our institutional efforts so that they serve to positively impact our most marginalized students. Additionally, this plan provides a blueprint that will guide us toward our ultimate goal of providing the necessary tools to ensure that all our diverse students have the same opportunity to achieve their goals. And, more precisely, this plan will provide a way for us to move in unison towards a justice-centered educational paradigm that is designed to remove macrostructural, longstanding bulwarks of racialized, classicists, and gendered (and intersectional) inequity. For us, there is an important distinction between equity and justice. A focus on equity helps us understand what obstacles people have to face simply by virtue of the families that they are born into. Justice does this as well; however, the pursuit of justice necessitates a deeper analysis whereupon we must consider how our positionality with our campuses' macrostructure either attenuates or exacerbates inequity. An authentic pursuit of (educational) justice demands that we work through our own biases, and begin to repudiate our own privileges, if those privileges negatively impact the students that we are obligated to serve.

To be clear, justice is our goal because real social justice positions all students, irrespective of their varied, intersection identities, to achieve their educational dreams precisely because a justice-centered agenda both identifies and works to eradicate apparatuses of macrostructural inequity. At the same time, this is a Student Equity Report, so, we will continue to use the word equity to describe our work. Please remember that for CSM, equity and social justice must be made to work in concert.

### Equity-centeredness

CSM's commitment to equity is apparent within our values, and this commitment drives the work of not only the Student Equity Plan, but also our Educational Master Plan. As we undertake the necessary steps to move toward educational equity<sup>7</sup> we understand that if movement, and progress are not made, our hyper-marginalized students will continue to be underserved and their experiences at the community college will replicate their realities within greater society. However, it is our feeling that community colleges, as open access institutions are uniquely positioned to serve as disruptive technologies that work towards educational equity for all students. We feel that equitable programming is indispensable for our students; we also feel that equity-centered professional development is indispensable for administrators, faculty and staff if we are ever to realize our goal of achieving

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<sup>5</sup> We opt for the word, minoritized, while discussing hyper-marginalized students of color precisely because minoritized, as opposed to the more commonplace term minority or ethnic minority, takes the first position that an intentional process has taken place to minoritize certain (yet consistent) ethno-racial groups. More simply put, this term does not simply denote juxtapositional population status per capita; rather, it denotes ethno-racial groups that have been peripheralized, marginalized, and disenfranchised on purpose by racialized capitalism working in the interest of white supremacy.

<sup>7</sup> Educational equity is intentional work towards the creation of positive, nutritive educational spaces that actively combat structural and institutionalized inequity so that all students are empowered, encouraged, and equipped to succeed academically precisely because they have been afforded rigorous and rich educational opportunities that allow them work towards the realization of their full academic and human potential.

educational equity campus-wide. With this in mind, our Educational Master Plan emphasizes CSM's commitment to prioritizing educational equity and highlights the need to "provide professional development to increase understanding of our students' experience; improve hiring processes and supports to develop a more diverse faculty and staff while supporting current employee efforts for marginalized populations; create a safe environment to discuss, understand, and promote equity."

### The Need for Pedagogy that Enables Students to Thrive

Even though California's demography is shifting towards a minority-majority, the faculty and staff of California's community colleges remain largely White and middle-class. According to a 2018 report from Edsource.org, 61 percent of tenured faculty are white (<https://edsources.org/2018/whites-dominate-californiacollegefacultieswhile-students-are-more-diverse-study-shows/594268>). This, of course, is not a problem in and of itself. However, this reality holds the potential to exacerbate the struggles of hyper-marginalized students that come from different socio-economic and/or cultural/ethnic backgrounds than the educators that serve them. Many European American educators are interested in working towards educational equity. Nevertheless, the differential life experiences of the majority of community college faculty and the students that they serve, not unlike K-12 education, often leads to a kind of cultural dissonance that has the potential to negatively impact the most marginalized students (Ladson-Billings, 1994). Coupled with that fact, we understand that unlike K-12 teachers who are trained in teaching and learning, many community college faculty are content area experts, and have not been exposed to coursework on pedagogical training. At CSM we view pedagogy as iterative, with educators consistently seeking to improve their practice and create transformative learning environment.

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

There is a corpus of literature that bears out that intentional work in the interest of redefining and reforming pedagogy, so that it is culturally sustaining, positively impacts hyper-marginalized students (Emdin, 2016; Gutstein, 2005; Nasir, 2011, etc.). Furthermore, we are convinced that a holistic approach to fostering a campus environment predicated on equity requires direct services to students as well as direct services (in the form of meaningful professional development) to faculty, staff, and administrators.

### Equity Gaps

For decades, equity based educational efforts have been geared towards bridging and/or closing the achievement gap that exists between African-American and Latinx students and their non-Latinx white peers, with little progress made (Darling-Hammond, 2010). One of the reasons that this gap has proved difficult to bridge is that the achievement gap is treated as *the* problem when, in fact, it is but one of the many symptoms of structural and institutionalized educational inequity. Therefore, in the pursuit of educational equity, our focus must be shifted from the notion of the "achievement gap" to that of opportunity or equity gaps.

Equity efforts in the community college system, rightfully, focus on hyper-marginalized students. Because community colleges are low or sometimes tuition free altogether, coupled with their open admission policy, they represent the most viable and perhaps clearest pathway to post-secondary education for first-generation students and hyper-marginalized students. For these reasons as well as many others, community colleges are uniquely positioned to function as disruptors of cyclical, macrostructural educational inequity. That said, due to increased financial and political pressures to improve student success rates, community colleges are faced with a philosophical catch-22: should success be the goal of community colleges or should open access continue to be the founding principle of community college education. Of course, access and success are not mutually exclusive. However, for many colleges, because resources are limited, there is a feeling that an emphasis

on success holds the potential to negatively impact efforts geared towards increased access. Our goal is to create a campus environment that is welcoming, because it is accessible, and that is committed to the educational success of all students. In order to accomplish our goal, we have to view community college as disruptive technology and change the processes on our campus to reflect practices that help our students thrive, not just reflect the way it has typically been done.

Community colleges can function as a disruptive technology that, at their best, interrupt macrostructural inequity precisely because they embody the most democratic ideals of this nation. Accessibility has been and continues to be a hallmark of community college education. For the most part, community colleges offer an open-door policy that provides affordable educational alternatives to students irrespective of background. Community colleges represent avenues to upward social mobility for all students; and, for many students, community colleges represent a second, third, fourth (or beyond) opportunity to work towards a degree and or certificate

### Operationalizing the Obligation Gap

In this plan, we pay special attention to what we have identified as the obligation gap. For us, the obligation gap is the gap in what community colleges as service institutions provide vis-à-vis the actual needs of the students that these institutions serve. Failure to attend to this gap disproportionately impedes the scholastic and subsequent economic progress of our hyper-marginalized students. Overwhelmingly, community colleges represent the first step towards the educational goals of many students; therefore, we are obligated to provide equitable educational opportunities for all of the students we serve. We take this obligation seriously. If we are to achieve educational equity, we have to take the first position that we are obligated to identify, call out, and work tirelessly to redress persistent equity gaps. Our students need us. They need us to ask paradigm-shifting questions and to propose, develop, and implement innovative disruptions to oppressive, stultifying educational practices and policies. Good intentions are not enough. We must first identify, then, subsequently redress the macrostructural barriers to equity found on our campus if we are ever to fully realize our goal of achieving educational equity campus-wide.

### CSM's Approach

Though, at the moment aspirational, our goal is to engender a campus climate that is predicated on social justice. We hope to use our Student Equity Plan as a blueprint towards the realization of educational equity. We are investigating research-based methodologies that demonstrate best practices in cultivating an educational atmosphere that purposefully conjoins student voice and course material. We have made some progress in this. In fact, on approximately half of the syllabi that go out, there is a message for students that advises them, should they feel that they are being treated inequitably, to reach out to CSM's Director of Equity. This move is not only welcoming (Wood and Harris III, 2014), it also demonstrates CSM's commitment to student advocacy.

CSM's faculty, staff, administrators are committed to working together in authentic collaboration to ensure that our students are provided every opportunity to attain even their wildest educational goals. We center equity in our work. Consistent with our institutional desire to attain educational equity campus-wide, we work to assess both our current and future plans via an equity lens. Bensimon et al., (2016) define equity mindedness thusly:

The outlook, perspective, or mode of thinking exhibited by practitioners who call attention to patterns of inequity in student outcomes and are willing to assume personal and institutional responsibility for the elimination of inequity (Bensimon, et al., 2006, p.3)

Centering equity encourages us to constantly be reflective in our practices so that our service to students builds them up instead of tearing them down. Equity-centeredness serves as a constant reminder that there is nothing wrong with our hyper-marginalized students. On the contrary, it is the lack of equitable educational opportunities that limits the socio-educational ascent of many of our hyper-marginalized students. Absent an equity-centered analytical paradigm, we run the risk recriminating our hyper-marginalized students and, subsequently, blaming them for their own academic struggles.



## CSM's Expectations

There is a somewhat extensive body of literature that bemoans (rightly) the negative effects of low expectations for hyper-marginalized students. Low and lowered expectations exacerbate preexisting poverty-induced problems— problems that can be traced back to long-standing institutional and structural racism. However, simply identifying the problem, though helpful, is not far-reaching enough. Educators need work alongside students in order to empower, encourage, and equip them to succeed in the face of these problems rather than allow structural and/or institutional racism to claim more and more victims. At CSM we insist that our expectations remain high. We want to maintain high educational standards while, simultaneously, focusing on best practices that account for where each student is in relation to competency, engagement and interest. We are convinced that high expectations without adequate supports are not helpful, rather, high expectations with proper supports become burdens. We are committed to lessening the burdens that our hyper-marginalized populations have been forced to carry. Again, this is the goal of our justice-centered work. Procedurally, our plan is to use equity-centeredness to identify the structural obstacles (the equity gaps) that our hyper-marginalized students are forced to overcome.

## Student Learning Outcomes

Clearly, we must continue to assess student learning outcomes (SLO's). This is vitally important. However, if we hope to move beyond a conceptual paradigm that overdetermines the achievement gap and, necessarily, deficit model thinking, we have to reimagine SLO's. Instead of narrowly focusing on SLO's, we need to think through Collaborative Learning Outcomes (CLO's); that is, how are we learning from our students regarding their needs, levels of expertise, etc., in ways that facilitate greater learning for them and for us. We must be introspective. If our hyper-marginalized students are not succeeding in our courses and/or at our respective colleges proportionate to the most successful student groups, then, work must be done both individually, as educators, and collectively, as a campus community to figure out why this is. This disruption happens, at the individual level, by constantly and even painstakingly examining our pedagogy and how it either facilitates or fails to facilitate measurable student learning. This has to be coterminous work. We cannot teach the way we have always taught if the same kinds of students continue to fail. If that is the case, to borrow from cliché' break up lines, the problem is not them—it's us. Commensurate with Freire's (1987) that sometimes teachers must be students, and students must be teachers, we must be pliable. If we continue to be the only source of worthwhile knowledge, our students will continue to suffer at the hands of curricular material and concomitant pedagogies that elide, dismiss, and invalidate their lived-experiences. The aforementioned paradigm shift towards CLO's must be accompanied by and even predicated on a more thorough understanding of culturally-sustaining/affirming (Paris & Alim, 2017) and critical/reality/critical-reality based pedagogies (Giroux, 2011).

## Gaps and Recommendations for Data Collection

As part of the process defined by the State Chancellor's Office, data for the Student Equity Plan was supplied by the state based on MIS data for each campus. This data, while helpful in identifying large trends and disproportionately impacted groups, is not totally reflective of the students on our campus. Below is a list of gaps we identified as well as some recommendations for future data collection.

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

activities in regards to LGBT+ populations. And, we must invest in programs and events supporting LGBT Communities on campus including the CSM Professional Development, MCCDC, and LGBT+ SafeZone Committee.

- **Undocumented students:** The data does not reflect students without social security numbers, students not filling out the CA Dream Act or categorize undocumented students as a student population with equity gaps. However the following is an indication that this population also faces equity gaps. In Fall 2017, CSM had 250 AB540/undocu students (73% Hispanic, 11% Asian, API, Filipino & 8% Multi-race) and then in Fall 2018, we dropped almost 25% in enrollment to 190 CA Dream Act students. One of our sister colleges, Skyline College, was able to work with A&R and found that though 819 students applied and were coded non-residents, of those 819, only 126 registered. What we are seeing is that one of the biggest issues that comes for our undocumented students is the matriculation process (Financial aid & Residency Issues are some of the biggest concerns). Often, due to policy changes and the political climate, there is lack of information, which causes miscommunication. To resolve these issues, we advise the campus to invest in programs events supporting our undocumented student population.
- **Foster Youth:** There are no full-time staff and/or program to address the unique needs of the Foster Youth population at CSM. Often these students face many basic needs issues including housing insecurity, and food insecurity. Foster students face obstacles irrespective of their ethnoracial designation. For example, they are overrepresented in the prison industrial complex and grossly underrepresented in spaces of higher learning. We must work to develop deeper partnerships with County Agencies that allow for the Foster Students needs to be addressed. In addition, to resolve these issues, we advise the campus to expand and invest in programs and events that meet the needs of Foster Youth including MCCDC, and Sparkpoint.
- **Previously Incarcerated Students:** We do not currently collect data on previously incarcerated students as a college as we understand that asking students to self-identify their incarceration status may have negative consequences or be stigmatizing. Yet, as a campus we believe that previously incarcerated students, because of their disjointed educational experiences, are in need of targeted support. While there is limited data on the completion rates for PIY at community colleges, and even less information on what factors inhibit or contribute to their academic success, we do know that students who feel valued and institutions/programs that focus on relationship building and intrusivity create students who are more academically engaged are more likely to persist and complete their education (Harper, 2009; Kuh et al, 2008). Developing strategies to intentionally increase engagement amongst PIY is one way community college leaders can increase rates of persistence and academic achievement for this group of students. While we do not currently have baseline data for this population, our goal is to close the opportunity gap for this group.
- As a campus we need to begin to invest the time to look at data intersectionally. For example, per state data, LGBTQi+ students are considered a disproportionately impacted (DI) group. And, while this is no doubt true in many cases, without disaggregated data that determines LGBTQi+ students' intersectional identities, this data is not particularly revealing. We know that race (ethno-racial identity) informs the lived experiences of Black people irrespective of income levels. Therefore, it follows that sans an analysis of the varied racialized identities of LGBTQi+ students, programming intended to remove equity gaps for these students runs the risk of falling short of the specific needs of individual students within the LGBTQi+ student community. We do not want to essentialize the educational experiences of our LGBTQi+ students. Per our (CSM-specific) data, women are a DI group. Of course, we know that androcentrism and gender-inequity are real facts of life for women. Nevertheless, like the data on

LGBTQ+ students, a deeper dive into the data on women students, one that disaggregates the data with regard to race, socio-economic status, parental educational attainment and income, as well as age, for example, would paint a clearer picture as to the needs of specific groups of students within this larger designation.

### Student Equity Plan Goals and Activities: 2019-2022

**Methodology:** For the 2019-2022 Equity Plan, the Chancellor's Office requires the use of two methodologies to assess DI: Percentage Point Gap (PPG) and Proportionality Index (PI). PPG must be used for access, retention, and completion of transfer level math and English; PI for transfer and vision goal completion. However, colleges may use other methods as additional methodology for planning purposes. Each methodology reveals significantly different DI results for student populations.

**Access- Enrollment:** The baseline for this data comes from students who submitted an application to CSM in Summer/Fall 2017 and enrolled in courses within 1 year. During this time period 41% of applicants enrolled at CSM. The college has set a goal to increase this by 10% so that by 2021-2022, 52% of applicants enroll at CSM. In addition to the goal for the overall population, there are populations that are disproportionately impacted within this category, and the goals for these groups are as follows:

- **LGBT, Male:** increase 31.5%, or an additional 39 students
- **Foster Youth, Female:** increase by 33%, or an additional 11 students
- **Black or African American, Female:** increase by 36%, or an additional 56 students
- **Foster Youth:** Increase by 15%
- **Undocumented Students:** Increase by 50%

**Retention:** This category is defined as persistence from Fall semester to Spring semester. The baseline for this data comes from students who were enrolled in Fall 2017 and continued at CSM for Spring 2018. Despite declining enrollment, this retention rate has remained relatively stable over the past 5 years. With this in mind, the college has set to increase the retention rate by 10%, so that by 2021-2022, 72% of all students are retained from Fall semester to Spring semester. . In addition to the goal for the overall population, there are populations that are disproportionately impacted within this category, and the goals for these groups are as follows:

- **Foster Youth, Female:** Increase by 15%, or an additional 4 students
- **Foster Youth, Male:** Increase by 31.5%, or an additional 6 students
- **Black or African American, Female:** Increase by 23%, or an additional 14 students
- **Filipino, Female:** Increase by 9.5%, or an additional 20 students
- **White, Female:** Increase by 13.5%, or an additional 88 students
- **Hispanic or Latino, Female:** Increase by 5%, or an additional 41 students
- **Economically Disadvantaged, Female:** Increase by 8%, or an additional 105 students

**Completed Both Transfer-Level Math and English within the First Year:** The baseline for this category is from the academic year 2017-2018. The college has chosen to adopt the goal of a 20% increase for all students. In terms of first-time full-time students, that means setting a goal of 52% of students progressing through transfer-level math and English. . In addition to the goal for the overall population, there are populations that are disproportionately impacted within this category, and the goals for these groups are as follows:

- **LGBT, Male:** Increase by 400%, or an additional 4 students

- **Black or African American, Male:** Increase by 133%, or an additional 4 students
- **Black or African American, Female:** Increase by 200% or an additional 2 students
- **Native Hawaiian or other Pacific Islander, Female:** Increase by 300%, or an additional 3 students
- **Native Hawaiian or other Pacific Islander, Male:** Increase by 600% or an additional 7 students
- **Disabled, Male, Male:** Increase by 10%, or an additional 7 students.
- **Hispanic or Latino, Male:** Increase by 76.5%, or an additional 26 students
- **Economically Disadvantaged, Female:** Increase 29.5%, or an additional 15 students
- **Veteran, Male:** Increase 300%, or an additional 4 students.

**Attained the Vision Goal Completion:** Vision goal completion is defined as earning an associate’s degree or a credit certificate over 18 units. The college awarded 818 degree and/or certificates in 2017-2018 and has set our new goal to have this increase by 20% by 2021-2022. In addition to the goal for the overall population, there are populations that are disproportionately impacted within this category, and the goals for these groups are as follows:

- **LGBT, Male:** Increase by 100%, or an additional 4 students
- **LGBT, Female:** Increase by 100%, or an additional 7 students
- **Native Hawaiian or other Pacific Islander, Female:** Increase by 43%, or an additional 3 students
- **Native Hawaiian or other Pacific Islander, Male:** Increase by 33 %, or an additional 4 students
- **Foster Youth, Male:** Increase by 100%, or an additional 2 students
- **Foster Youth, Female:** Increase by 150% or an additional 3 students
- **Filipino, Male:** Increase by 28.5%, or an additional 6 students
- **Black or African American, Female:** Increase by 22% or an additional 2 students

**Transfer to a Four-Year University:** CSM had 1,263 students transfer to a California four-year university in 2017-2018, and has set a goal of increasing the number of transfer students to all institutions by 35%. In addition to the goal for the overall population, there are populations that are disproportionately impacted within this category, and the goals for these groups are as follows:

- **Foster Youth, Male:** Increase by 10%, or an additional 3 students.
- **Foster Youth, Female:** Increase by 75%, or an additional 3 students
- **Native Hawaiian or other Pacific Islander, Female:** Increase by 71.5%, or an additional 5 students.
- **Hispanic or Latino, Male:** Increase by 43%, or an additional 49 students
- **Disabled, Female:** Increase 31%, or an additional 15 students
- **Previously Incarcerated Students, Male:** Increase an additional 10 students
- **Previously Incarcerated Students, Female:** Increase an additional 10 students

## Actions to Achieve College Goals: Programs that address multiple categories

### Extended Opportunity Programs and Services

Extended Opportunity Programs and Services (EOPS) and Cooperative Agencies Resources for Education (CARE) at College of San Mateo are committed to providing access to higher education for individuals challenged by academic and socioeconomic barriers. EOPS/CARE strives to provide an environment that nurtures, engages, and reflects a diverse "family" of participants. By offering eligible students comprehensive support services that are academically and socially enriching, the staff and counselors seek to empower students to realize their full human potential.

In addition to the invaluable work that EOPS does in creating spaces for marginalized students to reach their fullest potential, there is a need for more frontline work especially for the marginalized of the marginalized within our campus community. In addition to the direct services provided by EOPS, the Cooperative Agencies Resources for Education (CARE) also functions to fill equity gaps that disproportionately impact our hyper-marginalized students of color.

### CSM CARE

In 1982, the State established the Cooperative Agencies Resources for Education (CARE) program in the California Community Colleges as "a unique educational program geared toward the welfare recipient who desires job-relevant education to break the dependency cycle" (Assembly Bill 3103, Hughes, Statutes of 1982, Chapter 1029). Presently, 110 accredited colleges in all 72 districts of the California Community College system offer CARE programs and services annually to more than 11,000 welfare-dependent single heads of household who seek a viable alternative to continued public assistance for personal and family support. CARE is the only state-funded program of its kind nationwide.

- *Description:* As a supplemental component of EOPS, CARE provides educational support services designed for the academically underprepared, low income, single parent population. Grants and allowances for educationally-related expenses (such as child care, transportation, textbooks, and supplies) may be awarded as a means of strengthening the retention, persistence, graduation, and transfer rates of these individuals. Students participating in CARE may choose vocational certificate or license, associate degree, or transfer program options.
- *Services:* Support services provided to CARE students include: assistance with child care expenses, textbooks-supplies, and transportation costs; special counseling and advisement, personal development activities, and/or curriculum (including self-esteem, parenting, study skills); group support and peer networking; help from peer advisors who are often single parents themselves; and information and referrals to campus-and community-based human services programs.

### Multicultural and Dream Center

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

Historically, the Multicultural Center (MCC) has served individuals regardless of immigration status. In September of 2017, the MCC expanded, relocated and opened its doors in building 10 room 180 as the Multicultural and Dream Center (MCCDC). This expansion was due to student and community advocacy in the face of a hostile social and political climate. This aligned with state and district support including the Board of Trustee's "Resolution Affirming the San Mateo County Community College District's Commitment to Protecting Undocumented Students and Student Privacy," and support issued by the California Community College

Chancellor's Office for Undocumented individuals. With its opening, the MCCDC was also granted innovations funds to hire a full-time retention specialist to work with all MCCDC students and specialize in serving undocumented students. (2018-2019 programming staffing includes three part-time counseling faculty, one program services coordinator, one retention specialist, and six MCCDC Scholar Interns (part-time student assistants.)

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

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

### **LGBT+ SafeZone Committee**

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

### **Guided Pathways**

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

***Professional Development-Four Pillars of Guided Pathways***-Align professional development training around the Guided Pathways four pillars framework. This framework is designed to increase the effectiveness of our college and promotes the potential for greater student completion. We will work with the RP Group to develop trainings in the following topics: Student Support Redefined-Six Success Factors, Using the Success Factors to Facilitate Pathways Planning, 10 Ways Faculty Can Support Student Success, and 10 Ways Everyone Can Support Student Success. Trainings will be offered once per term to faculty, staff, and administrators to help everyone gain an understanding of their role in increasing overall student success and closing equity gaps.

***Transfer-Developing Instructional Faculty into Transfer Agents***- One of the most important roles that faculty advisors will play in Guided Pathways Success Teams is to promote transfer. Research shows that faculty play a very important role in facilitating transfer, particularly for PERMSCs. To prepare faculty advisors to serve in this capacity, we are planning to create and deliver an academy to develop a minimum of twenty-five faculty who want to take the role of equity-minded transfer agents. Faculty will

attend five, three-hour seminars on the theory and practices of transfer agents. These sessions will include readings to understand the concept of agency and power and how they can be harnessed on behalf of PERMSCs, understanding the enablers and inhibitors of transfer, strategies for addressing transfer in the classroom, and interviewing students who successfully transferred to assist faculty in learning ways in which faculty can support transfer. Faculty designated as Transfer Agents within each student success team will coach faculty in their schools and departments to take on the role of transfer agents, they will promote transfer by organizing activities and making transfer a standing topic in schools and department meetings, and they will monitor their school's progress.

### **Learning Communities and the Village**

Learning Communities are cohort-based programs that link instructors across disciplines and connect people who share common academic goals and attitudes. CSM's learning communities offer an innovative and exciting approach to learning designed for student success. While each program is unique, common features include:

- Two or more classes working together with common themes, content, and materials
- A group of students and faculty working collaboratively in a friendly, supportive atmosphere
- An exploration of the connections between disciplines
- Specialized counseling and transfer support, free tutoring, mentoring, and academic support
- Enrichment activities like university field trips, cultural events, and guest speakers
- Community involvement and internships

The Village provides a space for Mana/Puente/Umoja students and club members to call their own on the CSM campus. This space is conceived in the spirit of being a positive social, academic and cultural space in which our cultural diversity is not only honored, valued and welcomed but recognized as an essential fabric of the CSM college community.

### **Promise Scholars**

CSM's Promise Scholars Program is a comprehensive support program that provide incoming, first-time, full-time students scholarships which cover full tuition, textbook assistance, transportation vouchers, as well as academic support.

### **SparkPoint**

SparkPoint serves students and other San Mateo County residents with individualized financial coaching, public benefits enrollment, and access to the on-campus food pantry

### **Educational Equity Committee (EEC)**

Educational Equity Committee (EEC): The mission of the Educational Equity Committee is to work towards the elimination of systemic inequities, college-wide, through the review (and revision, where necessary) of all processes that influence individual student success. Therefore, this committee will work to develop educational equity-centered analytical and pedagogical tools that equip CSM's campus community with viable avenues to begin working towards the eradication of the educational opportunity gap.

### **E<sup>3</sup>T<sup>2</sup>S: Enacting Educational Equity- Train the Trainer Series**

The goal of E3T2S is to operationalize and, subsequently, spread educational equity campus-wide by functioning as equity resources within the respective departments/divisions represented on campus. Following the completion of Spring coursework, E3T2S participants will function as equity resource officers (ERO's) within their respective divisions. More specifically, they will be tasked with leading discussions on pedagogy and best practices in educational equity during regular Lunch & Learns (Fall 2019). ERO's will also hold office hours during Fall (2019) to support colleagues that have questions regarding enacting educational equity at the philosophical, pedagogical, programmatic, and/or practical level. Last year's focus on expanding both

generative conversations and actual work in the interest of educational equity was represented, microcosmically, by the Enacting Educational Equity Train the Trainer Series (E<sup>3</sup>T<sup>2</sup>S): The CSM Faculty and Staff Professional Enacting Educational Equity Train the Trainer Series (E<sup>3</sup>T<sup>2</sup>S) is an intentional sequence of experiences designed to equip participants with a theoretical foundation and with concomitant practical skills in the areas of pedagogy and cultural fluency. This certificated training series will include facilitated discussions, workshops, lectures, panels and group projects. Our hope is that these experiences will strengthen participants' theoretical and practical pedagogical skills. Not only that, we also endeavor to, collectively, develop and sustain a supportive community of practice. The centerpiece of this training is a course entitled, Critical Pedagogical Perspectives on Instructional Design. This course is designed to simultaneously illuminate, and redress equity gaps present in pedagogies that fail to intentionally center educational equity. More precisely, this course is designed to address pedagogy gaps.

### **CSM Social Justice Research Academy**

At CSM we recognize that we are obligated to create equity-centered, ongoing professional development opportunities for our campus community. So, CSM's Director of Equity, along with an esteemed team of campus equity advocates are in the process of developing the CSM Social Justice Research Academy. Our goal is to further develop the current equity initiatives to create a center that features not only equity resources, but also pre-planned, thoughtfully developed trainings, professional development, and resources so that CSM can begin realizing its obligation to create a just campus for all the students we serve. The CSM Equity and Justice Academy will function as an ongoing training site for CSM's administrators, faculty, staff and student workers. In our initial rollout, we will focus on the following areas: (1) Area Specific Equity-Centered Training (e.g., administrators, classified, student workers); (2) Equity centered onboarding processes: E<sup>3</sup>T<sup>2</sup>S and the New Faculty Institute (NFI); (3) Implicit bias/hiring committee training; (4), training/workshops on equity-centered research methods and course design; and (5), finally, research, evaluation, and publication.

*Disaggregated Data and Training-* Disaggregated data will be provided and readily available for instructional and non-instructional purposes. Faculty will be provided with disaggregated data at the program and course levels, as well as training on how to interpret and utilize said data within classes. Disaggregated data will also be provided and made readily available for programs and services to assess their effectiveness. Staff and administrators will be trained on how to interpret said data to ascertain if the programs and services are in fact achieving desired results and equitable outcomes. The CSM SJRA will also conduct trainings on how to analyze SLO data via an equity lens and how to begin addressing the equity gaps uncovered therein.



**Activities to Support Each Goal: Overall and Disproportionately Impacted Groups**

Metric	Goals
Access: Successful Enrollment: Overall Population	
Access: Successful Enrollment: Disproportionately Impacted Groups	LGBT, Male: increase 31.5% Foster Youth, Female: increase by 33% African American, Female: increase by 36% Foster Youth: Increase by 15% Undocumented Students: Increase by 50%
<b>Activities to Achieve Access Goals</b>	
Contact students who are dropped for non-payment to encourage to re-enrollment	
Direct outreach activities, marketing materials, and PEP to target disproportionately impacted student populations, specifically Foster Youth and Previously incarcerated students.	
Expand dual enrollment and concurrent enrollment programs to encourage early enrollment at CSM	
Continue to strengthen partnership with ILP: The disjointed educational experiences of former foster youth are amplified within community college as former foster youth are housing insecure. In order to close equity gaps for former foster youth, the economic needs of foster youth needs to be addressed. College of San Mateo MCCDC currently is in partnership with San Mateo County's Independent Living Programs (ILP). The program works with foster youth K-12 and continues to support this group of students once they transition to community college. Programming includes partnerships with social workers, job placement, and housing support.	
CSM has fully implemented AB 705 and no longer requires tests for placement into transfer-level math and English. In order to continue to support the needs of students who are now able to access transfer-level courses, both Math and English faculty will continue to better their praxis through communities of practices and/or culturally relevant professional development.	
The Educational Equity Committee in partnership with Guided Pathways will continue to review and address college policies and practices which may be a barrier to access and student success.	

Metric	Goals
Retention: Overall Population	
Retention: Disproportionately Impacted Groups	Foster Youth, Female: Increase by 15% Foster Youth, Male: Increase by 31.5% African American, Female: Increase by 23% Filipino, Female: Increase by 9.5% White, Female: Increase by 13.5% Hispanic or Latino, Female: Increase by 5% Economically Disadvantaged, Female: Increase by 8%
<b>Activities to Achieve Retention Goals</b>	
Explore caseload strategies for counseling to support students' progress.	
Expand/Create parent orientation workshops that are offered in person and recorded online to provide information on financial aid, work/school ratio, expectations, and ways to support their students- multiple times a year.	
Continue to strengthen partnership with ILP: The disjointed educational experiences of former foster youth are amplified within community college as former foster youth are housing insecure . In order to close equity gaps for former foster youth, the economic needs of foster youth needs to be addressed. College of San Mateo MCCDC currently is in partnership with San Mateo County's Independent Living Programs (ILP). The program works with foster youth K-12 and continues to support this group of students once they transition to community college. Programming includes partnerships with social workers, job placement, and housing support.	
Continue to support and expand the Multicultural and Dream Center (MCCDC) and EOPS.	
Expand partnerships with financial aid office to promote and encourage FAFSA/DA/BOG completion. Data shows students receiving aid persist at a greater rate.	

Metric	Goals
Completion of Transfer-Level Math and English: Overall Population	
Completion of Transfer-Level Math and English: Disproportionately Impacted Groups	LGBT, Male: Increase by 400% African American, Male: Increase by 133% African American, Female: Increase by 200% NHPI, Female: Increase by 300% NHPI, Male: Increase by 600% Disabled, Male, Male: Increase by 10% Hispanic or Latino, Male: Increase by 76.5% Veteran, Male: Increase 300% Economically Disadvantaged, Female: Increase 29.5%
<b>Activities to Achieve Completion Goals</b>	
<p>Continue to expand peer academic support programs in math and English, specifically the use of embedded tutors and supplemental instruction to include courses that enroll large numbers of disproportionately impacted students. The main impediment to transfer is course completion, especially for our DI group. Providing academic support to students in targeted classes will enhance course completion and thus progress towards transfer.</p>	
<p>Explore composition classes targeted for meta-majors (Ex: a composition class based around STEM topics). Currently, English supports themed-courses as part of the Umoja, Puente, and WEZ programs. Over the next three years, our goal is that we can explore the creation of additional themed course for disproportionately impacted groups, including foster youth, veterans, and disabled students.</p>	
<p>Have English, Math and Library faculty hold office hours/drop-in hours in the Village, EOPS, DRC, and MCCDC.</p>	
<p>Hire math instructor(s) that will specifically work with disproportionately impacted student populations, make sure that is outlined in the job posting (eg., posting for working with men of color).</p>	
<p>Explore adding a math track to learning community course offerings.</p>	
<p>Continue to work across campus to decrease textbook costs. For DI groups, work with Learning Communities to provide textbook vouchers and/or have more textbooks on reserve. Specific plans in progress for Fall 2019 include a book-loaner program for the Mana Learning Community, Umoja Learning Community and expansion of EOPS loaner program.</p>	
<p>Word Jam is an on-going one-week English language program for new and returning multilingual students that is currently offered the week before classes start in August. It's designed to welcome students, especially those from San Mateo Adult School, as they review language skills, meet faculty, visit campus resource centers, and participate in assessments that can help verify their placement.</p>	
<p>Continue to support and grow equity focused Communities of Practice: Currently the English and Math departments are engaging in communities of practice that allow them to better support students since the rollout of AB 705. Other goals are to expand the communities of practice here at CSM focusing on supporting work with disproportionately impacted groups.</p>	
<p><b>Increase Pedagogical Training Focused on Disproportionately Impacted Groups</b>            Over the next three years, the Math Department plans to have (TBD) of all faculty, full-time and part-time, complete at least one pedagogical training focused on Latinx and African American students.</p>	
<p>Examine and Interpret Course Sequence Data by Race and Ethnicity: Math faculty will request disaggregated data for course sequences for the purposes of identifying “high-risk” courses for Latinx and African American students. Faculty will engage in action research to determine what aspects of the courses identified may be contributing to low success rates. Inquiry team will assess various characteristics of each course (days</p>	

and times when courses are offered, taught by full time or part-time faculty, on-line course, hybrid, or in person). Faculty will interview students who successfully completed the courses to assist faculty in learning ways in which faculty played a role in their success.

Development of Equity Focused Community of Practice: The Math discipline will engage in actively developing communities of practice focused on researching and developing culturally relevant lessons and activities for Latinx and African American student populations. One of the many areas faculty will research is ways to restructure classroom setups that are focused on group learning for PERMSCs. Math faculty will pilot best practices in courses with high enrollments of Latinx and African American students. These courses will be supported with embedded tutoring and supplemental instruction. Math faculty will also work with equity-related program personnel to designate sections specifically for African American and Latinx students. Over the next three years, the Math discipline will work to develop themed classes for additional disproportionately impacted groups, including foster youth, veterans, students with disabilities, and others.

Metric	Goals
Attained Vision Goal: Overall Population	
Attained Vision Goal: Disproportionately Impacted Groups	LGBT, Male: Increase by 100% LGBT, Female: Increase by 100% NHPI, Female: Increase by 43% NHPI, Male: Increase by 33 % Foster Youth, Male: Increase by 100% Foster Youth, Female: Increase by 150% Filipino, Male: Increase by 28.5% African American, Female: Increase by 22%
<b>Activities to Achieve Vision Goals</b>	
Continued support and expansion of high-performance programs like EOPS, Mana, Puente, Umoja, Year One, and Project Change.	
<p>A need for intentional programming and support for previously incarcerated on community college campuses is evident as students who have participated in the Project Change program at CSM have discussed. In interviews with students, they have shared that support provided through Project Change helped them transition to CSM, despite the fact that many had not initially viewed themselves as college students. Many incarcerated youth are denied educational experiences while incarcerated, if they have completed a high school diploma or equivalent. Findings from our internal studies at CSM suggest that even those students allowed to go to school while incarcerated may disengage from school once they are released due to their negative experiences with recycled education. One way Project Change has actively sought to support students' education is to offer a "Keys to Success" course as students' introductory college course. The course explores the historical origins of the school-prison nexus, encourages students to (re)create their own college identities through educational maps and activities, and allows them to explore career options. Exposing incarcerated youth to college courses while incarcerated allows for students to begin to see themselves as college students. Once students are ready to enroll in community college, Project Change's wrap-around services within the community college can ease the transition for previously incarcerated students. Providing knowledgeable financial aid and academic counseling support will be key in helping students succeed within community college. Support-services for previously incarcerated students on campus need to focus on supporting students academically, and scaffolding to ensure students are successful in their early post-secondary coursework. Support mechanisms can include mentoring, supplementary instruction, and tutoring. While first year success is important for all students, for PIY the stakes are higher. Intentional programmatic support within their first-year of community college can mitigate challenges that might disrupt them from their educational trajectories. A knowledgeable and caring program can help students feel at home within the college and strengthen their sense of belonging as well as their college identity).</p>	
Continue to work across campus to decrease textbook costs. For DI groups, work with Learning Communities to provide textbook vouchers and/or have more textbooks on reserve. Specific plans in progress for Fall 2019 include a book-loaner program for the Mana Learning Community, Umoja Learning Community and expansion of EOPS loaner program.	
Encourage students to participate in Promise Scholars Program and/or EOPS. Both programs provide full-time students support with counseling, financial support, and textbook support, and retention support.	
Expand professional development opportunities for all staff, faculty, and administrators on culturally relevant pedagogy. Opportunities like New Faculty Institute, Faculty Lunch and Learns, and Enacting Educational Equity Training Series are working to address what is best described as a "pedagogy gap." It is our belief that incorporation of culturally responsive teaching principles and academic strategies will support student learning in the classroom and contribute to increased course completion, certificate/degree completion, and transfer rates.	

Metric	Goals
Transfer to a Four-Year University: Overall Population	
Transfer to a Four-Year University: Disproportionately Impacted Groups	Foster Youth, Male: Increase by 10% Foster Youth, Female: Increase by 75% NHPI, Female: Increase by 71.5% Hispanic or Latino, Male: Increase by 43% Disabled, Female: Increase 31% Previously Incarcerated Students, Male: Increase an additional 10 students Previously Incarcerated Students, Female: Increase an additional 10 students
<b>Activities to Achieve Transfer Goals</b>	
Strategic marketing to change the mindset of who is an “Honors” student and who belongs in the program.	
Increase and diversify the number of 4-year campuses who visit the campus. Also, ensure that 4-year college representatives are housed in a variety of places on campus, including EOPS, the Village, and MCCDC.	
Have English, Math and Library faculty hold office hours/drop-in hours in the Village, EOPS, DRC, and MCCDC.	
Our goal with Guided Pathways is for programs to map all of their courses and create easily accessible maps on their websites so students will understand what courses are necessary to complete a program or qualify for transfer, how long completion will take, and what opportunities for employment or further education they will have at the end of the program. Working with counseling, Guided Pathways will be designed to increase transfer and degree completion. Guided Pathways enable targeted counseling support for students to identify a career path within first year of college.	
Explore adding a math track to learning community course offerings.	
Continue to work across campus to decrease textbook costs. For DI groups, work with Learning Communities to provide textbook vouchers and/or have more textbooks on reserve. Specific plans in progress for Fall 2019 include a book-loaner program for the Mana Learning Community, Umoja Learning Community and expansion of EOPS loaner program.	

## EVALUATION PLAN AND PROCESS

We view this report as a blueprint for the future success of our hyper-marginalized students, as it provides a way forward for our campus to work towards and, ultimately, achieve a measure of sustainable educational equity. The Student Equity and Achievement (SEA) data provided by the California Community College Chancellor’s Office (CCCCO) identified disproportionately impacted groups and has presented target goals for each indicator area: access, fall to spring retention, completion of transfer-level English and math in the first year, vision goal attainment, and transfer. The impact of CSM’s activities outlined in the equity plan will be monitored at two, contiguous, levels. First, data will be collected on the impact of activities on disproportionately groups. It is our firm belief that sustainable educational equity requires a campus-wide push. Therefore, we will collect data on each of the indicators and this information will be readily available to our campus. We will do this in order to keep educational equity at the forefront of institutional college-wide conversations, and, determine if the equity plan activities are being scaled so that they are impactful. As a baseline, evaluation will be done at the end of each academic year to determine whether CSM has met its stated goal for each indicator area. The extent to which each goal is being met will be evaluated and reported in our annual review, per the guidelines of the CCCCCO, and will be part of campus-wide program review reporting.

In order to make sense of the baseline data we collect and analyze, we will also collect, analyze, and discuss qualitative and quantitative evaluative data in order gauge the efficacy of our equity-centered program.

This level of analysis will keep our collective eyes on the prize while we, simultaneously, engage in deeper conversations about the impediments and/or catalyst of institutional progress toward each goal. More simply put, quantitative, qualitative, and mixed-methods approaches to evaluation (within each indicator area) allows for a greater understanding of student experiences. These experiences are often elided when an analysis of student success is absent qualitative data. These secondary evaluative efforts are consistent with a cyclical approach to evaluation. We are also desirous of ways to adequately capture the efficacy of equity-centered courses, PD, trainings and workshops for our campus community. These equity-centered PD opportunities are designed to raise the collective consciousness of our campus community regarding the need for a concerted push for educational equity. Buoyed by a corpus of research, we believe that removing equity gaps for disproportionately impacted groups requires us to work with our campus community in order to help them identify and, subsequently, disabuse the thoughts and practices (both conscious and non-conscious) that they participate in which negatively impact our most vulnerable students.

## Summary of Equity Plan Outcomes based on Fall 2015 Equity Plan Indicators

Metric	DI Group	2015-2016	2016-2017	2017-2018
<b>Access</b>	Asian	21.6%	26.6%	The state's definition of this metric changed, and this is no longer measured
	Hispanic or Latinx	26.6%	31.5%	
	Veteran	2.4%	4.9%	
<b>Course Completion</b> (Retention)	Foster Youth	60.0%	51.9%	53.0%
	Black or African American	66.0%	68.0%	66.0%
	Native Hawaiian or Pacific Islander	67.0%	67.0%	63.0%
	Hispanic or Latinx	66.0%	66.0%	66.0%
	Overall	72.0%	73.0%	73.0%
<b>Basic Skills</b> (within 2 years) ENGL 838 to ENGL 100/105 progression	Veteran	26.5%	59.4%	64.7%
	Multi-race	32.4%	62.4%	61.5%
	White	32.9%	61.3%	67.7%
	Hispanic or Latinx	34.7%	52.6%	63.4%
	Overall	36.5%	59.6%	65.9%
<b>Degree and Completion</b> (within 3 years)	Multi-Race	27.1%	26.2%	28.2%
	Males	34.4%	26.7%	28.5%
	Filipino or Filipinx	22.9%	24.2%	25.7%
	Native Hawaiian or Pacific Islander	25.0%	37.5%	16.7%
	Overall	25.3%	28.3%	29.5%
<b>Transfer</b>	Hispanic or Latinx	275	293	Disaggregated data for 2017-2018 year is not yet available.
	Filipino or Filipinx	114	99	
	Students with Disabilities	90	99	
	Black or African American	36	33	
	Overall	1295	1268	



**Resources Allocated For Activities Directly Funded Through the Study Equity Fund 2015-2018**

Object Code	Category	Expenses			
		2015-16	2016-17	2017-18	
1000	<b>Academic Salaries</b>	2015-16	2016-17	2017-18	
	Faculty Student Equity Coordinator	\$10,953			
	WEZ Learning Community Coordinators	\$121,977	\$59,878	\$71,900	
	Director of Equity	\$27,749	\$105,276	\$74,563	
	CSM CARES Coordinator	\$23,814	\$9,445		
	Equity Workshop for Faculty	\$1,052			
	Puente Program		*note the Puente program did not run this year	\$3358	
	<b>Total</b>	<b>\$185,545</b>	<b>\$147,599</b>	<b>\$149,820</b>	
	2000	<b>Classified and other Nonacademic Salaries</b>	2015-16	2016-17	2017-18
		Veterans Program Coordinator	\$64,405	\$66,122	\$75,861
Mana Program Coordinator		\$32,040	\$50,229	\$11,170	
Learning Communities Event Support		\$624	\$2,316		
Learning Communities Std Assts/tutors		\$21,555	\$6,720		
CSM Care Coordinators		\$6,602	\$4,401		
WEZ Learning Community				\$794	
Puente Program				\$807	
Project Change				\$4,06	
Health Services				\$7,768	
Umoja Program				\$4,229	
<b>Total</b>		<b>\$125,226</b>	<b>\$129,788</b>	<b>\$104,835</b>	
3000		<b>Employee Benefits</b>	2015-16	2016-17	2017-18
		<b>Total</b>	<b>\$106,455</b>	<b>\$119,074</b>	<b>\$95,405</b>
4000	<b>Supplies and Materials</b>	2015-16	2016-17	2017-18	
	Supplies and Material	\$283		\$14,315	
	Books	\$3500			
	Learning Community Supplies & Materials	\$61,277	\$3,076		
	Central Duplicating			\$1,167	
	<b>Total</b>	<b>\$65,060</b>	<b>\$3,076</b>	<b>\$55,199</b>	
	5000	<b>Other Operating Expenses and Services</b>	2015-16	2016-17	2017-18
Conferences		\$39,484	\$12,202	\$15,000	
Contract Transportation		\$9,584	\$1,599	\$2,390	
Ceremonial Events/Contracted Services		\$25,994	\$6,915	\$25,226	
Printing Services		\$1,432	\$355	\$3,732	
Contracts, Events and Dues		\$10,167	\$6,952		
Rental/Software		\$879			
Contract Personnel				\$8,850	
<b>Total</b>		<b>\$87,543</b>	<b>\$28,023</b>	<b>\$55,199</b>	

<b>6000</b>	<b>Capital Outlay</b>	2015-16	2016-17	2017-18
	Total	\$4,760	\$0	\$0
	<b>Other Outgo</b>	2015-16	2016-17	2017-18
	Fees			\$1,797
	Transport	\$2,584		\$1,291
	Books	\$23,373		\$21,154
	Total	\$25,957	\$23,505	\$24,242
<b>Grand Total</b>		<b>\$600,546</b>	<b>\$478,065</b>	<b>\$444,983</b>

# CSM Acronyms

<b>AC</b>	Administrators Council
<b>ACCEL</b>	Adult Education, College, Career, Educational Leadership
<b>ACCJC</b>	Accrediting Commission for Community and Junior Colleges
<b>A&amp;R</b>	Admissions and Records
<b>ASCSM</b>	Associated Students of CSM
<b>ART</b>	Allocation of Reassigned Time
<b>AS</b>	Academic Senate
<b>ASLT</b>	Academic Support and Learning Technologies
<b>CAE</b>	Center for Academic Excellence
<b>CS</b>	Classified Senate
<b>CTE</b>	Career and Technical Education
<b>DE</b>	Distance Education
<b>DPRC</b>	District Planning and Research Council
<b>DRC</b>	Disability Resource Center
<b>EOPS</b>	Extended Opportunity Programs & Services
<b>FOAP</b>	Fund, Organization, Account, Program
<b>FTE</b>	Full Time Employee
<b>FTEF</b>	Full Time Equivalent Faculty
<b>FTES</b>	Full Time Equivalent Student
<b>GP</b>	Guided Pathways
<b>HSI</b>	Hispanic Serving Institution
<b>IPC</b>	Institutional Planning Committee
<b>ISER</b>	Institutional Self Evaluation Report
<b>MANA</b>	Educational and transfer support for Pacific-Islander students
<b>MESA</b>	Math, Engineering, Science Achievement
<b>METaS</b>	Improve success, retention and completion for Latinx students
<b>PAF</b>	Personnel Action Form
<b>PEP</b>	Priority Enrollment Program
<b>PRIE</b>	Planning, Research, Innovation and Effectiveness
<b>PSC</b>	Program Services Coordinator
<b>PRF</b>	Personnel Request Form
<b>PUENTE</b>	Educational and transfer support for Latinx students
<b>QFE</b>	Quality Focus Essay
<b>SBDC</b>	Small Business Development Center
<b>SEA</b>	Student Equity & Achievement Program (was BSI, Equity, and SSSP)
<b>SEP</b>	Student Educational Plan
<b>STEM</b>	Science, Technology, Engineering and Mathematics
<b>SWP</b>	Strong Workforce Program
<b>TOP</b>	Taxonomy of Program Codes
<b>UMOJA</b>	Educational and transfer support for African American students
<b>WEZ</b>	Writing in the End Zone